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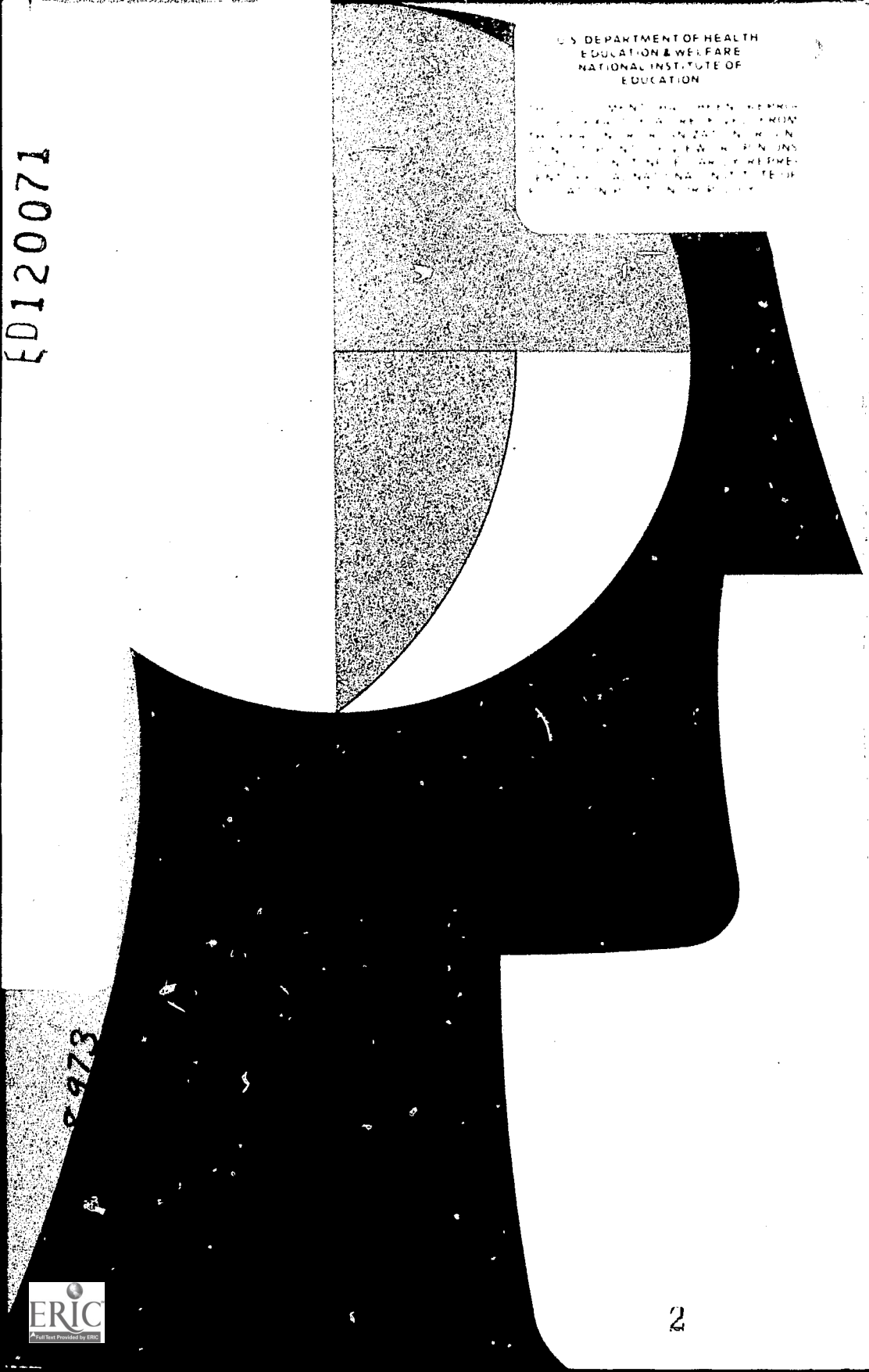
ABSTRACT

This report on the Fulbright-Hays Program during the last 25 years focuses on the increasing importance of educational exchange in this day of expanding communications. The primary purpose of the report is to record the evidence of accomplishment and expertise on which the Fulbright program has been built and to designate in detail the unique set of binational and academic mechanisms that have been developed. It is prepared for persons who have had some past connection with Fulbright educational exchange programs--including men and women in the Congress, the Executive Branch, and every part of academic life in America who have supported the program. This informal history, prepared during the anniversary year of the Board of Foreign Scholarships, tells the story of the experiences of more than 100,000 participants in more than 100 countries under the Fulbright program. Following an introduction which tells how and why this report was prepared, the study presents sections on The Laws Behind the Program, The Binational Approach, The Focus on Academic Merit, The Foreign Relations Component, Support of The American Educational Community, Achievements of the Program, and Final Thoughts. Supplementary materials are enumerated on the last 22 pages and include tables and charts showing the number and distribution of American and foreign grantees by state of permanent residence and by area and category from 1949-70 and 1970-71. Also included is a listing of grants. (Author/DDB)



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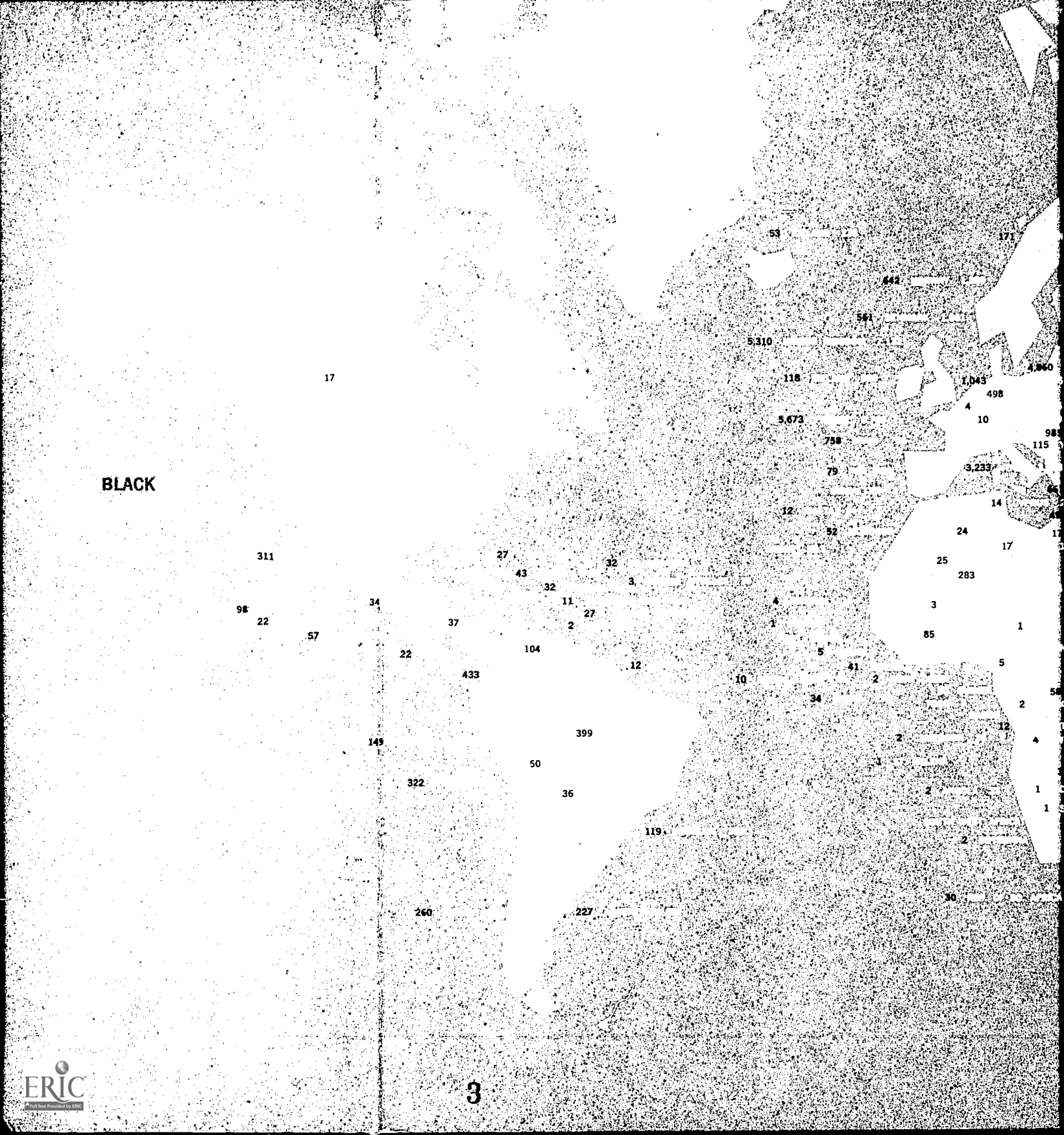
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"Along with the Marshall Plan, the Fulbright Program is one of the really generous and imaginative things that have been done in the world since World War II."

ARNOLD TOYNBEE

". . . I have felt that man travels to the moon for a multitude of reasons, some of which are obvious and often stated, others of which are quite obscure, poorly understood and appreciated, and seldom cited. A most important example of the latter is: to learn absolutely as much as possible about another planet in order to better understand, better appreciate, and better preserve his own planet. In parallel with this the explorer, man, steps closer in a very real way to a better understanding of himself, an understanding which is crucial if he is to survive upon this beautiful planet.

"On a much smaller, more personal, scale I viewed, and continue to view, the opportunity to study abroad in a very similar light. As a Fulbright scholar to Germany I was given the chance to learn firsthand about another very vital country, yet during this time I found myself gaining a far broader understanding of my country and, with this, an increased understanding of myself. I would not trade that year of my education with any other of the many years of formal education I have undergone."

JOSEPH P. ALLEN, ASTRONAUT

A REPORT OF THE BOARD OF FOREIGN SCHOLARSHIPS

A Quarter Century

CONTENTS

THE WHITE HOUSE

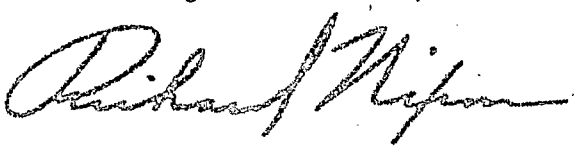
WASHINGTON

For 25 years, under five Presidents, the Fulbright-Hays program, through its exchange visits of scholars, professors and research scientists, has contributed significantly to the spread of knowledge and of understanding throughout the world.

Today, as expanding communications link the peoples of our planet more closely than ever before, these exchange programs have taken on increased importance. No nation has the knowledge, the wisdom or the resources to be self-sufficient. For today, more than ever before, the peace and progress of each nation is tied to the peace and progress of all mankind.

We must go forward together if we are to go forward at all.

The Fulbright-Hays program has done much to advance this objective in its first quarter century. May it continue to flourish as it carries on this great work in the years ahead.



President Truman signing the Fulbright Bill, August 1, 1946.

This is an informal history of the first 25 years of a unique program in international exchanges. During this anniversary year the Board of Foreign Scholarships met with past leaders and participants to prepare a paper which looks ahead: *Educational Exchange in the Seventies*. As we talked—in Boston and Austin, in Bangkok and Salzburg, in New York, Chicago, and San Francisco—we felt instructed

and at times inspired by the testimony of the past. Thus, the Board commissioned this study to suggest in short compass something of the experiences of more than 100,000 participants in more than 100 countries under the "Fulbright" program.

The Board asked Donald B. Cook, a senior career officer, to undertake this difficult task in a short period of time. We were fortunate to find someone who had served on two occasions (1956–57 and 1962–65) as Executive Secretary of the Board and helped found the pioneering program in Yugoslavia (1965–66). An informal study by one man seemed in keeping with the emphasis that these programs have traditionally played on the intangibles of international exchange and the importance of the individual. In publishing this study, the Board takes pleasure in dedicating it to those both here and abroad who have given time and effort beyond any available recognition or reward to give these programs continuity and make them work.

The Board has worked with and through the Department of State to develop and maintain educational ties with foreign nations that serve the long-term interests of America and the world community without being unduly affected by short-range variations in political relationships.

The Board hopes that this account may give those who have been connected with some aspect of these far-flung programs a sense of the on-going enterprise as a whole. This includes men and women in the Congress, the executive branch, and every part of academic life in America and abroad who have supported this program. To the broader American public, to which this Board is responsible, we reaffirm our judgment and that of past Boards that this unprecedented exchange represents an impressive success in the postwar era for Americans, for international understanding, and for the enrichment of civilization.

BOARD OF FOREIGN SCHOLARSHIPS

December 1971
WASHINGTON, D.C.

President Kennedy signing the Fulbright-Hays Act, September 21, 1961, in the presence of members of the House and Senate,

7

including the cosponsors of the legislation, Senator J. William Fulbright (at left) and Congressman Wayne L. Hays (sixth from left).

THE LAWS BEHIND THE PROGRAM

Twenty-five years ago an action by the Congress of the United States led to one of the most enlightened initiatives undertaken by this country in its relations with other nations of the world. On that date, August 1, 1946, legislation best known as the Fulbright Act—from the name of its sponsor, J. William Fulbright, then a freshman Senator from Arkansas—was passed. Now, a quarter of a century later, this program of binational links with 100 countries has produced a unique system of administration and an international network of intellectual cooperation based on academic exchange. More than 100,000 leaders in government, the information media, the arts, and the academic community from all over the world have shared the experience of being "Fulbrighters." The varied benefits to our educational and public life as well as our foreign relations are as difficult to question as they are to measure.

The bill was adopted in the closing days of the last session of the 79th Congress. Few people in 1946 perceived the potential of this program or foresaw the achievements that were to result.[1]

The Act's title was disarmingly simple— ". . . to amend the Surplus Property Act of 1944 to designate the Department of State as the disposal agency for surplus property outside the United States, its Territories and possessions, and for other purposes." The "other purposes" consisted of an ingenious marriage of necessity and idealism. There was the *necessity* of divesting ourselves by the sale abroad of surplus war properties for nonconvertible

[1] See also J. William Fulbright, "Twenty Years of the Fulbright Act," in *International Educational and Cultural Exchange* (Fall, 1966), 3.

currencies rather than scarce dollars. The *idealism* involved using a portion of the proceeds to enable Americans to learn and understand more about other countries, and the citizens of those countries to learn and understand more about us. The theme in Isaiah about beating swords into ploughshares seemed appropriate in the postwar setting.

