
Educación y Adiestramiento

ORIENTATION PROGRAM FOR FOREIGN STUDENTS 1953-1954 AT THE SCHOOL OF PUBLIC HEALTH, UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL, NORTH CAROLINA*

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In December, 1952, the faculty of the School of Public Health requested the assistance of the student group in evaluating some of the problems faced by foreign students in the school and in making suggestions which might help these students to adjust more quickly and comfortably to the situation here.

One of the suggestions made at that time was that students from other countries be requested to come at least a week before regular classes began, and that this week be used for an intensive orientation to the school and to the community. It was believed that students would be able to fit into the regular work of the school better if they could have an opportunity to get over the first hurdle of strangeness and confusion of a new setting.

Twenty foreign students were accepted for admission to the school for the 1953-54 year. These students came from Manila, Iran, Guatemala, Nicaragua, Israel, Perú, India, Formosa, Thailand, Egypt, Paraguay and Puerto Rico. Fifteen arrived for the orientation week, September 14 to 18.

It was possible to arrange for all of the students to live in the University dormitories and for them to have American roommates. This plan worked out particularly well. In every instance, our students, at the end of the year, expressed their pleasure with this arrangement and several real friendships developed which will probably have continued meaning for both the American and foreign students.

Arrangements were made for those who arrived in Chapel Hill either on Saturday or Sunday before the week of orientation started to occupy their rooms then. The students were met and taken to their rooms by a member of the committee on foreign students of the School of Public Health. Necessary arrangements were made at this time for the student to get his key, linens, etc.

Since, for most of the students, Sunday was to be their first day in Chapel Hill, a very informal social evening at the home of one of the

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committee members was planned. All of the foreign students who were in town attended, had an opportunity to get acquainted with each other, to get answers to certain questions they might have, and to spend their first evening in Chapel Hill without, we hope, feeling too strange and alone.

Prior to the students' arrival, each student was assigned to a faculty member whose responsibility was to serve as his sponsor during orientation week and throughout the school year. The function of this sponsor was to serve as a friend and a personal advisor to the student, to make sure that he was included in satisfactory plans around holidays, and hopefully, become acquainted with some American families in the community.

It was found, however, that such formal sponsorship was not necessary after the first month of school, and plans for next year include only a short-term sponsorship at the beginning of the school year with the foreign students committee, and such faculty members as are particularly interested in foreign students, taking a more active role in seeing that the year round needs of these students are met.

On the first morning of orientation week, the foreign students were registered. All members of the faculty were present, and had an opportunity to meet the students and to become acquainted with them. Plans had been made to have faculty wives with cars in case any of the students had families with them and needed to make other living arrangements. However, none of the students brought families and this service was not necessary. Later in the morning, Dr. E. G. McGavran, Dean of the School of Public Health, gave a formal welcome to the students, and some explanation was given of the activities for the remainder of the week.

In the afternoon a picnic for foreign students, faculty and wives was arranged at Dean McGavran's home. In true American style, we had weiners cooked at the outdoor fireplace and recreation consisted of horseshoe pitching, badminton, and much conversation.

On Tuesday morning a seminar on "Organization of the School of Public Health" was held with Dr. John Wright, Professor of Public Health Administration, presiding. Each department head gave some explanation of the program in his own department.

The Chapel Hill Chapter of the American Association of University Women, with the Junior Service League, took over the responsibility for tours, beginning on the second day. These groups planned trips with the students throughout the week, including tours of the University, the community, local industries and farms.

It had previously been called to the attention of the faculty that American teaching methods, with the informal relationship between students and professor, informality of discussions, etc., were frequently

confusing to foreign students accustomed to more formal teaching methods. Believing that a preliminary description and interpretation of our philosophy of education might prevent some of this confusion, a session on this subject was arranged on the third day. Students were also given an opportunity to visit the departments to which they were assigned and to discuss whatever problems or interests they might have with heads of the departments and other faculty members.

On the fourth morning, the University Testing Service gave the students an English comprehension examination for the purpose of determining which students needed tutoring in English. Arrangements were made for special English instruction to those students showing a need for help in that area.

By the fifth day, which was the regular day of registration for all students, it was apparent to those of us who were associated with this program that the foreign student group seemed quite at home, at ease with each other and with the faculty, and sufficiently familiar with the school and the community that they could answer questions for the American students and "show them around" as they arrived.

Effects of the good relationships developed during this first week were apparent all year. In a number of classes it was noted that their participation in discussion was equal to that of American students and much superior to that of the previous group of foreign students.

Ample opportunity was offered throughout the year for students to have ready access to the faculty member of their choice for advice, personal help, or moral support. The students, by and large, made considerable use of this help and the general impression was that this added to the very good adjustment which every member of the foreign student group made.

