Each year over thirty Carleton students take advantage of the opportunity to broaden their undergraduate experience by study at other institutions or with independent study abroad.

A number of the programs in which Carleton students participate are sponsored by the Associated Colleges of the Midwest. These include the Junior Year in India, a new program this year, co-sponsored by the University of Wisconsin and the ACM.

Next year six Carleton students and a faculty member will take part in the program. The students who will attend universities in India are Judith A. Levin, Glencoe, Ill.; Susan Wadley, Clarendon Hills, Ill.; Kim R. Larson, Minneapolis, Minn.; Elliott L. Uhlenhopp, Hampton, Iowa; William H. Schechter, Jr., Tarkio, Mo.; and Douglas O. Yarrow, Des Moines, Iowa. They will spend the summer in the United States in an intensive program of language study and orientation. In August they and nineteen other undergraduates from upper midwestern colleges and universities will leave for a year in India.

Dr. Russell L. Langworthy, associate professor of sociology and anthropology, will go with them to supervise the overall program. He will also teach a course in the sociology of land reform at the University of Osmania which has a general liberal arts program along with a special interest in the development of rural villages.

The two other schools in India which some of the students will attend are the University of Delhi and the University of Banaras.

STUDY PROGRAM IN INDIA

The study program in India is divided into three areas: language and orientation; history and language from an Indian professor; and a field project which involves interviewing members of the local population. The Carleton students will also take one Carleton course in independent study.

To be initiated next fall is another Associated Colleges of the Midwest program. Originated by ACM in cooperation with the Chicago Board of Education, the project's aim is to provide prospective teachers with an opportunity to study the problems of public education in a metropolitan area. It includes seminars and student teaching in the Chicago public schools for a term.

Four Carleton students will participate in the sixteen-week program which will be under the direction of Dr. Helen D. Berwald, associate professor of education, who will be on leave of absence from her duties at Carleton. The students are V. Joyce Langan, Winnetka, Ill.; Linda J. Pierz, Evergreen Park, Ill.; Margaret L. Smith, St. Paul, Minn.; and Reidar Soderholm, Worthington, Minn. They will be housed in apartments owned by the University of Chicago and will have library and cafeteria privileges at the University.

Through still another program sponsored by the ACM, each year a limited number
of advanced students in biology, chemistry, and physics have the opportunity to work and study under research scientists at the Argonne National Laboratory. Located near Chicago, it is operated under contract with the Atomic Energy Commission and is the scene of important experimental work in nuclear science.

TEACHERS AT ARGONNE

Students selected for this program spend a summer working as assistants in the research program of the laboratory and during one or two terms of the academic year continue their projects and take special courses in their major fields. The courses are taught by scientists on the regular laboratory staff and by faculty members of the colleges in the Associated Colleges of the Midwest who are also working at the Argonne Laboratory.

Carleton participants have unanimously recommended the program. In addition to research, there are continuous lectures available in every field on almost every conceivable topic. One student wrote: “There are fascinating people surrounding me everywhere. I can go next door and talk to one of the leading low-temperature experts in the country, and there are several Nobel Prize winners scattered throughout my building ... and they're all more than happy to talk about what they are doing or to answer questions.”

THE WASHINGTON SEMESTER

The Washington Semester is a program in which Carleton students have participated for a number of years. It is a co-operative arrangement between the American University in Washington, D. C., and many colleges in the United States. Because the schedule for Carleton’s three-term curriculum differs from the semester plan at the American University, special provisions are made for the student to spend the first three weeks of the second term at Carleton doing independent study for one course credit. He then receives four course credits for his semester in Washington.

One of the most interesting parts of the Washington Semester plan is the field seminar in American National Government in Action. It meets three times a week and includes interviews with prominent government officials, field visits to different government departments, and interpretive sessions with members of the faculty.

The emphasis in the academic program is upon materials and resources which are available only in Washington, such as the Library of Congress, Pentagon Library, and interviews with government officials.

It is interesting to note that the majority of Carleton students who study off campus go abroad and that the most popular program abroad is the one whose physical, non-academic details are handled by the Experiment in International Living. In contrast to the Washington Semester or Argonne programs, the emphasis is somewhat less academic and more broadly cultural. In an attempt to gain insights into the traditions and institutions of another country, the student stays with a family and lives as a member of the community.