Early Problems

It was one thing to have the Act on the books, quite another to put it on the rails. There were delays in negotiating executive agreements with other governments to set aside funds for the exchanges. It was more than a year before the first agreement—with China—was concluded, and after two years only four—with Burma, the Philippines, and Greece added—had been negotiated.

These delays seemed excessive at the time to Senator Fulbright and to Secretary of State Acheson, who sent a memorandum to his major officers in April 1947, urging them to "devote all the resources at your command to the speediest possible initiation of operations." There were technical and bureaucratic problems involving the Treasury, Bureau of the Budget, Justice, and the General Accounting Office—as well as rival claimants within State, who wished to use the funds for building and renovating embassies abroad. But funds were found to implement the Act, whose focus was on people of quality rather than buildings or things in quantity.

But it was another year before a concrete program developed that satisfied the Secretary's injunction "to take the fullest advantage of the opportunity offered by the Fulbright Act to improve common understanding among the peoples of the world." The most serious problem was lack of dollars. The Act allowed only for utilizing nonconvertible foreign currencies. It authorized payment of all expenses for Americans going overseas and for foreign nationals attending American institutions of higher learning abroad or traveling to America. But to insure full two-way exchanges, dollars had to be found to pay their stateside costs as well

as those of the selection process within America. At that time, congressional appropriations could be sought only for exchanges with Latin America under a program of educational exchanges begun in 1939,[2] which provided some useful lessons for the Fulbright program but no prospects then for a program funded by surplus property sales.

The answer temporarily was found by turning to the private sector. American universities were asked to award fellowships, assistantships, and visiting lectureships to selected foreign applicants. Meanwhile, the Carnegie Corporation and Rockefeller Foundation agreed to defray the costs of the cooperating agencies for the first 6 months so that the program could get underway. There thus was initiated the symbiotic relationship between private American institutions and agencies and the U.S. Government that has characterized the academic exchange program up to the present day and has been so rewarding to both parties.

Added Legislation

A solution to the dollar problem came, however, with the passage in 1948 of the next landmark legislation—the U.S. Information and Educational Exchange Act. This law extended to the rest of the world the broad authority (including appropriating funds) for conducting educational exchanges previously granted only for Latin America.[3]

The State Department could now seek appropriations to pay contractual costs and some dollar expenses of foreign grantees, as well as to carry out exchanges in countries with minimal surplus property sales.

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[2] The Act for Cooperation with the Other American Republics, Public Law 76–355 (1939).

[3] Also known as the Smith-Mundt Act (for Senator H. Alexander Smith of New Jersey and Representative, now Senator, Karl Mundt of South Dakota, who joined in sponsoring it), it also made possible a worldwide information program. These two programs were authorized in the same law undoubtedly because at that time they were administered together within the State Department.

"Whatever else we do in the way of technical assistance, economic development, and political negotiation cannot have its full impact without a surrounding atmosphere of trust . . . the person-to-person diplomacy of educational exchange has proven its effectiveness on this score . . . if we are to avoid mutual destruction, we must achieve mutual understanding."

REPORT TO PRESIDENT EISENHOWER
BY THE BOARD OF FOREIGN SCHOLARSHIPS,
JUNE 1959

The academic exchange program was in business. The first participants—47 Americans and 36 foreign nationals in exchanges with China, Burma, and the Philippines—started their travel in the fall of 1948. The pace of binational negotiations soon quickened. Within a year agreements had been signed with New Zealand, the United Kingdom, Belgium (including Luxembourg), France, Italy, the Netherlands, and Norway. Participants—now 823 Americans and 967 from abroad—were selected from and to these countries as well in 1949–50. The momentum continued, and 17 additional countries signed agreements before December 1952. For the academic year 1952–53 the number of Americans had grown to 1,253 and foreign nationals, to 2,210 under binational programs.

Members of the Board of Foreign Scholarships call on President Eisenhower at the White House, June 15, 1959. (l. to r. Elmer Ellis, John N. Andrews, Hurst Anderson, Daniel Hofgren, Robert Storey, President Eisenhower, Senator Fulbright, Bernice Cronkhite, Robert H. Thayer, Felton Clark, John O. Riedl, George C. S. Benson).

"Twenty-five years in the life of a nation or nations can be no more than a moment, yet if this moment has been devoted to such a noble cause as the dissemination of education and educational exchange of people, its impact will be felt for centuries and throughout the world."

ISMAIL SAAD
PROFESSOR OF EDUCATION
PAKISTAN

The formula, then precedent-setting but now widely acclaimed, of using funds owed the United States for these constructive purposes was applied again and again. Senator H. Alexander Smith and 10 other Senators, including Senator Fulbright, sponsored the Finnish Educational Exchange Act, passed in August 1949, which set aside Finnish payments of their war debts (principal and interest) for educational purposes. In June 1952, Congress accepted an amendment to the Mutual Security Act, proposed by Senator Fulbright, that made accessible for educational exchange counterpart funds resulting from the Economic Cooperation Act (Marshall plan) as proceeds accruing from the settlement of World War II lend-lease agreements. The most important source of foreign currencies for continuing and broadening academic exchanges, however, resulted from a provision in 1954 for using funds from the sale of surplus agricultural commodities abroad. This resource proved a veritable windfall for the program, permitting it to continue in some countries where surplus property proceeds were exhausted, and to be extended to additional countries, including eight in an area where heretofore there had been no binational agreements—Latin America.[4]

Fulbright-Hays Act

The final legislative underpinnings of academic exchange came with the Mutual Educational and Cultural Exchange Act of 1961. Also known as the Fulbright-Hays Act (Senator

[4] For a detailed discussion of this and other legislation and their effects, see Walter Johnson and Francis J. Colligan, *The Fulbright Program: A History* (University of Chicago Press, 1965).

Fulbright introduced it in the Senate and Representative Wayne Hays of Ohio, in the House), this law remains 10 years later the basic charter for all U.S. Government-sponsored educational and cultural exchanges. It is the most comprehensive of all the congressional actions, consolidating all previous laws and adding new features that strengthened the program's authorization for supporting American studies abroad and promoting modern foreign language and area studies in schools and colleges in the United States.

Members of the first Board of Foreign Scholarships, March 1950, (l. to r. Martin R. P. McGuire, Helen White, (Charles Hulten, Howland Sargeant, Senator Fulbright, Edward W. Barrett—not members), Francis T. Spaulding, John N. Andrews, Sarah G. Blanding, Charles Johnson, Walter Johnson, Earl J. McGrath.

Under the Fulbright-Hays Act, the exchanges under the supervision of the Board have been further extended geographically. In 1971, there was some form of academic exchange with 100 countries. In 46 of these, the exchange was carried out under binational agreements. In 1968, the last year before the major budget cuts which were to follow, these agreements accounted for 87% of the academic grants.

These various Acts of Congress—none of which were formally initiated by the executive branch—were vital to the success of the program. But they provide no real explanation of the success of its operation. The remainder of this report will suggest answers to the question of why this particular academic exchange program has achieved over 25 years such worldwide renown.

THE BINATIONAL APPROACH

The binational approach is the hallmark that distinguishes this academic exchange program from most others, either public or private. It has been effective with former enemy, allied, and neutral nations; with highly developed countries and those only part way up the ladder of advancement; with authoritarian regimes, both of the right and the left, as well as democratic ones.

Like other elements of the program, the binational approach developed partly by design, partly fortuitously. It began with two provisions of the original Fulbright Act: one authorizing the Secretary of State "to enter into an executive agreement or agreements with any foreign government" for the use of currencies derived from sales for educational exchanges, the other prescribing financing of these exchanges "by the formation of foundations or otherwise."

An executive agreement was necessary because the sales of surplus property in general were normally made to other governments and the terms of the sales—for example, payment in nondollar currencies at agreed rates—had to be agreed upon.

The effect was "binational"—the launching of a program with the formal blessing of a local government as well as the United States.

The origin of what became known as "binational foundations" or "binational commissions" was more complex.[5] "Foundations or otherwise" was sufficiently vague to allow the State Department flexibility in determining the means

[5] In the first countries with which agreements were concluded, these agencies were usually titled "United States Educational Foundation in (name of country)." With the passage of time, the title in some countries came to reflect more nearly the binational character of the agency (Malaysian-American Commission on Educational Exchange).

"I returned from the United States freed from a number of prejudices and with much enthusiasm for what I had learned and experienced . . ."

PAUL EECKMAN, PRESIDENT,
FULBRIGHT ALUMNI ASSOCIATION OF BELGIUM

for carrying out the program. Some institution or agency obviously had to receive and disburse the nonconvertible foreign currencies and also provide a local base with the country concerned for the two-way exchange.

The decision to organize such an agency along binational lines stemmed largely from American experiments with binationalism in its prior program in Latin America. Under the Coordinator for Inter-American Affairs the concept had been developed of a jointly planned, financed, and administered service, usually for health, education, or agriculture; and of a semiautonomous status within the appropriate ministry of the host government. Cultural centers or institutes, established largely for the purpose of teaching English, were operated (and in many cases continue to exist) under binational boards of directors. "Selection committees," composed mainly of nationals of the particular country, conducted the competitions for awards for study in the United States. Latin America had thus been a proving ground for the binational approach, and it was reasoned that the concept should be extended to the new academic exchange program.[6]

Binational Commission Organization and Responsibilities

The new binational commissions came to consist of 6 to 14 members, half American and half citizens of the other country. The U.S. Ambassador was designated "honorary chairman" and empowered to cast a deciding vote on any matter on which the members were evenly divided—

[6]. Charles A. Thompson and Walter H. C. Laves, *Cultural Relations and U.S. Foreign Policy* (Indiana University Press, 1963), 50–51, 61.

though throughout the life of the program, no such vote has been cast anywhere. In some later agreements, especially where other governments agreed to join in financing the program, a high local government official, usually the Minister of Education, was designated as a second honorary chairman.

The staff was headed by an executive secretary and functioned as the secretariat and administrator for the commission board. Its responsibilities were defined over time to include, *inter alia:* receipt and disbursement, on allotment from the American Embassy, of foreign currencies acquired through surplus property sales or, later, other sources; submission of an annual program plan; conducting annual local competitions and recommending candidates for awards; certifying the acceptability of the Americans nominated, arranging institutional affiliations and local hospitality for them; sponsoring seminars and workshops in such fields as American Studies; arranging orientation courses for foreign and American participants; and preparing reports on program progress.

"In all the countries I visited I found the Fulbright program to be held in very high esteem. Many people . . . consider that it is one of the best programs the United States Government has been conducting abroad."

REYNOLD F. MALCOLMSON
DEAN, COLLEGE OF ARCHITECTURE AND DESIGN
UNIVERSITY OF MICHIGAN

The United States thus decided that it would carry out this program with—to adapt the phrase from one of our great historical documents—"a decent respect" for the opinions of others. The program would best serve the mutual interests of ourselves and the other countries by giving them an important voice in program plans, decisions, and administration. Thus although the U.S. Government was the official source of funds, and might have operated the program unilaterally, control was shared from the begin-

Ambassador C. Burke Elbrick and Yugoslav Federal Council President for Education and Culture, Vukasin Micunovic sign agreement extending the U.S.–Yugoslav binational educational exchange program, December, 1968. The initial agreement with Yugoslavia was signed in 1964.

ning. Largely as a result, the program received an almost immediate acceptability and recognition abroad that it has never lost.

The binational commission in Germany has pointed out that the Fulbright program "was unique in that it offered German participation in various stages of planning and implementation; therefore, the exchange program was the first signal of German acceptance as partners in academic cooperation. The political ramifications of this binationality cannot be overestimated." [7] Germany became the first country to join in financing the program, and for several years its contribution has substantially exceeded that of the United States.

The program in Afghanistan is relatively new (1963) and the setting quite different from that in Germany. Yet here, also, "the major contribution has been the binational nature of the academic exchange program, which is unique in

[7] Unless otherwise specified, all quotations in this section on "The Binational Approach" are from appraisals of academic exchanges in particular countries received from commissions or embassies in 1971.

"When the Dutch Government took up the deficit in the . . . program after budget cuts here, it said something much more important about the Fulbright program than my testimony or that of any other Fulbrighter, domestic or foreign, is likely to suggest."

ROWLAND EGGER
PROFESSOR OF POLITICS AND PUBLIC AFFAIRS
WOODROW WILSON SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS

Afghanistan and which is sincerely appreciated by the Royal Government." The psychological climate thus fostered has persuaded Afghans aware of the program that "the United States is sincerely interested in assisting with the independent development of their country and not merely with expanding its influence among the young educated elite by some sort of 'cultural imperialism.' "

The appeal of the binational approach was demonstrated at a ceremony on the occasion of the 20th anniversary of the program with Belgium and Luxembourg in 1969, when the King and members of his Government "repeatedly stated their warm appreciation of the fact that . . . the interest and concerns of Belgium and Luxembourg were considered to be as important as those of the United States." On the same occasion, these government leaders "pointed with pride to the signing . . . of a joint-financing agreement."