PROGRAMA DE ORIENTACION DE LOS ESTUDIANTES EXTRAN-
JEROS PARA EL AÑO ESCOLAR 1953-1954 EN LA ESCUELA DE
SALUBRIDAD PUBLICA DE LA UNIVERSIDAD DE CAROLINA
DEL NORTE, CHAPEL HILL, CAROLINA DEL
NORTE (*Resumen*)

Con el fin de ayudar a los estudiantes profesionales procedentes del extranjero a adaptarse a las normas y costumbres de la escuela de salubridad pública de la Universidad de Carolina del Norte, el personal docente convocó al alumnado para que ofreciese ideas sobre la mejor forma de resolver ese problema.

Se aconsejó que los estudiantes extranjeros llegaran a la escuela una semana antes de comenzar las clases, período durante el cual los nuevos estudiantes recibirían instrucciones que les ayudasen a adaptarse en breve al nuevo ambiente.

En el año lectivo 1953-1954 se aceptaron 20 alumnos procedentes de Manila, Irán, Guatemala, Nicaragua, Israel, Perú, India, Formosa, Tailandia, Egipto,

Paraguay y Puerto Rico, 15 de los cuales llegaron con una semana de anticipación. Se les hospedó en dormitorios de la universidad y a cada uno se le asignó un compañero norteamericano.

Se procedió a la matrícula en el primer día, y durante los siguientes dos días la facultad hizo planes para que cada alumno conociera a los miembros del personal docente con quienes estudiarían e hiciera las preguntas que tuviera a bien. El cuarto día fueron examinados de inglés para ver quienes necesitarían enseñanza privada. Al quinto día, que se dedicó a los trámites de matrícula general, los interesados en el programa de adaptación observaron la facilidad con que los estudiantes extranjeros se conducían y contestaban a las preguntas de los nuevos estudiantes americanos a la vez que les servían de guías.

Las buenas relaciones establecidas durante esa primera semana continuaron, al parecer, durante el resto del año. Los alumnos extranjeros participaron en las discusiones en igual medida que los americanos y en grado superior a los del año precedente.

Escuelas de Salud Pública de Estados Unidos en 1950.—En el año 1953 el Servicio de Salud Pública de Estados Unidos publicó un informe sobre las escuelas de salud pública que existían en el país en el año 1950. De este estudio se citan a continuación algunos puntos de interés general.

Las 9 escuelas de salud pública contaban en 1950 con un personal docente compuesto por 484 miembros, de los cuales 338 eran profesores a tiempo completo en la escuela o en la universidad de que formaban parte y la mayoría de ellos trabajaban en los departamentos de epidemiología y de administración sanitaria.

El personal docente empleado a tiempo completo en las escuelas tenía a su cargo la mayor parte de las actividades de enseñanza, de investigación y del servicio de la colectividad. El sistema de utilizar los servicios del personal docente de otras escuelas universitarias en la enseñanza, investigación y otras actividades de la escuela de salud pública, es importante para mantener una estrecha relación entre el profesorado de la escuela de salud pública y el de las disciplinas afines de otras escuelas universitarias. El personal docente de las escuelas de salud pública empleado a tiempo parcial, procede en su mayor parte de los departamentos de sanidad estatal y local, o de los organismos sanitarios particulares, y su labor en las escuelas fomenta las relaciones mutuas entre la enseñanza académica y la práctica de la salud pública.

En el año académico 1949-50, la matrícula aproximada de las nueve escuelas de salud pública ascendió a 1,240 estudiantes procedentes de 51 Estados y Territorios de los Estados Unidos y de 39 países extranjeros. Más de la mitad de los estudiantes eran graduados y éstos fueron admitidos como candidatos a los grados de "master" y de doctor. Los demás iniciaron los estudios de licenciatura o se matricularon como estudiantes especiales.

Los estudiantes extranjeros representaban el 17 por ciento de los estudiantes graduados y el 25 por ciento de los estudiantes especiales. Estos estudiantes traen a las escuelas conocimientos directos de los problemas de salud pública de los países de la América Latina, de Europa, Asia y África, y ayudan al personal

docente a explicar estos problemas a otros estudiantes. El adiestramiento de los estudiantes extranjeros, a la vez, representa una notable contribución de las escuelas al avance de la práctica de la salud pública en los países a que regresan y contribuye al mejoramiento de las relaciones internacionales. Muchos de los estudiantes extranjeros matriculados como estudiantes especiales son transferidos a la categoría de estudiantes graduados cuando superan las dificultades del idioma y demuestran que reúnen los requisitos que se exigen a los candidatos para su graduación.

Los estudiantes graduados de las escuelas de salud pública se incorporan con preparación y experiencia, en una amplia variedad de ramas sanitarias: medicina, odontología, enfermería, veterinaria, ingeniería, ciencias naturales y otras afines. (Diehl, H. S.: *Pub. Health Rep.*, 890, sbre. 1953.)