Under this plan, students substitute a
term abroad for one of the terms of residence at Carleton. A program of independent study is worked out in advance with faculty advisers. Upon their return, students submit essays or take examinations for course credit. Credit is also given for increased fluency in a foreign language.

Usually students will spend five weeks with a family in England, ten days traveling, and five more weeks with a family in another country. Or they may spend the entire period with one family. Some students are assigned to city families and some to rural areas.

For those who live in the cities, there is an endless succession of galleries, museums, architecture, and good, inexpensive theater. In the country, activities run more to hikes and bicycle rides, but for both groups there is the excitement of learning new traditions and learning to react to new situations.

Students participating are required to do independent study, but many find that traveling and becoming acquainted with their families leave little time for reading. Studying is thus sometimes sacrificed for other activities. However, most students feel that what may be lost academically is more than compensated in personal enrichment.

One of several programs arranged by other United States colleges and universities, the Sweet Briar program for study abroad offers a full year in Europe and a full year's credit at the home institution. Sweet Briar College in Virginia arranges special courses, special examinations, and grades in the foreign university so that equal credit can be given for the year spent abroad.

Approximately one hundred students from colleges all over the United States participate in the Sweet Briar program each year. The group meets in New York for the trip over, spends six weeks in language study, and then each student leaves for his university or college.

Students live in private lodgings and have few regulations. They seldom see other members of the group and so are on their own almost completely. Academic independence is somewhat circumscribed by the special courses and examinations arranged by Sweet Briar, but in general these students enjoy a great deal of freedom.

INDIVIDUAL PROGRAMS

Other Carleton students go abroad each year to study under individually arranged programs. When the schedule has been approved in advance by the Dean of the College, credit is automatically granted upon completion of the planned program. Last year Carleton juniors studied French at the University of Neuchâtel, Switzerland; political science at the University of Freiburg, Germany; and philosophy at King's College in London. These students did the same work as their European classmates; they had no special examinations or grades as those under the Sweet Briar program.

Two philosophy majors from Carleton spent last year at King's College in London, studying under Dr. J. N. Findlay, who taught at Carleton the year before on the
Donald J. Cowling Foundation. They lived in the residence halls of the university and met few Americans. Thus they saw the British university system from the inside.

**WHAT THEY SAW, THEY LIKED**

For the most part, what they saw, they liked. Again, British university students have a great deal of independence, both socially and academically. Examinations come only at the end of three years making academic pressure less important. This does not mean that scholarship suffers, however. The tutorial system offers supervised research in specific areas and an opportunity to discuss with the professor problems that arise in reading during the week. In general, these two students thought that the British program was flexible and provided opportunities for individual research.

Nor was the intellectual activity confined to the university. London itself is an international melting pot of cultures and ideas. It abounds with art galleries, music halls, cinemas, opera houses, and one of the world’s finest English-speaking theaters. In an atmosphere so rich, the student has the opportunity to integrate his studies with the rest of his education.

The University of Freiburg in southern Germany was the scene of study for two other Carleton juniors. Except for the language problem, their experiences were roughly similar to those of the philosophy students in London. Their studies were concentrated and penetrated deeply into one field. In spite of the long papers, they were able to proceed at their own rate, and there was no pressure from examinations. They were particularly impressed with the school spirit, which was concerned primarily with the academic achievements of the university.

Among other students in foreign universities were two girls who accompanied their families abroad. One stayed in Switzerland and received many of the same impressions as those who lived in London and Freiburg. Another studied at Doshisha University in Kyoto, Japan, where her father was a visiting professor for the year.

Although students went abroad on a variety of programs, some generalizations can be made concerning their experiences. Without exception, they were enthusiastic about their term or year. They were impressed with the independence of European students and learned that academic pressure is not a prerequisite to intense study.

A number of students felt that Carleton had a definite advantage in being small and more personal than the large universities. More guidance is given in helping a student choose his courses and find his major field. After working in specialized fields, many students returned with a renewed appreciation of Carleton’s liberal arts program.

Whether the period abroad was spent in intense academic study or first-hand observation of other cultures and institutions, it proved to be educationally fruitful and exciting. Each student felt he had returned to the College with a broader point of view and greater understanding of another people and culture.