The commission in the United Kingdom finds special merit in the format which "combines the prestige and authority of a government organization with the independence of a private institution." In large part because of this "special nature," the U.K. commission is able to cite "the long line of eminent British academics who have willingly given of their time to serve on the Commission and to further its purposes: Vice-Chancellors, Chairman of the University Grants Committee, Keeper of the British Museum." Equally prestigious leaders in other countries have donated their time and talents and added to the program's prestige. American membership normally includes representation from the diplomatic mission—one or two officers from the cultural section and perhaps someone from the political

section, A.I.D., or the Office of the Science Attache—and private Americans resident in the community, such as a teacher, businessman, newspaper correspondent, or foundation executive. The high caliber of the foreign membership of the commissions in four typical countries is illustrated by the following:

Brazilian Members

Secretary, Ministry of Foreign Relations

President, Brazilian Institute of Municipal Administration

Professor, Institute of Pure and Applied Mathematics (representing the National Research Council)

Dean, Faculty of Dentistry, University of Sao Paulo

Executive Director, CAPES, Ministry of Education

German Members

Ministerialrat, Chief, School Division, Ministry of Education, Westphalia

Professor of Law, University of Saarbrucken; President, German Academic Exchange Service

Professor of Law, Bonn University; Representative of West German Conference of University Rectors

Ministerialdirektor, Chief, Office of Research Planning, Federal Ministry of Education and Science

Ministerialdirektor, Chief, Office of Cultural Affairs, Federal Ministry for Foreign Affairs, Bonn

Indian Members

Chairman, University Grants Commission, New Delhi

Secretary, Ministry of Education, New Delhi

Vice-Chancellor, Aligarh Muslim University, Aligarh

Vice-Chancellor, Mysore University, Mysore

Vice-Chancellor, Utkal University, Bhubaneswar

Japanese Members

Deputy Director-General, Agency for Cultural Affairs

President, Japan Association of College English Teachers (JACET) and Professor Emeritus, Tokyo University of Foreign Studies

Professor of Political Science, Faculty of Law, University of Tokyo

Director-General, Cultural Affairs Department, Public Information and Cultural Affairs Bureau, Ministry of Foreign Affairs

The binational commissions have come to be known in their own countries as guarantors not only of high quality in the program, but also of its continuing dedication to long-range goals reflecting broad mutual interests rather than any short-term foreign policy objectives. This is perhaps the greatest contribution the binational approach has made to the academic exchange program. A recent writer otherwise highly critical of foreign affairs administration by the United States has noted: "Where culture bears the government label, subtle forms of corruption inescapably enter in. The Fulbright-Hays fellowship program eliminates this by using private, independent, mixed, binational commissions to pick the exchange candidates on merit." [8]

Particularly important to each commission is the work of the Executive Secretary or Executive Director, who is most closely identified with day-to-day relationships with scholars, university administrators, and government officials within the country. The holder of that position is also often a person of recognized distinction in the local society who plays an important role in shaping as well as administering the program.

Binationalism provides many practical benefits in local operations, particularly in dealing with local universities. The experience of the Spanish commission is common to many: ". . . the first foreign professors to be integrated into the Spanish university were Fulbright professors. Prior to their incorporation, foreign readers of foreign languages were brought to the university, but their status was indefinite and they were brought on a very short-term basis. The courses they taught were not given credit." Before a binational program was established in Yugoslavia one or two universities accepted an American professor, but only in the field of English. Two years after the program was initiated, the Yugoslav commission could have placed at least 16—in all of its universities and in a variety of fields—had sufficient funds been available.

[8] John Franklin Campbell, *The Foreign Affairs Fudge Factory* (New York, 1971), 171.

Signing of Fulbright agreement with Austria, June 6, 1950. (l. to r. Secretary of State Acheson, Senator Fulbright, Ambassador Kleinwaechter).

Through the binational commissions, the United States has come to be identified with the selection of candidates on the basis of merit—thereby "minimizing," as a report from Afghanistan has it, "the importance of social position and traditional privilege and maximizing academic achievement and intellectual capacity." The program's reputation has been correspondingly enhanced, as in Thailand where "no scholarship program administered by any foreign country . . . is more popular or more respected. Its integrity and reputation for fairness are unmatched and it can be said that a Fulbright grant is the most sought-after scholarship . . . excepting only the scholarships awarded in the name of the King."

Other unforeseen local byproducts of the binational approach can be seen:

In Cyprus where the commission is bicommunal as well as binational. One of its four Cypriot members is a representative from the Turkish community. All of its grant com-

petitions are open to members of both communities, both are represented on selection committees, and both mingle at social gatherings for departing and returning grantees. A recent report from Nicosia notes that, "in its role as a link between the Island's two communities, the academic exchange program may ultimately provide its most important service to Cyprus and to U.S.-Cypriot relations."

In Germany where the binational approach has been taken as a model for many of the German Government's own programs, like the Franco-German Youth Exchange. The German commission "has repeatedly been consulted on the binational system of policy making and administration."

In Southeast Asia where a leading Japanese Cabinet Minister at a recent meeting in Singapore of representatives of countries in East Asia paid tribute to the Fulbright program and, in effect, suggested it as a possible model for developing Japan's own educational relationships in the area.

Partnership in Financing the Program

The most significant result of the binational approach has undoubtedly been the willingness of many governments over the last decade to join with the United States in fi-

Then Mayor Willy Brandt welcoming American Fulbright-Hays scholars to West Berlin, 1962.

President Kekkonen of Finland (right) meeting with American Fulbright-Hays scholars and members of the U.S. Educational Foundation in Finland, Presidential Palace, Helsinki, September 1967.

nancing the academic exchange program. The opportunity for such participation was opened by the Fulbright-Hays Act in 1961, which authorized the President "to seek the agreement of the other governments concerned to cooperate and assist, including making use of funds placed in special accounts . . . in furtherance of the purposes of this Act . . ."

To be sure, other countries had previously "cooperated financially with the Fulbright program to an extent that has generally been overlooked." They had "helped finance seminars and conferences . . . supplemented travel grants to their citizens . . . continued the salaries of senior grantees while in the United States. In 1960–61, they provided about six dollars out of every one hundred for grants to visiting scholars and professors."[9] To this list might today be added such help to American participants, even in countries normally thought of as "poor," as provision of housing, educational allowances, and in some instances international travel for dependents, and perhaps part of the grantees' allowances.

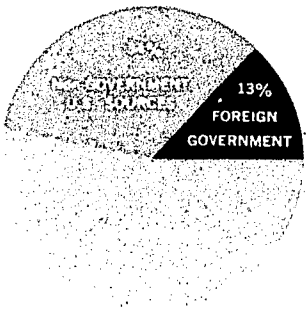
Yet all these important contributions differ in kind as well as degree from the cost-sharing arrangements agreed to in the past 10 years. As of this writing, 20 governments have

[9] Johnson and Colligan, *The Fulbright Program*, 319.

signified through renegotiated agreements or equivalent arrangements their willingness to join in financing the academic exchange program.[10] The share contributed by most of these governments ranges between 20% and 50%. Several now below 50% have expressed the intention of reaching that figure, and a number of other governments have indicated interest.

PRIVATE AND PUBLIC CONTRIBUTORS

Sources of Funds Estimated for 1970–71 BFS Related Academic Exchanges



NON-GOVERNMENT U.S. SOURCES	
U.S. Colleges and Universities	$ 8,421,904
Foundations and Private Agencies	215,535
U.S. Elementary and Secondary Schools	1,695,561
FOREIGN GOVERNMENTS	
Through Cost-Sharing Agreements	$ 1,969,272
Irish Government Program	89,608
Tuition, Salaries, Stipends for U.S. Participants	965,000
Stipends in U.S. for Foreign Participants	708,660
Salaries for Exchange Teachers	287,849
U.S. GOVERNMENT	
Dollars and Foreign Currency	$ 15,783,447
TOTAL	$ 30,136,836

The readiness of other governments to make such contributions surely has few precedents. The willingness of other legislatures—in countries where, as in our own, financial problems are not absent—to vote the funds necessary to implement such agreements is particularly gratifying. This demonstrated willingness to share the costs of a program identified with the U.S. Government ought to be viewed as proof positive of the far-sightedness of those responsible for promoting the binational approach.

[10] Sixteen countries signing such agreements so far are: Australia, Austria, Belgium/Luxembourg, China (Taiwan), Cyprus, Denmark, France, Germany, Iceland, Israel, New Zealand, Norway, Sweden, United Kingdom, and Yugoslavia.

Though the program has operated within the milieu of one nation's foreign relations, it has at all times been truly "academic," with respect for the freedom and integrity that should characterize scholarly and intellectual discourse within and across national boundaries.

In the original drafts of the legislation, Senator Fulbright made no provision for a Board of Foreign Scholarships. As the bill progressed through hearings to final passage, however, two points were made about political dangers that undoubtedly impressed its sponsor: (1) that domestic politics might influence the selection especially of American participants; and (2) that short-term foreign policy goals might come to determine the character of the program. When the Senator testified for his proposal before the House Committee on Expenditures in Executive Departments, he was ready with an amendment providing for a 10-member, Presidentially appointed, Board of Foreign Scholarships "for the purpose of selecting students and educational institutions qualified to participate in (the) program, and to supervise the exchange program authorized . . ."

Responsibilities of the Board of Foreign Scholarships

Senator Fulbright later said that "the creation of a Board of Foreign Scholarships . . . was the first step in insulating the program from current political interests." From the beginning the Board shared this view of its role. At one of its early meetings, it affirmed that "while the Fulbright program should certainly implement the general aims of United States foreign policy, it should not be utilized as an instrument to effectuate short term policies directed toward particular countries and . . . care should be taken to avoid

". . . I was able to work on the very frontier of a new and exciting part of economics, and India was an excellent laboratory in which to study the development process . . . undoubtedly my experience as a Fulbright student . . . was one of the highlights of my coming to maturity."

ANDREW F. BRIMMER
MEMBER, FEDERAL RESERVE BOARD

all appearances of cultural imperialism." It has held to this view consistently. During its 20th anniversary year, Chairman Oscar Handlin stated that it existed as "the product of an intention to keep the program free of either political or bureaucratic interference." In his most recent annual report, Chairman James Roach put the position even more unequivocally: "Before all else . . . we want all of these activities to be regarded as *educational,* rather than primarily as political or public relations enterprises, and for this reason both legislators and administrators must regard them in a somewhat different light than they may regard other instruments of foreign policy." [11]

The Board of Foreign Scholarships is truly a unique institution in this government and perhaps in any other. When first created, it was largely unprecedented for a group of distinguished representatives from the professions (still serving in full-time jobs elsewhere) to be appointed by the President of the United States and empowered by law with final responsibility not merely to recommend but to select persons and institutions to participate in the program authorized.

In the second responsibility bestowed upon it—to "supervise" this activity—the Board remains unique. A number of public groups are now responsible for government programs, and a profusion of "advisory" committees and commissions are scattered throughout government; but so far as is known, no other part-time group of persons largely

[11] *Continuing the Commitment,* 8th Annual Report, Board of Foreign Scholarships, October 1970.

from private life has been endowed with supervisory authority over a public program in the international sphere. The Board's close continuing links with the semi-autonomous binational groups abroad, established by the participating governments to assist and collaborate jointly in this activity, further enhance this unique aspect of the Board's role.

Some Key Decisions of the Board

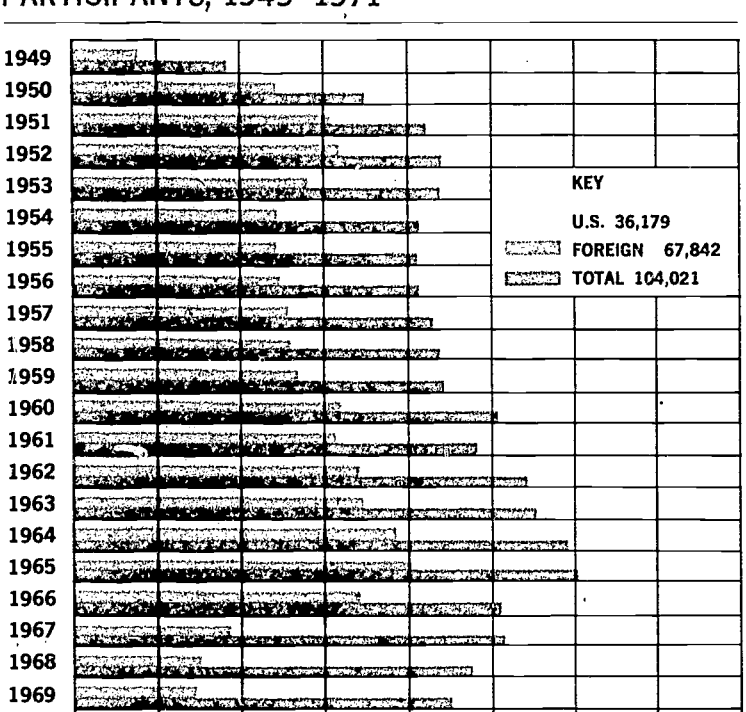
The membership of the first appointed Board deserves special attention, since theirs was the obligation to make prompt decisions on a number of knotty problems for which there were few if any precedents. Their elected chairman was Francis Spaulding, dynamic Commissioner of Education of the State of New York. Other members were General Omar Bradley, Administrator of Veterans Affairs; Sarah Blanding and Charles Johnson, Presidents of, respectively, Vassar and Fisk; Martin R. P. McGuire, Dean of the Graduate School of Arts and Sciences at Catholic University in Washington, D.C.; John W. Studebaker, U.S. Commissioner of Education; Lawrence Duggan, Director of the Institute of International Education; and three noted scholars —E. O. Lawrence of the University of California, Nobel Prize winner in physics; Walter Johnson, historian from the University of Chicago; and Helen C. White, English professor and writer from the University of Wisconsin.

"To have received the seeds of understanding and hope and faith even when things are difficult and frustrating is truly something to be grateful for."

PAUL HELMINGER
MINISTRY OF FOREIGN AFFAIRS OF LUXEMBOURG

Facing the urgent need to determine how the Board's responsibility for selection should be carried out, the Board pledged at its first meeting in July 1947 that "in all aspects

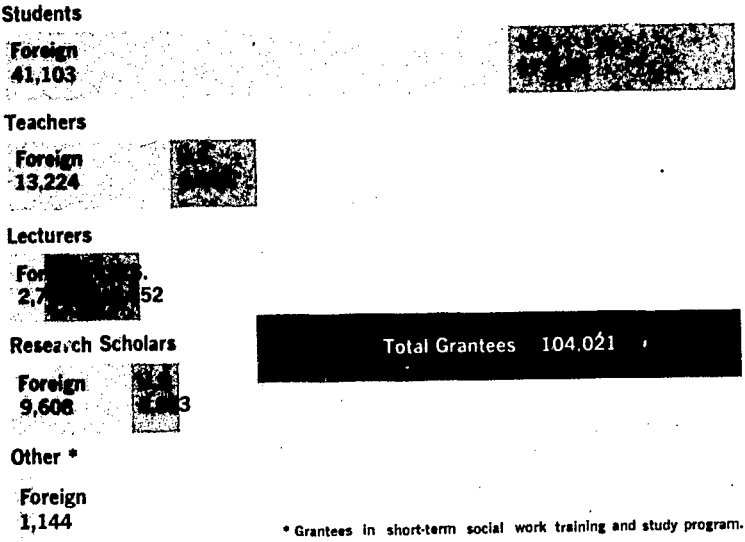
PARTICIPANTS, 1949–1971



of the program the highest standards be developed and maintained . . . the individuals to benefit will be of the highest caliber, persons who demonstrate outstanding scholastic and professional ability and whose personalities and characters will contribute to the furtherance of the objectives of the program."

This emphasis on excellence was not narrowly construed. The Act was to be "interpreted broadly to include persons in all kinds of educational activities, for example, librarians, museum personnel, and agricultural extension consultants." At its second meeting 3 months later, the Board elaborated on this list to specify "artists, musicians . . . writers, journalists, and similar professional people . . . as well as

PARTICIPANTS, BY CATEGORY OF GRANT



such fields as adult education, labor and workers' education."

At this same time, the Board specified that all persons receiving grants "must be acceptable to the host country and to the institution in connection with which they propose to pursue their projects." This precaution was necessary "so that we would not seem to be imposing individuals on any one country"; and "consideration should be given to

"My experience as a student at Cambridge University—an experience largely made possible by the Fulbright Act—meant so much to me then, and has continued to mean so much to me up to the present day, that I find myself unable to measure its value in terms of any conventional standard . . . studying abroad did more for me than any other single phase of my education, and I am immeasurably grateful for having been provided with the opportunity."

NORMAN PODHORETZ
EDITOR, *COMMENTARY*

whether a candidate is temperamentally suited" to promote international understanding as well. On the difficult problem of proficiency in another language, the Board no doubt recognized the relative lack of attention then given foreign languages in American education—and required only that "applicants should demonstrate a proficiency in the language of the host country which is commensurate to the project which they choose to pursue."

In other early rulings, the Board disposed of such questions as the weight to be given financial need in selection (it "should be a secondary consideration," at no time a requirement); the educational level at which students might apply (graduate status for Americans and for most foreign students); the criteria to govern the selection of participating institutions ("as broad an interpretation as possible"); and the importance of trying to assure a geographical distribution of participants (it would be "a factor . . . but secondary to the choice of the best qualified candidates").[12]

In most of these decisions, the emphasis was on the individual student and scholar, selected on a merit basis after an "open," national competition. As the Board announced publicly, "awards will not be made to projects or institutions, as such."

In this decision as in others, concern was for assistance to the individual rather than to institutions or scholarly associations as such. One of the latter submitted a single project for microfilming records that could have used up all funds available in these early years. Even though conceivably it might have been possible to justify such an

[12] Achieving a proper balance between "due consideration . . . to applicants from all geographical areas of the United States," as called for in the Fulbright Act, and the maintenance of high standards has been a continuing problem for the Board. Among the measures adopted in 1951 was the reserving of a certain number of "State Scholars," based on recommendations of state screening committees. In 1970, the Board approved experimentation by the Institute of International Education with regional screening committees to pass on the qualifications of student applicants.

His Majesty King Baudouin of the Belgians talking with Belgian alumni of the U.S. Educational Foundation, Dr. and Mrs. Marcel Ackerman, March 1969. Mrs. Andre Deflandre, Executive Director of the Foundation, at center.

award as consonant with the letter of the Act, the Board was confident that it did not accord with its spirit.

With this emphasis on the individual in competition, the Board accepted a responsibility it knew it could not fulfill without considerable outside help. Thus the necessity of turning to "cooperating agencies," which would channel information to the prospective American applicant, receive and analyze his papers, and bring in qualified experts to evaluate his credentials and make their recommendations to the Board. The Institute of International Education agreed to perform these screening functions for U.S. student grants; the United States Office of Education for grants

to U.S. teachers and administrators in secondary education; and the Conference Board of Associated Research Councils for U.S. senior scholars applying for lecturing or research assignments abroad. Grants to American schools abroad were similarly handled by the Inter-American Schools Service of the American Council on Education. This responsibility was later absorbed by other agencies.

To carry out its responsibility for selection the Board thus had to hammer out a number of difficult decisions over a considerable period of time. The more unusual authority "to supervise the program" was disposed of in short order. Before the members of the first Board met, there had been some in the Department of State disposed to interpret "supervise" as "advise." They reasoned that since there was no apparent precedent for vesting supervisory responsibility in a part-time board, however distinguished, Congress must have really intended only a limited, ceremonial function. But the wording of the legislation was undeniable; and the Board at its first meeting clearly accepted the authority it had been given:

> The Board assumes the responsibility for policies and general directives to govern the program and determine the qualifications of individuals and participating institutions. The Board's responsibility includes such functions as (a) [participation in] the determination of the types of programs and projects which are to be carried out under the Act, (b) the final selection of all grantees, both foreign and American, (c) review of reports of program operations, (d) statements of policy regarding the objectives and direction of the Fulbright program.[13]

This statement has held up through the years and could stand as an accurate description of the duties of the Board today.

The early rulings of the first Board of Foreign Scholarships pay tribute to the vision of its members, for they

[13] These and other actions setting forth Board policy can be found in the minutes of Board meetings. Greater detail on these and other decisions can be found in Johnson and Colligan, *op. cit.*

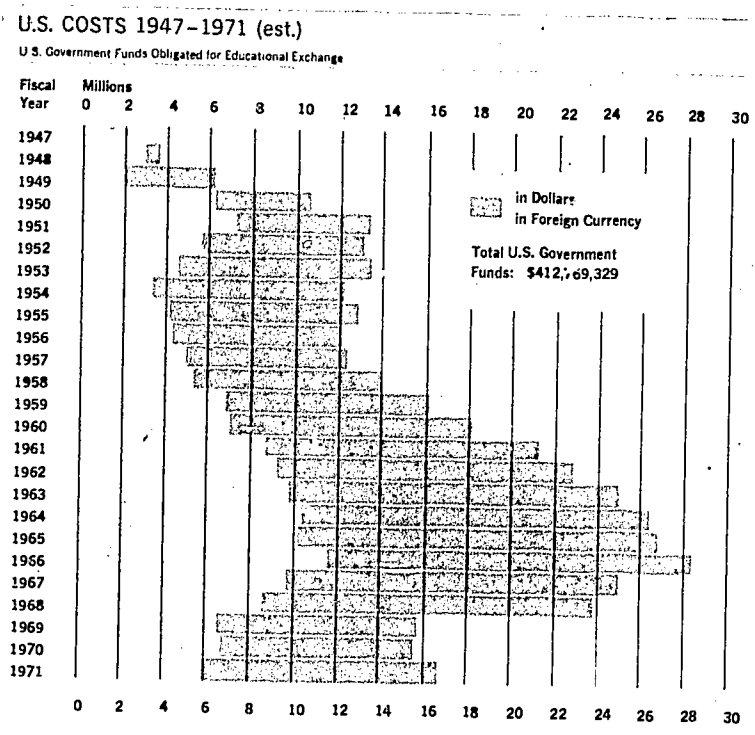
charted a course that has been steered with only minor alterations to this day. But subsequent Boards have had no lack of new problems to confront, and in doing so blazed a few trails of their own.[14] Their triumphs—and some disappointments as well—will not be recorded here. The intent is not to write a history of this unique body—though one is needed—but only to indicate its central role in assuring the success of the academic exchange program.

In such a complex operation, where different constituencies do not always share the same motivations or expectations, there has to be a balance wheel. The main interest of the academic community is the acquisition and dissemination of knowledge where this goal can best be reached through the exchange experience. The binational commissions are specially concerned with educational needs in the countries in which they are located. The Department of State and the overseas diplomatic missions are concerned that exchanges make a contribution to our foreign relations. Each aim is legitimate when pursued with a proper sense of moderation, and in fact each must be realized in some degree if continued cooperation from all three is to be forthcoming. Each constituency tends to look to the independent authority of the Board for guidance and leadership.

Concrete recognition that it has been able to fulfill this role with some success came when the Fulbright-Hays Act appreciably increased its responsibilities. Its membership was increased from 10 to 12; and its selection and supervisory authority was extended to cover all academic exchanges. (Previously it has been limited to those carried out under binational agreements.) Moreover, the Board was called upon to supervise all activities "supporting American studies in foreign countries" or "promoting modern foreign language training and area studies in United States schools,

[14] *The Policy Statements of the Board of Foreign Scholarships*—the "Bible" for all of the agencies, in the United States and abroad, involved in the program—has to be reissued frequently in revised editions.

colleges, and universities." The Board then acquired unprecedented supervisory authority over programs in two government departments when, by Executive order, responsibility within the executive branch for language training and area studies was delegated to the Department of Health, Education, and Welfare (U.S. Office of Education).



THE FOREIGN [illegible] COMPONENT

The Department of State, which over a quarter-century has carried responsibility for management of this far-flung enterprise, deserves a full measure of credit for the program's success. Among its important, demanding, and often unrecognized tasks have been:

Assuring that policies and programs are not at variance with U.S. foreign relations objectives.

The annual appearance of the leaders of its Bureau of Educational and Cultural Affairs before officials of the executive branch and the appropriations committees of the Congress to defend the program's budget, attempting to assure U.S. Government financial support at least minimally commensurate with existing needs and opportunities.

Providing day-to-day management over the educational exchange program and other important international educational and cultural activities under the Department's responsibility—primarily through six geographic area offices organized by country. Overseeing of operations include assuring that plans for the program in each country are developed and adhered to; deadlines are met; applications are processed; selected persons notified and prepared for their experience through some form of orientation; and, in general, that the multitudinous problems that arise when a human being and often his family are temporarily uprooted and immersed in another culture are dealt with promptly.

Guiding our diplomatic missions in the negotiation or renegotiation of executive agreements, and instructing them on when and how to pursue possibilities for joint financing with other governments; discovering new sources of funds, particularly foreign currencies, that might become available for academic exchanges under various laws and moving decisively to earmark them for these programs.

Providing on a day-to-day basis interested members of the general public, and particularly of the American educational community with information, and arranging for joint-sponsorship of worthwhile projects.

Promoting coordination with other activities under public or private auspices to avoid duplication or overlapping.

Providing the Board of Foreign Scholarships with the permanent executive staff and other services to help carry out Board decisions on selection and program policy.

Transmitting official communications and suggestions to the commissions, while respecting their binational character and their autonomous identity.

Negotiating and funding annual contracts for the services performed by the American cooperating agencies and providing guidance and direction.

That these tasks—and others—have been discharged so effectively must be credited, first and foremost, to a small group of officers in the permanent career service. Many of them have related in one way or another to the program over much if not all of the 25 years and they have supplied an indispensable element of continuity and institutional memory. They represent a generation of dedication to the program; some of them have already retired; others will soon follow suit; all of them will be missed.

"In the world today international contacts are of utmost importance. As responsible politicians, we have no choice; we have to be well informed about the development in other countries in order to make the right judgments at home . . . I consider it to have been of great importance . . . that I was given the chance to study for one year in the United States as an alumnus of the Fulbright program."

INGVAR CARLSSON
SWEDISH MINISTER OF EDUCATION
AND CULTURE

To pay them special tribute is not to slight the important contributions made by career officers whose program connection has been more fleeting, or of the leadership that changes with administrations. The program is its own best salesman; and as these officials become acquainted with it—especially by observing at first hand its effect overseas—they too usually become its proponents.

Overseas, Foreign Service personnel of the Department and the U.S. Information Agency in the American missions—some responsible for various program operations—have also had an important role to play. A number have served with distinction as members or chairmen of binational commissions; some American Ambassadors have been keenly interested and have given significant support. Cultural Affairs Officers—especially identified with academic exchanges—work closely with the Executive Secretaries of the commissions. In countries without such commissions, they provide some of the supporting services given by a commission staff, though generally involving smaller numbers of exchanges.

The relationship between the Department and the Board of Foreign Scholarships has been mutually supportive with the Board and the entire exchange enterprise depending on the Department for staff services and for the greater part of the information needed by the Board on which to base policy judgments.[15]

When Board members believe consultation with the Department less than adequate, they so indicate. The example was set by the first Board, which was not satisfied that the Department was prosecuting with sufficient resolution the negotiation of necessary executive agreements. At each of their early meetings the Board requested, and obtained, progress reports from the Department—usually followed by an injunction to do more, more quickly.

The Board has always expressed itself vigorously whenever it has felt that a reduction in congressional appropriations has hindered the healthy growth and development of the program. This it has done in annual reports to the Congress, and on occasion in special reports such as its strong

[15] When new leadership took charge of the Bureau of Educational and Cultural Affairs in 1961, the legislation that became the Fulbright-Hays Act was then in its final drafting stages. The suggestion was made to the congressional committees to retain the selection responsibility of the Board but to eliminate that for program supervision. The suggestion was given a quick burial by the aforementioned committees.

appeal to the President in 1959, "A Report to the President on the Educational Exchange Program under the Fulbright Act."

A decade later, the Board voiced probably its severest disappointment in any action taken by the Department or the Congress following the drastic cut taken in 1968 in appropriations for educational and cultural exchange for the 1969 fiscal year. The cut was damaging enough—almost 33% from the previous year—but in the opinion of the Board the manner in which the Department applied the reduction to academic exchanges compounded the effects. There is no reason to believe that the cut eventuated from findings of weakness in the program itself. Rather, the budget request was the victim of circumstances obtaining at the time, particularly in the area of executive-legislative relationships. Congressman John Rooney, Chairman of the House Appropriations Subcommittee, stated on the House floor that in his personal view the cut had gone too far.

The House Appropriations Committee had expressed the opinion that the bulk of the reduction should apply to American rather than foreign grantees. Rather than seeking modification of this suggestion, higher authorities in the Department applied it rigidly without regard to its consequences. As a result, the number of Americans studying, teaching, and engaging in research under the program, many on projects of special significance, e.g., American studies, plummeted almost 60% in a single year—with many of the grants also of shortened duration. For these and other reasons the academic program under the Board's jurisdiction suffered its sharpest decline since its initiation.

The effects of the cut on the binational programs seemed little short of calamitous. They came at a time when some governments had recently entered into cost-sharing agreements and others were considering taking this step. Even a temporary interruption in the continuity of such established programs had to be viewed with grave concern. Moreover, since executive agreements covered periods of several

"Above all else . . . my experience . . . gave me lasting insights into the nature of the American role in world affairs and provide a perspective of life beyond the shores of our Nation which I deem an absolute necessity to leadership in our Nation."

EDWARD J. BLOUSTEIN
PRESIDENT OF RUTGERS UNIVERSITY

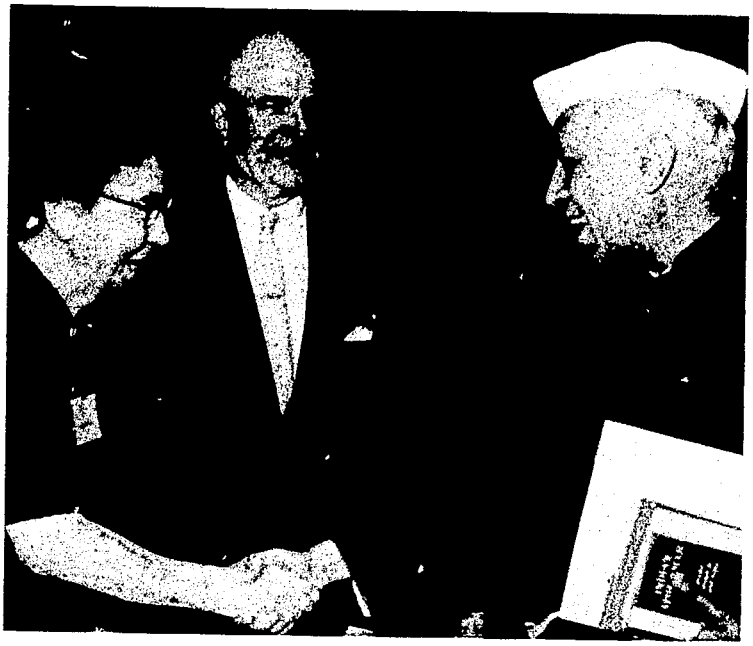
years' duration and carried with them implied commitments, the good faith of the U.S. Government seemed open to question. At least one country terminated its move toward cost-sharing; others reduced, or considered reducing, their share proportionately; and in some cases the reaction was such as to threaten the continuation of the program.[16]

The Board was dismayed both at the extent of the congressional reduction and at the manner in which it was applied. It expressed fear for "the whole concept of binational cooperation to which the Board is committed under the Act that created it and which the Board has tried so hard to promote"; and also regretted that, "contrary to the suggestions of the Board, the Department of State has elected to make the American grantee part of the program bear the brunt of the cuts."

In the 3 years that have elapsed since this action, however, the Congress, at the Department's urging, has voted gradual increases in the appropriations. But the difficulty of rebuilding a reduced budget when there are severe pressures to hold down appropriations remains great.

The Board has cautioned that "Educational exchange should not be thought of, or measured, merely as an instrument of foreign policy, although it appears to us that both the Congress and the Department sometimes take this view." What seems at times to be a narrowing of focus and

[16] Reaction reported in detail in *The New York Times* of September 27, 1968. Its depth and seriousness were later confirmed by replies from American Ambassadors abroad to identical letters addressed to them by the Chairman of the Board. As our Ambassador to the Netherlands said "The program cannot survive in a position of prestige just because of its distinguished past."



Prime Minister Nehru greeting Miss Olive Reddick, Executive Director, U.S. Educational Foundation in India, and Robert G. Storey, Chairman, Board of Foreign Scholarships, at the 10th anniversary observance of the program in India in 1960.

an attempt to apply short-run standards of measurement conflicts with the Board's view that the academic exchange program, while definitely related to U.S. foreign policy objectives, "is unlike any other foreign policy activity, and its success or failure cannot be judged as soon or in the same way as some other kinds of activity." To the Board, "the effects of any educational experience or exposure"—specifically including this program—"are gradual and cumulative. They take years, if not decades, to mature and become part of the general community of knowledge or consciousness." [17]

In his original testimony before the House Committee in 1946 on the bill that became the Fulbright Act, Senator Fulbright had expressed a similar view: "I do not think any-

[17] Quotes are from the Board's published annual reports to the Congress.

thing will come out of this for 10 or 15 years and that is when it will begin to bear fruit."

"Now, after twenty-five years, even in a period of seeming withdrawal from international concerns, the terms of public and private discourse assume much that would have been in dispute during the 1950's. It is gratifying to recall that, in contributing to this development, the Fulbright program since its inception has served the 'self-evident' truths that are the foundation of the human community."

C. JOSEPH NUESSE
EXECUTIVE VICE PRESIDENT AND PROVOST
CATHOLIC UNIVERSITY

A long-time worker on these programs from the private sector has summarized the way in which the Board, the American academic community, and the binational commissions view the program in its foreign relations context:

> The basic functions of educational exchange from a foreign policy standpoint are to broaden the base of relationships with other countries, reduce tensions, lessen misunderstandings, and demonstrate the possibilities and values of cooperative action. In short, educational exchanges pave the way for closer and more fruitful political relations. Rather than following political diplomacy, educational diplomacy normally precedes or keeps step with it, opening up and nourishing new possibilities for international cooperation. Perhaps one reason we have not supported the exchange program more generously is that we have expected the wrong things of it, have assigned it a short-range, foreign policy back-up role, and then wondered why it did not produce the hoped for results. Were we to see educational exchanges in their proper relationship to foreign policy—as extending the range of diplomacy, improving the climate in which it functions, and placing it on a firmer information base—we would recognize the importance of the Fulbright-Hays program more fully, use it to better advantage, and support it more generously.[18]

[18] Francis A. Young, "Educational Exchanges and the National Interest," in *The ACLS Newsletter*, Vol. XX, No. 2 (1969), 17.

SUPPORT OF THE AMERICAN EDUCATIONAL COMMUNITY

The American educational community has been not only a principal beneficiary, but also a major contributor to the success of the program. Its best minds have been associated with efforts to maintain high quality in the selection of American participants, and it has been generous in supporting foreign participants.

The cooperating agencies have been both catalysts generating cooperation and the channels through which it has usually been expressed. The largest academic exchange program the world has known obviously depends on the work of many hands, especially in the selection process. All three agencies have been able to enlist the voluntary help of leaders in the professions and the scholarly disciplines—including former participants especially sensitive to the problems of a particular country.

The National Screening Committee of the *Institute of International Education,* currently under the chairmanship of Dr. Grayson Kirk, former president of Columbia University, consists of about a hundred persons. The National Committee functions regionally with screening conducted in New York, Chicago, San Francisco, and Houston to assure wide geographic spread of student candidates and to involve educational institutions in major areas. Some 2,200 applications were received for slightly over 300 student awards for the last academic year. In earlier years when the awards were more than treble that number, the size of the screening committees was correspondingly larger.

The *Conference Board of Associated Research Councils* through its Committee on the International Exchange of Persons brought together about 170 distinguished scholars to sit on over 40 advisory committees covering fields in the physical and social sciences, the humanities, and the professions. These committees passed on more than 1,300 applications from senior American scholars for approximately

350 assignments for research and lecturing in foreign universities.

The *United States Office of Education* enlisted 800 members on 59 regional committees, who interviewed almost 1,900 applicants from secondary schools looking to the experience of teaching in foreign school systems or participating in overseas language seminars. They recommended candidates for the approximately 300 grant opportunities available.

In addition, cooperation from the educational community includes the large-scale donated services of many university campuses. As early as 1948, the Institute of International Education and the Conference Board jointly requested college and university presidents to appoint individuals from their faculties as "Fulbright Program Advisers" to serve as focal points for disseminating program information and to counsel students and faculty on application procedures. These duties were soon broadened to include providing staff services to institutional faculty committees that interviewed and screened student candidates. More than 1,400 academic institutions have designated such Fulbright Program Advisers.

That so many Americans should give so much service free of charge is surely a rare example of broad-based participation in a government program. It is estimated that for the last academic year if all this voluntary assistance had been paid for the cost would have exceeded a million and a quarter dollars.

Of course, our schools and academic institutions have played an even more central role in receiving foreign participants; giving them full access to libraries and laboratories; and, through designated Foreign Student Advisers on campus, and voluntary community groups off campus, helping them adjust to new surroundings. Of special importance to the program, American institutions have been generous in providing scholarships, visiting professorships, and other forms of financial assistance without which the bulk of the foreign participants would never have been

"From the point of view of U.S. national interests, my Fellowship enriched U.S. science and has been significant in maintenance of good relations and contact with foreign scientists."

CHARLES H. TOWNES
NOBEL AWARD IN PHYSICS
UNIVERSITY OF CALIFORNIA AT BERKELEY

able to take advantage of the opportunity to study in the United States. Dating from the early days when the program had to rely so heavily on nonconvertible foreign currencies, the stateside expenses of the foreign participant have been largely defrayed by American educational organizations and institutions. To stretch inadequate State Department resources, but also because of a belief that a financial partnership between government and the private sector is desirable for its own sake, the practice has continued to the present.[19] The amount contributed by American school systems and institutions of higher education to foreign participants this past academic year has been estimated conservatively as in excess of $7 million. This amount, together with about $2½ million allocated annually by the Department of State for foreign student and scholar participants, is a unique example of private-public cooperation in the international field matched by few other government activities.

Since members of the American academic community receive benefits under the program, volunteer their services to carry it on, and contribute massively to its financial support, it is in a very real sense "their" program. They have a deep long-term interest in it and should help to shape its content. When its official budget is cut the whole educational community—here and abroad—is a principal victim. The losses—like the gains—may take a while to become apparent in a program which affects so many others, yet may have been too much taken for granted in the recent past.

[19] Again, the program carried out with Latin America during and immediately after the war provided something of a model. At that time no grant was awarded a candidate unless a college or university offered him at least a scholarship covering his tuition.

Enumeration of the program's achievements is an oft-told tale, to be found in studies by social scientists and historians; reports from our commissions and embassies overseas; information supplied to congressional committees in defense of appropriations requests; and the reports of the Board of Foreign Scholarships and of the U.S. Advisory Commission on International Educational and Cultural Affairs (which under the chairmanship of John Gardner produced in 1963 its landmark appraisal, *A Beacon of Hope*).

There will be no attempt here to duplicate, or even to summarize these findings, but only to explore answers to a few simple questions.

Who Has Been Selected?

It is odd but true that much less is known about American alumni of the program than about those in other countries. The omission is understandable when one remembers that there has been no stateside equivalent of the binational commissions, which in other countries have helped to form alumni associations, circulated newsletters, and in other ways tried to keep in touch with former participants.

As an experiment, the names of students and scholars who received grants to go abroad during the first 3 years of the program have been checked against the latest edition of *Who's Who in America*. Two hundred and thirty-four, or one eighth of the total, were listed there; and the number would be many times higher if the listings in other biographical reference works as *Men of Science, Dictionary of American Scholars*, and *Who's Who in American Education* had been added.

This pioneering group of Fulbrighters were a truly distinguished company, including authors Joseph Heller and Herbert Gold; composers Aaron Copland and Lukas Foss;

historians like William McNeill, Merrill Jensen and Daniel Boorstin; scientists such as Sewall Wright, past president of the International Congress of Genetics, Kenneth Thimann, past president of the American Institute of Biological Sciences, Victor Weisskopf, former director general of the European Organization for Nuclear Research, and Emilio Segre and Charles Townes, Nobel Prize winners in physics. There were social scientists like Wassily Leontief, John B. Condliffe and Daniel Patrick Moynihan, and many now serving in top academic administrative posts such as Edward Blaustein, former president of Bennington and now president of Rutgers, Frederick Jackson, president of Clark University, John Kneller, President of Brooklyn College, Father James A. Hickey, rector of the North American College in Rome, William Theodore de Bary, vice-president and provost of Columbia University, and Homer Jolley, president of Loyola University. Among those of the first group who attained success in the publishing world are Kermit Lansner, editor of *Newsweek*, Ralph Thompson, editor of the Book of the Month Club, Peter Davison, Director of the Atlantic Monthly Press, and Norman Podhoretz, editor-in-chief of *Commentary*.

The list is perforce selective and omits many equally eminent in their particular disciplines. It is presented here only to demonstrate that from the very beginning the emphasis has been on quality.

This quality has remained high. While a similarly detailed record is not now available for later participants, it would include figures like Gardner Ackley, formerly Chairman of the Council of Economic Advisers and Ambassador to Italy and now again professor of economics at the University of Michigan (a student in Rome). Representing quite a different school of economics is Milton Friedman, professor at the University of Chicago (a student at Cambridge). Andrew Brimmer, member of the Board of Governors of the Federal Reserve System, studied in India. Joshua Lederberg, Nobel Prize winner in physiology and medicine, lectured at Melbourne; Edward Ryerson, late chairman of the board of

the Inland Steel Corporation, also lectured in Australia. Derek Bok, president of Harvard, studied in Paris; Carl Kaysen, Director of the Institute for Advanced Study, did research at the London School of Economics. Hans Bethe, Cornell University physicist, lectured at Cambridge; David Reisman, Harvard sociologist, at Sussex; Hans Morgenthau, political scientist, in India; Felix Bloch, Stanford physicist and Nobel Prize winner, at Hebrew University in Jerusalem. Joseph Allen, astronaut and the voice of Mission Control in Houston during the Apollo 15 flight to the moon, had a student grant in Germany. Harrison Schmitt, another scientist-astronaut, studied in Norway. To take but one field of art, Irene Dalis, Anna Moffo, Evelyn Lear and Ezio Flagello—all leading singers at the Metropolitan Opera—were all former student participants.

". . . I felt that the only way in which I could pay back on my debt—was to try to live up to the professional qualifications and human qualities of my American teachers and colleagues. This strong feeling . . . was of determining consequence to my option of further work and service in the field of oral surgery . . ."

EIGIL AAS
PROFESSOR AND HEAD OF CLINIC
OF ORAL SURGERY AND MEDICINE
UNIVERSITY OF OSLO

The quality of foreign participants has been equally high as a quick look at certain fields of endeavor can reveal. An academic career leads more often in other countries than in the United States to preferment in politics or the civil service, so it is perhaps not surprising that large numbers of former participants have key roles in their governments: the Prime Minister of Ghana, the Vice Prime Minister of Belgium, and dozens of past and present Cabinet ministers: a Minister of Economics in Argentina; of Public Health and Social Welfare in Paraguay; of Finance, Agriculture, Education, and Foreign Affairs in Bolivia; of Agriculture in the United Republic of Egypt; of Foreign Affairs

and of Health in Guatemala; of Education and Finance in Korea; of Finance in Norway; of Communications in Pakistan; of Foreign Affairs in Nicaragua; of Education and National Integration in the Philippines; of Communications, Works, and Youth and Student Affairs in the Sudan; and of Education in Thailand, Iran, Turkey, and Taiwan.

In equally influential or important positions are such former participants as the head of the planning staff for the Chancellor of the Federal Government in Germany, three Special Assistants (for Political Affairs, Public Affairs, and Education) to the President of Korea, five Japanese judges (including one on the Supreme Court); many members of national legislatures, and many more in their countries' diplomatic service, including Max Jacobson, Finnish Ambassador to the United Nations since 1965.

Governmental positions have been emphasized here to illustrate that former participants are not confined to the classroom and laboratory. One could also speak of ex-participants who conduct the national symphony orchestra of Colombia, win international cello competitions for Japan, or direct the Helsinki City Theater.

In business, we find 29 former Japanese Fulbrighters as presidents, directors, or board chairmen of business or industrial concerns, and 17 more in important administrative positions. In France, 98 who had enrolled for a year or more's study in American universities before 1963 now occupy high managerial positions in business, banking, and industry.

Many participants used the knowledge acquired in the United States to embark on careers in the communications media: as Director-General of the Cyprus Broadcasting Corporation; as leading journalists with *France-Soir* or *Le Monde;* as press secretary to President Park of Korea; as New York correspondent of Rio's leading morning daily *Jornal do Brasil;* or as editor-in-chief of *The Sun*, a daily newspaper in Ceylon. Since 1959, the Philippine Junior Chamber of Commerce and the *Manila Times* have joined

". . . no single experience in my lifetime has made a greater contribution to my professional career . . . of equal importance was the benefit to the members of my family . . . I have become more and more convinced that a program of this kind is one of the most important means of achieving international understanding and peace."

MICHAEL H. CARDOZO
EXECUTIVE DIRECTOR
ASSOCIATION OF AMERICAN LAW SCHOOLS

annually in awarding a highly coveted national award to the "Ten Most Outstanding Young Men." Some 20% of the winners have been former participants under the Fulbright-Hays program.

Such emphasis on persons who have followed professions not considered "academic" is intended neither to gainsay nor to decry the obvious—that the principal results of an educational exchange program will be found in education.

More former participants in most countries are still to be found within the university than outside. Belgium, for example, conservatively estimates that at least a third of all its university professors are former participants either of the Fulbright-Hays program or of the older and very similar Belgian-American Educational Foundation established by Herbert Hoover from World War I relief funds. The United States Educational Foundation in Finland, which noted that prior to this program there "were very few if any professors in the universities in Finland who had been trained in the United States," identified in June 1971, 40 former participants who hold this rank. The Foundation in Israel points out that, even though "grants have been generally awarded to younger scholars," as of today "over one hundred Israeli returnees occupy senior positions on the staffs of local institutions of higher learning, and at least six are or have been department heads, one a Dean of faculty, and one head of a research establishment." In more than a dozen countries participants have come to occupy positions as rector or president of leading colleges and universities.

What They Say About Their Experience

Perhaps those best qualified to tell about the achievements of the program are those who made these achievements possible—the participants. A small number of these were asked to express their personal views of what, in retrospect, their grants have meant to them; and the replies—often written after the passage of two decades—more than surpassed expectations. Many emphasize how they felt they had benefited personally as well as professionally:

David Reisman, who spent 6 months in the United Kingdom, has written that "in all my thinking about higher education in America—my principal research concern—I have profited from the British comparison."

Ordol Demokan of Turkey, now on the staff of the Middle East Technical University, spoke appreciatively of "the opportunity of meeting and cooperating with a large number of bright, competent and influential people in one's field of interest. This has a very significant impact on one's style of life afterwards . . . one is encouraged to . . . utilize his own potential to its whole extent."

Joshua Lederberg, a Nobel Prize winner in biology and medicine, was "particularly grateful for this opportunity to broaden my scientific and cultural horizons at a time when I had not achieved any evident public visibility."

Olavur Hoskuldsson, a dentist in Iceland, writes that "I am, thanks to the grant, a much better and happier individual both as a person and as a professional man."

More correspondents, however, see the major rewards from their grants to lie in the opportunity it has afforded to establish, and remain in, significant communication and professional cooperation with other scholars. Some regard the program's overriding value to be its help in producing an international community of scholarship transcending national boundaries:

John Hope Franklin historian and former Chairman of the Board of Foreign Scholarships, writes of the emergence of "an important international community of people whose common interest in the advancement of knowledge transcended national lines."

Emilio Segre, Nobel Prize winner in physics, writes that "the Fulbright Fellowships (between Italian and American physicists) have contributed importantly to this exchange and have materially helped the scientific development and the scientific ties between the two countries."

Willis J. Wager, professor in the Boston University School of Fine and Applied Arts, sees as a "gain from the Fulbright experience a world approach to many matters that before have been considered in only very limited geographical and temporal terms."

Chisaburoh Yamada recalls from the perspective of a museum director in Japan "personal contacts with many excellent scholars . . . and also with ordinary people" that "were of tremendous value for me in building up my knowledge and character."

Some Fulbright-Hays alumni emphasize what the grants have meant to their, or to another, country:

Wichai Rajatanavin, who now owns and directs a leading electronics school, one of the few prestigious private institutions in Thailand, writes that "the program had a tremendous effect . . . after my return from the United States I set up my long dreamed of school (that has) turned out over three thousand able technicians who are scattered throughout Thailand. Without the training I received under my Fulbright grant this would not have become a reality."

William M. Cruikshank, who directs the Institute for the Study of Mental Retardation at the University of Michigan, writes movingly of a "significant upgrading of local programs for handicapped children" in Peru. "A program of teacher education was initiated at San Marcos University, and this has subsequently flourished. Much community education was done in many direct and indirect ways."

Nibondh Sasidhorn, dean, faculty of the social sciences, Chiang Mai University in Thailand, sees the program helping "prevent a generation gap in developing countries" through "the opportunity (under) the Fulbright program to go to the United States where they receive new and progressive ideas. Therefore, they are in an ideal position to bridge the gap . . . And this is just what they are doing."

Most of all, former participants have reflected on how the Fulbright-Hays program has contributed to what is, after all, its primary—if indirect—purpose; better mutual under-

standing between peoples and nations and the strengthening of relations between them in the unofficial as well as official sectors of their societies—of special significance today when public opinion is so influential in the foreign relations of nation-states:

"I now love my country much better and understand it much better than I did before . . . In my estimate this is the greatest contribution of the Fulbright program to my life," writes *Ismail Saad*, Professor of Education in Pakistan.

Pulitzer Prize-winning historian *David B. Davis*, writes that "the time in Hyderabad stands out as the most valuable teaching and learning experience I have had. No American can honestly confront such a different culture without tremendous personal gain, and without being jarred a bit from his own ethnocentricity. This broadening is immensely enhanced if the American is thrust into the position of 'explaining' America. I was forced to rethink many of my own basic assumptions—the things I had always taken for granted."

Chua Wan Bee, a physicist at the University of Malaya, says that "The Fulbright grant . . . made it possible for me . . . to gain a correct impression of the country and its people which turned out to be quite different from the image projected on the television and cinema screens."

Joshua Lederberg speaks of gaining a "long standing interest in Australian cultural and political affairs" and a "continuous harvest" of rewarding links with Australians outside the laboratory.

"I cannot help but think," wrote *Charles Frankel*, "that a capacity to imagine the condition of people elsewhere is indispensable to the proper conduct of foreign affairs. We need many more people who have had the opportunity the Fulbright Program gives to develop a capacity for empathy."

Some Priority Programs

The Fulbright-Hays program has naturally evolved certain focuses of interest which are reflected in its program. They are quite simply (1) the understanding of others about America, (2) American understanding of others, (3) the constructive innovation and development in individual countries. These focuses have developed within the context of individual selection and academic programs. To illustrate how they have also had extra academic effects and conse-

quences, this final section will consider one concrete program example in each of the three areas: American studies abroad, area studies in America, and the individual case in Thailand.

American Studies

In one of its key sections, the Fulbright-Hays Act of 1961 provided specific authorization for "fostering and supporting American studies in foreign countries through professorships, lectureships, institutes, seminars, and courses in such subjects as American history, government, economics, language and literature, and other subjects related to American civilization and culture, including financing the attendance at such studies by persons from other countries . . ." By doing so, the Act endorsed a proposition that the French and others had long adhered to—that a nation can appropriately use its official educational and cultural programs to promote the study by others of its own language and culture. It gave formal recognition to what had already been a principal emphasis of the program.

". . . it is striking to realize how effectively the Fulbright-Hays program kept alive the field of American studies during a period of official coolness toward U.S. policies . . . this investment has brought extremely great dividends in countless ways, facilitating the closer cooperation of our governments as well as further strengthening the discipline of American studies in . . . universities."

ROGER D. MASTERS
PROFESSOR OF GOVERNMENT
DARTMOUTH COLLEGE

Before the Second World War, schools and institutions of higher learning abroad showed little interest in teaching their students about the United States. An occasional scholar—Dennis Brogan at Cambridge, Sigmund Skard at the University of Oslo—dedicated himself to exploring the American psyche as revealed in the country's history or lit-

erature. The Commonwealth Chair in American History at University College, London, and the Harmsworth Chair at Oxford were both established in the twenties, but there were no counterparts elsewhere. Here and there a Hemingway cult could be found, or an interest in Dreiser, Faulkner, or—especially in the Communist countries—Jack London! Some attention was paid to teaching the English language, but largely under British auspices. Even small collections of Americana available abroad to the inquiring student were few and far between.

As Sigmund Skard observed, "The discrepancy between the position of the United States in the world and its place in syllabuses and curricula had long been growing; after 1945 it proved intolerable." [20] The Board of Foreign Scholarships by 1950 determined that the resources of the Fulbright program should be used to help narrow this gap. The pioneering work of the Salzburg Seminar in American Studies, which has operated since 1947 in Salzburg, Austria, was a major factor in the Board's decision. Conferences or seminars were sponsored by the binational commissions for interested persons in universities and secondary schools, and meetings and dialogues with outstanding American scholars. Sponsorship of such seminars has continued and spread until today some of them appear as veritable institutions in their own right. Last year in the Philippines, where a constitutional convention will soon form a new constitution, leading Filipinos, including members of the convention, met with American constitutional experts—under the binational commission's auspices—to discuss what our Founding Fathers wrought and why their efforts have endured over the centuries. A similar exchange is taking place in Ghana, where there is also a new constitution.

Over the years our foremost specialists in the study of American institutions and culture have gone abroad with grants under the program to teach courses on American

[20] *American Studies in Europe: Their History and Present Organization* (Philadelphia, 1958), II, 641.

subjects in foreign universities or temporarily to occupy formally endowed chairs of American studies.[21] For the academic year 1968–69, the last year the program was funded at a respectable level, 131 American scholars journeyed to 46 countries for such purposes. Fewer than half as many in far fewer countries could be sent the next year following the drastic 1969 reduction.

While some American scholars will always be welcomed as visiting professors, many who have gone to teach American subjects have really been serving temporarily until local scholars could be trained to take over. In order to teach American subjects in the present state of the art, it is practically essential to be exposed to the graduate instruction and the library resources afforded by universities in the United States. As Dr. Olof Fryckstedt, a former grantee who holds the only chair in American literature in Sweden, has written: "If your field happens to be American literature you must be able to do research in the States in order to produce something worth while."

The Fulbright-Hays program in consequence has enabled many potential Americanists to attend our institutions. Professor Esmond Wright, Director of the Institute of United States Studies and former Member of Parliament, believes that "If American studies are to be allowed to mature in the United Kingdom and if we are to keep the tradition of e.g. Dennis Brogan alive, if British scholars and teachers are to make a contribution to American scholarship to match their American colleagues, it is only by the maintenance of a program like the Fulbright. For me, and for many others, it was a great encouragement at the right moment." Nagayo Homma, chairman of the American studies program at the University of Tokyo, adds a cautionary word to his tribute to the program: "I am very much aware of the fact that

[21] As used here, the term "American studies" normally applies to courses offered by the more or less traditional academic departments or faculties—law, literature, history, economics, etc.—with particular relation to the American experience, rather than to an organization of courses about the United States as an "area study" with, perhaps, a department of its own.

most of the scholars I know in the field of American studies who have been to the United States owe a great deal to the Fulbright program. I am pretty sure that almost all the younger scholars who are active in their work on American studies are former Fulbright grantees . . . The need for qualified specialists in American affairs—neither blind admirers nor irresponsible denouncers but responsible critics equipped with precise information—is becoming urgent in Japan today."

Thus, for over two decades the Fulbright program has pioneered along with others [22] to provide a contemporary response to the question propounded by Sydney Smith in the early 19th century: "In the four quarters of the globe, who reads an American book, or goes to an American play, or looks at an American picture or statue?" In a great many countries now—in contrast to the situation following the war—people are not only reading American books, but studying and writing about them in classroom and library.[23] A sampling of recent developments in countries representing "the four quarters of the globe" will illustrate the contrast with postwar days.

United Kingdom The first efforts under the Fulbright program began here with conferences sponsored by the binational commission leading to the formation of the now thriving and self-supporting British Association for American Studies. It has taken over sponsorship of conferences

[22] Among "others" should be included the American Council of Learned Societies, which since 1961, has awarded fellowships to European scholars in American subjects to come to the United States and supplied books and microfilms to selected libraries, and, of course, foreign governments and institutions themselves, which in increasing numbers have endowed chairs, funded professorships, and in other ways indicated a commitment of their own to American studies.

[23] A convenient summary on the role of the Fulbright program in the early development of American studies in selected countries is in Walter Johnson's, *American Studies Abroad: A Special Report from the U.S. Advisory Commission on International Educational and Cultural Affairs*, July 1963. The record since then is amply documented in the successive issues since that year, usually quarterly, of *American Studies, An International Newsletter* (formerly *American Studies News*).

and publishes a semiannual *Journal of American Studies* as well as a *Newsletter*. Thirty-three universities now offer courses in American subjects.

Germany Every major university offers courses—some 300—in American subjects. There are over 30 chairs in these subjects, more than in any other country.

Italy Nine chairs have been established and it is estimated that about 100 faculty members are teaching American studies.

France Its Association Francaise d'Etudes Americaines had 15 members 10 years ago, and now counts 250, with more than 130 courses in American studies offered in 1969–70.

Sweden At the University of Goteborg all candidates for honor degrees are now required to take a course in American civilization. Swedish scholars join those of neighboring countries in the Nordic Association for American Studies, which publishes the journal *American Studies in Scandinavia*.

Argentina Some dozen universities require students to take a full-year course in either American literature or American history. The binational commission has sponsored, together with several universities, an annual seminar on American studies, from which an Argentine Association of American Studies was established in 1969.

Japan The Kyoto American Studies Summer Seminar, assisted by the binational commission, is now in its 20th year, and has recently drawn scholars from many other Asian countries. The Japanese Association for American Studies publishes *Amerika Kenkyu* (American Review). In the past 2 years a six-volume series has appeared on *The American Culture*, with essays by 60 Japanese Americanists.

India For the past 7 years a unique institution, the American Studies Research Center, has functioned at Hyderabad. With help from both the U.S. and Indian Govern-

ments, it has institutional membership from a third of the universities and individual membership of about 800 college and university teachers. It has hosted numerous conferences, and publishes the *Indian Journal of American Studies.*

Area Studies

In a program that stressed binationalism and mutual benefit, American studies are properly complemented by emphasis on the study by Americans of the languages and cultures of other countries. The Fulbright-Hays Act recognized the importance of the latter by including provision for "promoting modern foreign language training and area studies in United States schools, colleges, and universities . . ." Again, explicit mention in the new legislation constituted endorsement of what had always been a program priority.

The need to awaken Americans to new responsibilities in the world was a prime reason for introducing the legislation that became the Fulbright Act. The initial group of participants selected reflected this intent, the very first American chosen being Derk Bodde, a well-known specialist in Chinese affairs at the University of Pennsylvania. (Among the staff at the time he was known as "the first 'Bodde' to travel under the Fulbright program.") Another scholar who went to China that same year, before the program on the mainland was overtaken by the cataclysm of revolution, was William T. deBary, now vice president and provost of Columbia University and until recently professor of oriental studies at that institution. In writing the Board of Foreign Scholarships recently, Dr. deBary called the academic exchanges under the Fulbright Act "a major factor in the development of international and foreign area studies in this country. The full magnitude and importance of this development is still not fully appreciated by many people but there can be no doubt that through the instrumentality of such programs, the United States and especially its academic community have made an enormous advance in

overcoming parochial and isolationist attitudes." A further sentiment expressed by Dr. deBary is partcularly significant in the light of recent developments: "As a member of the first and only group of Fulbright Scholars to study in mainland China, it seems essential to me that the program prematurely broken off in 1949–50 should be resumed. It is of equal importance that it be resumed on the non-political basis which has always characterized these exchanges in the past. Access to foreign countries must not be subject to any political, ideological, or racial qualification."

For over a decade the Fulbright program was the only official program to encourage the development of area studies and one of only a few under any auspices. Directors of area studies programs and centers at more than 30 institutions, as listed this year, had held Fulbright grants. But the need for constant renewal of knowledge was so great as to require an even more massive effort. As a former grantee, Rowland Egger of Princeton, points out, "There is nothing more perishable than knowledge of a country's politics, government and administration . . ."

With the passage of the National Defense Education Act in 1958 and its provision for programs in furtherance of study of so-called critical languages and areas, action approaching that required was taken. Even in these programs there were certain limitations on the sending of scholars abroad or the bringing of foreign experts to teach in our universities. Authority to cover any remaining needs was therefore explicitly granted in the Fulbright-Hays Act.

Following passage of the Act in 1961, responsibility for that section authorizing the promotion of modern foreign language training and area studies in American schools and colleges through grants to teachers and prospective teachers for study and research abroad (Section 102(b)(6)), was transferred by Executive order to the Secretary of Health, Education, and Welfare and delegated by him to the United States Office of Education. That office had earlier been made responsible for related programs under the National Defense Education Act. Another section of the Fulbright-

Hays Act, however, retained the familial tie with the original Fulbright program by placing these new activities, like the old, under the supervision of the Board of Foreign Scholarships.

The first such exchanges under the new legislation were initiated by the Office of Education in academic year 1964–65 when 285 research, study, summer seminar, and foreign curriculum consultant awards were made. Graduate level instruction in Western European studies was relatively adequate so emphasis was placed initially on other languages and areas. At the elementary and secondary education level, however, Western European studies retained top priority.

Through three programs for Americans—faculty research, doctoral dissertation research, and group projects—these activities concentrate on giving the American curricula an international dimension from elementary education through graduate school, based on firsthand experience. In describing his participation, Karl Pelzer, now Director of Yale's Southeast Asian Studies Center writes, "The . . . program is of immense and intrinsic value to the American academic community, which without frequent study visits to foreign countries would be intellectually isolated and ineffective in its effort to interpret foreign cultures and countries."

Along similar lines John Rowe, a researcher in Uganda, says "If American scholars are to continue to work in Africa and use the new skills and exceptional training in language and methodology now available in area studies programs in the U.S., it will only be with the help of adequate fellowships such as those provided by Fulbright-Hays . . ."

The fourth program brings foreign curriculum specialists to the United States to assist in developing and strengthening curricula and classroom teaching of foreign languages and area studies. Asani Imam, head of the most innovative college of education in Nigeria, is one of 144 such specialists to participate in this activity since 1964. Assigned to the southern California public school systems, he established guidelines for the selection of materials for African studies

classes and reviewed existing material; supplemented the multicultural curriculum at the University of Southern California's Center of International Education; held seminars for teachers and curriculum supervisors in the four-county area; and advised many students and teachers.

Since 1964, 4,116 Americans have participated in the foreign language training and area studies programs under the Board's supervision and the Office of Education's administration. These exchanges, together with the earlier exchanges in these fields under the Fulbright Act, continue to be one of America's most important educational resources —to be maintained and replenished—if the United States is to retain its role in the international community.

The Case of Thailand

To confine our emphasis on program achievements to the general priorities of American studies and area studies is to neglect the specifics of the many interesting country programs. For a sample of the range of effects that can be achieved by participants in a single country, one may cite Thailand—as described by the Executive Director in a current report from the binational commission.

One properly begins in this program for people with the case of an individual participant, David A. Wilson, who went in 1952 to Thailand as a teacher of English at the preuniversity level. It was his first trip to an Asian country. The Thailand-United States Educational Foundation sums up the result:

> More than most Americans working in Thailand at that time he was able to get to know the people intimately and to become familiar with the history, language and traditions of the country. In his report at that time on his grant, Mr. Wilson wrote: "I expect that I have laid a few foundation blocks for study and writing in the future." The accuracy of this statement has been borne out over the years by Mr. Wilson's research and writing about Thailand. He is today recognized as one of the foremost authorities on political activities in modern Thailand and his books are widely read. Mr. Wilson's experiences under his Fulbright grant contributed a great deal to the devel-

opment of his career and enabled him to make lasting contributions to world knowledge of Thailand and Southeast Asia. Mr. Wilson is presently with the Department of Political Science of the University of California at Los Angeles. His best known book is *Politics in Thailand* and his latest is *The United States and the Future of Thailand.*

Library Science In the early postwar years, as earlier, one of the greatest weaknesses in higher education was the absence of adequate library services. Modern library methods were unknown, and students were not encouraged to make use of libraries. There were no trained librarians. In its first 5 years, the Fulbright program consciously sought to effect a change through grants to American specialists and Thai students. At the end of the period a Department of Library Science was established at Chulalongkorn University, the leading university in the country, and the Fulbright Foundation was able to phase out its assistance. This Department continues to be strong and active under a director who obtained her degree in the States aided by a Fulbright grant 18 years ago. Thus, "the work of a relatively small number of Americans and Thais resulted not only in the creation of an entirely new field of study . . . but in an entirely new concept for Thailand of libraries . . . Every educational institution in Thailand has felt the impact of this project, and education in Thailand has benefited greatly."

Education for the Blind Mrs. Amora Li Sribuapan was the first of a very few blind Thai scholars who received Fulbright scholarships. Sometime after her return from study at the Overbrook School for the Blind in Philadelphia she established a new school for the blind in Chiang Mai in northern Thailand. "She has made a unique contribution to education in Thailand which would not have been possible without the experiences she had under the Fulbright program."

Electronics In an earlier section of the report, Mr. Wichai Rajatanavin attested to the importance of his grant in enabling him to establish the leading electronics school in the country, which now has over 3,000 graduates—some

of whom have established their own schools. He is one of a small but increasing number of Thais who are achieving success outside the government service. "His grant experience . . . enabled him to advance his own career, to contribute to the welfare of his countrymen and to open up a whole new field of activity in Thailand."

Government Provincial governors are the most important and influential officials outside of Bangkok, and Mr. Suvitya Yingvorapunt, a former participant, is the youngest man appointed to the position. After his return from the States in 1959, he wrote several textbooks on rural development, one so popular it has been through three reprintings, "rare in Thailand." Mr. Suvitya's training in the United States was most timely, enabling him to contribute a great deal to alleviating the serious problems connected with the subversion and infiltration of Thailand from Communist Asia. There are few government officials who have done as much as he has towards changing old paternalistic and insensitive attitudes . . . towards people in poorer sections of the country . . . He has gone a long way towards eliminating many of the old suspicions of the motives of government officials in rural Thailand and in teaching the officials to be more understanding of the problems of rural citizens and more sympathetic to their aspirations."

There is merit, as Carlyle has said, in "knowing when to have done," and this incomplete chronicle of the program's achievements can perhaps best be concluded with a reference to what John Hope Franklin has called the "transcendant quality" of the program, which this acute observer has seen in evidence in several parts of the world; "In Europe, it took the form of one country after another committing a portion of its limited resources to the promotion of this work. In the Near East it was reflected in the friendly disposition of former grantees who had achieved high positions at a time when the relations of their government with the United States were of a most tenuous nature. In South Asia it helped to expiate the feeling of heavy-handedness which characterized a sensitive people's appraisal of United States foreign policy there."

TEACHER AND SCHOLAR ABROAD

TOP RIGHT *Professor David Weber makes a point in his class in American history at the University of Costa Rica.*

BOTTOM RIGHT *Professor of pediatrics Rudolf Engel, assigned to the University of Ceylon, examines a child in northern Ceylon while American research scholar Christopher Sower looks on.*

BOTTOM LEFT *American student David R. Allen, teaching English at an evening course at the African Cultural Center in Brussels.*

MIDDLE RIGHT *Professor of history Harold Deutsch speaking before a young audience in Accra, Ghana.*

BELOW LEFT *Professor William Cartwright participating in a workshop for teachers of American history and literature, Mussoorie, India.*


PANELUN
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Americans can take pride that their country has pioneered and supported for a quarter century one of the most innovative and influential programs in the history of international education. Success has depended on the contributions of many people in different countries and organizations—selecting, placing, advising, and extending hospitality often voluntarily and without pay. Much of the benefit to the individuals and countries participating has been in the intangibles of human relations and of cultural and intellectual enrichment.

For the future, there is a record of accomplishment and expertise on which to build—as well as a unique set of binational and academic mechanisms. There have been too many inputs from too many quarters over the years for these programs to have become stagnant; but a case might be made that they had become diffuse. Accordingly, the Board of Foreign Scholarships has made certain recommendations for clearer focus in a separate paper ("Educational Exchange in the Seventies") arising out of a series of meetings both in America and abroad early in 1971. The Board suggests that commissions consider concentrating most of their activities at any one time on three or four broadly conceived programs or projects; that most exchanges be confined to persons in higher education and the professions; and that some grants be made to "team" activities or to developing institution-to-institution programs.

Overhanging everything is the concern over financial support. The severe budget cuts of 1968–69 have been gradually and partly restored; but increasing costs have reduced the effectiveness of new money. Moreover, the financial problems of American universities seem to have inclined many academic spokesmen to concentrate their efforts on their own special institutions—with little atten-

". . . the perspective it gave me on the English legal system and English legal education greatly enriched my thinking about American law and legal education . . . I am grateful that the program was available to me, and I hope that it will continue to be available to future generations of American students and scholars."

ROBERT A. BURT
ASSOCIATE PROFESSOR OF LAW
UNIVERSITY OF MICHIGAN LAW SCHOOL

tion left for those directed at the individual scholar and the broader interests of the country as a whole.

Foreign governments and academic institutions have expressed continuing faith in the importance of the program —often despite disagreement with other areas of American policy and difficulties resulting from the cutbacks of 1968–69. Foreign contributions have continued to increase; and 6 of the 20 countries contributing directly to the cost of the program now match or exceed the American financial contribution.

This program arose from the American people and its representatives. Their support has generated the substantial contribution made by the private sector in America and by the cost-sharing of foreign governments. This support will be essential if this program is to remain effective—let alone meet any of the opportunities that lie ahead.

The rapidly expanding university population of the world is clearly going to be a decisive element in the future; and this program has a unique status within it. The domestic problems that concern us (cultural and racial tensions, educational innovation, the environment, etc.) are increasingly recognized to be global problems requiring joint efforts. The opportunities, therefore, seem even greater in the years ahead for this uniquely well-tested mechanism to bring outstanding creative minds together across national borders for matters of common concern.

If human history is, as H. G. Wells described it, "a race between education and catastrophe," one can hardly slow down in an area that is crucial to the outcome—and where America has been the pacemaker for a quarter-century.

Members of the Board of Foreign Scholarships, 1946–1971

	Occupation or Title At the Time of Appointment [1]	Term of Office [2]
Sarah G. Blanding	President, Vassar College	1947–51
Omar N. Bradley	Administrator of Veterans Affairs	1947
Laurence Duggan	President, Institute of International Education	1947–48
Charles Johnson	President, Fisk University	1947–54
Walter Johnson (Chairman, 1950–53)	Professor of History, University of Chicago	1947–54
Ernest O. Lawrence	Professor of Physics, University of California, Berkeley	1947–49
Martin R. P. McGuire	Dean, Graduate School of Arts and Sciences, and Professor of Greek and Latin, Catholic University of America	1947–54
Francis Spaulding (Chairman, 1947–50)	Commissioner of Education, New York	1947–50
John W. Studebaker	U.S. Commissioner of Education	1947–48
Helen White (Chairman, 1950)	Professor of English, University of Wisconsin	1947–54
John N. Andrews	Personal Representative of the Administrator of Veterans Affairs	1948–66
Lewis W. Jones	President, University of Arkansas	1949–52
Earl J. McGrath	U.S. Commissioner of Education	1949–53
James W. Edgar [3]	State Superintendent of Public Instruction, Texas	1951 [3]
Margaret Clapp	President, Wellesley College	1951–55
Frederick Hovde (Chairman, 1953–55)	President, Purdue University	1951–55
Samuel M. Brownell	U.S. Commissioner of Education	1947–48
Francis S. Smyth	Dean and Professor of Pediatrics, School of Medicine, University of California Medical Center, San Francisco	1953–56
Philip H. Willkie	Attorney-at-Law, Rushville, Indiana	1953–58
Oliver C. Carmichael (Chairman, 1955–56)	President, University of Alabama	1954–56
Roger A. Moore	Student, Law School, Harvard University	1954–58
C. Joseph Nuesse (Chairman, 1956–58)	Dean, School of Social Sciences, Catholic University of America	1954–58
Sherman D. Scruggs	President, Lincoln University	1954–55
Katherine G. Blyley	President, Keuka College	1955–59
Bernice B. Cronkhite	Dean, Graduate School, Radcliffe College	1955–62
George C. S. Benson	President, Claremont Men's College	1956–60
Felton G. Clark	President, Southern University	1956–62
Robert G. Storey (Chairman, 1958–62)	President, Southwestern Legal Center, Dallas, Texas	1956–63
Lawrence G. Derthick	U.S. Commissioner of Education	1957–61
Hurst R. Anderson	President, The American University	1958–62
Elmer Ellis	President, University of Missouri	1958–62
John O. Riedl	Dean of the Graduate School and Professor of Philosophy, Marquette University	1958–63
Daniel W. Hofgren	Student, Law School, Columbia University	1959–63
Frederick E. Terman	Vice-President and Provost, Stanford University	1960–66
Sterling M. McMurrin	U.S. Commissioner of Education	1961–63
John Hope Franklin (Chairman, 1966–69)	Professor of American History, University of Chicago	1962–69
Ella T. Grasso	Secretary of State, State of Connecticut	1962–66
Oscar Handlin (Chairman, 1965–66)	Professor of History, Harvard University	1962–67
A. Wesley Roehm	Chairman, Department of History, Oak Park and River Forest High School, Illinois	1962–66

John M. Stalnaker (Chairman, 1962–65)	President, National Merit Scholarship Corporation, Evanston, Illinois	1962–67
Francis X. Sutton	Program Associate, The Ford Foundation, New York	1962–64
Robert B. Brode	Professor of Physics, University of California, Berkeley	1963–66
Francis Keppel	U.S. Commissioner of Education (presently, Chairman of the Board, General Learning Corporation, New York)	1963–67
George E. Taylor	Director, Far Eastern and Russian Institute, University of Washington	1963–70
A. Curtis Wilgus	Director, School of Inter-American Studies, University of Florida	1963–66
G. Homer Durham	President, Arizona State University	1964–66
William G. Craig	Headmaster, John Burroughs School, St. Louis, Missouri	1966–67
William J. Driver	Administrator of Veterans Affairs, Washington, D.C.	1966
Teruo Ihara	Professor of Education, University of Hawaii	1966–70
Fredrick B. Pike	Professor of Latin American History, University of Pennsylvania	1966–69
Brooks Hays	Consultant to the President	1966 [4]
James R. Roach (Chairman, 1969–71)	Professor of Government, University of Texas	1966–
Edward E. Booher	Chairman, McGraw-Hill Book Company	1966–69
Lloyd N. Hand	Attorney-at-Law, Beverly Hills, California	1966–69
James A. Turman	Associate Commissioner for Field Services, U.S. Office of Education, Department of Health, Education, and Welfare	1966–69
Jack J. Valenti	President, Motion Picture Association	1967–69
Paul Seabury	Professor of Political Science, University of California, Berkeley	1967–71
John P. Augelli	Director, Center for Latin American Studies, University of Illinois	1967–70
Seymour Martin Lipset	Professor of Government and Social Relations, Harvard University	1967–70
W. Thomas Johnson, Jr.	Executive Assistant to former President Lyndon B. Johnson, Austin, Texas	1969–71
Walt W. Rostow	Professor of Economics, University of Texas	1969–71
John E. Dolibois	Vice President for Development and Alumni Affairs, Miami University, Oxford, Ohio	1969–
Bernard Katzen	Attorney-at-Law, New York City	1970–
James E. Allen, Jr.	Assistant Secretary for Education, U.S. Commissioner of Education	1970–71
James E. Cheek	President, Howard University	1970–
William R. Kintner	Professor of Political Science, University of Pennsylvania; and Director, Foreign Policy Research Institute, Philadelphia, Pennsylvania	1970–
James H. Billington (Chairman, 1971–)	Professor of History, Princeton University	1971–
John H. Carley	Attorney-at-Law, Mudge, Rose, Guthrie and Alexander, New York City	1971–
Lane Dwinell	National Bank of Lebanon, Lebanon, New Hampshire	1971–
Donald S. Lowitz	Attorney-at-Law, Lowitz, Stone, Kipnis, and Goodman, Chicago	1971–
Lyle M. Nelson	Professor of Communication, Department of Communication, Stanford University	1971–
Peter Sammartino	Chancellor, Fairleigh Dickinson University	1971–
Anne Pannell Taylor	Easton, Maryland	1971–

[1] Generally, as of the date of appointment.
[2] Members of the Board serve in rotation for a term of 3 years except that any member appointed to fill a vacancy occurring prior to the expiration of the term of his predecessor serves for the remainder of such term. Upon expiration of his term a member continues to serve until his successor is appointed.
[3] Unable to accept appointment.
[4] Resigned April 20, 1966.
[5] Deceased October 16, 1971.

September 1970–August 1971

The 25th anniversary report, "A Quarter Century—the American Adventure in Academic Exchange," together with this summary of the Board's activities for 1970–71 constitute the ninth annual report of the Board of Foreign Scholarships to the U.S. Congress and to the public, as required under the Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87–256).

Since its report issued a year ago, the Board has taken the following major actions:

SELECTED approximately 3,500 individuals for new grants for the academic year 1971–72, involving exchanges with over 100 countries and territories.

EXAMINED and passed upon future program plans proposed by 45 binational commissions abroad and approved plans for academic exchanges with 56 additional countries and territories where binational commissions are not operating.

APPROVED projects and program plans for fiscal year 1972 proposed by the Office of Education pursuant to the Board's responsibility for the supervision of the foreign area and language training programs (Section 102(b)(6), Fulbright-Hays Act). Included are an estimated 190 grants to individuals at a cost of $1,360,000, and 80 group-project grants to American institutions at a cost of $3 million in special foreign currencies under Public Law 83–480.

INITIATED a series of discussions in various cities in the United States with American university faculty and other individuals, followed by similar consultations in Bangkok and in Salzburg with leading educators and other distinguished

commission representatives from East Asian countries and European countries, respectively. These discussions resulted in the Board's statement "Educational Exchange in the Seventies," issued in connection with the 25th anniversary observance of the signing of the Fulbright Act, August 1.

WELCOMED four new Board members appointed in early 1971 by President Nixon: James H. Billington, professor of history, Woodrow Wilson School of Public and International Affairs; John H. Carley, attorney-at-law, New York City; Lyle M. Nelson, professor of communication, Stanford University; and Peter Sammartino, chancellor, Fairleigh Dickinson University. They succeed, respectively, Seymour M. Lipset, Teruo Ihara, John P. Augelli, and Paul Seabury, whose terms had expired.

PRESENTED the Board's Distinguished Service Award to Mr. Daniel M. Krauskopf, executive secretary, United States–Israel Educational Foundation, in recognition of his energetic and resourceful contributions in that position over the past 13 years. In June the Board gave a Distinguished Service Award to Mr. Francis J. Colligan, one of its first executive officers, to honor his many important contributions to these programs as he took leave of the Department of State after 30 years of service.

TO ENHANCE the Board's competence in handling program activities in each geographic area abroad, a number of Board members traveled overseas to meet with binational commissions, U.S. diplomatic missions, and foreign government officials and educators to look into program operations. These visits included: participation by Chairman James Roach and Dr. William Kintner in the regional meeting at Bangkok of East Asian binational commissions and a related visit by Dr. Kintner to Ceylon, the Philippines, Taiwan, Korea, Japan, and the East-West Center, University of Hawaii; participation by Vice Chairman James Billington and Executive Secretary Ralph Vogel in the regional meeting at Salzburg in July 1971 of European binational commissions and related visits to Italy, Belgium, and England.

Other travel included consultation by Mr. Bernard Katzen with program and foreign government officials in Ireland, Denmark, Israel, Italy, and Spain; the first visit by a Board member, Mr. John Dolibois, to Iceland, his participation in the annual Berlin meeting of American Fulbright-Hays students and scholars sponsored by the binational Commission in the Federal Republic of Germany, and subsequent visits to the Netherlands, Austria, Belgium, Luxembourg, Portugal, and Denmark; the participation of Chairman James Roach in a meeting at Ditchley Park, England, on the teaching of English to speakers of other languages, and consultation with the members and staff of the binational Commission in the United Kingdom; the participation of Executive Secretary Ralph Vogel at a regional meeting of binational commission executive officers of European countries in Paris in October 1970; and a private visit by Dr. Peter Sammartino to several African countries in connection with his participation as president in the triennial meeting of the International Association of University Presidents held in Monrovia, Liberia, June 15–20, 1971.

AMERICAN GRANTEES ABROAD

By State of Permanent Residence, 1970–71

State or territory	New grants	Renewals,[1] extensions	Total
Alabama	5	1	6
Alaska			
Arizona	12		12
Arkansas	1		1
California	125	3	128
Colorado	24	1	25
Connecticut	24	1	25
Delaware	3		3
Florida	23		23
Georgia	6		6
Hawaii	13	1	14
Idaho	4	1	5
Illinois	51	2	53
Indiana	30	1	31
Iowa	17	1	18
Kansas	12		12
Kentucky	8	1	9
Louisiana	11		11
Maine	1		1
Maryland	26	1	27
Massachusetts	50	1	51
Michigan	43	1	44
Minnesota	18		18
Mississippi	3		3
Missouri	19		19
Montana	8		8
Nebraska	3		3
Nevada	2		2
New Hampshire	4	1	5
New Jersey	32	4	36
New Mexico	1		1
New York	114	9	123
North Carolina	15		15
North Dakota	3		3
Ohio	40	1	41
Oklahoma	7	1	8
Oregon	15		15
Pennsylvania	52	1	53
Rhode Island	3		3
South Carolina	6		6
South Dakota	5		5
Tennessee	8		8
Texas	26	3	29
Utah	8	1	9
Vermont	4		4
Virginia	17	3	20
Washington	21	3	24
West Virginia	3		3
Wisconsin	25	2	27
Wyoming	3		3
District of Columbia	10	2	12
Puerto Rico			
Virgin Islands			
Multistate			
Outside the United States	1		1
Total	965	47	1,012

[1] For purposes of these statistics an **extension** is a grant held in 1969–70 which has been extended for 1970–71, but no additional grant funds are involved.
A **renewal** is a grant that is renewed for 1970–71 and additional grant funds are involved.
Including the extensions and renewals makes possible a complete count of active grantees—American exchanges actually abroad and foreign exchanges actually in the United States—during 1970–71.

FOREIGN GRANTEES

By State of Assignment, 1970–71

New grants	Renewals,[1] extensions	Total	State or territory
6	9	15	Alabama
	1	1	Alaska
22	12	34	Arizona
8	2	10	Arkansas
339	322	661	California
37	47	84	Colorado
35	53	88	Connecticut
5	2	7	Delaware
66	19	85	Florida
21	21	42	Georgia
5	8	13	Hawaii
1	1	2	Idaho
106	211	317	Illinois
79	80	159	Indiana
27	35	62	Iowa
36	38	74	Kansas
2	10	12	Kentucky
9	22	31	Louisiana
4	2	6	Maine
27	39	66	Maryland
153	213	366	Massachusetts
82	109	191	Michigan
47	53	100	Minnesota
5	4	9	Mississippi
24	40	64	Missouri
8	3	11	Montana
7	8	15	Nebraska
2		2	Nevada
7	17	24	New Hampshire
50	54	104	New Jersey
3	5	8	New Mexico
205	315	520	New York
31	53	84	North Carolina
3		3	North Dakota
76	96	172	Ohio
3	12	15	Oklahoma
45	24	69	Oregon
141	170	311	Pennsylvania
13	28	41	Rhode Island
6	2	8	South Carolina
1	1	2	South Dakota
21	19	40	Tennessee
81	72	153	Texas
6	16	22	Utah
4	2	6	Vermont
13	20	33	Virginia
34	57	91	Washington
2	6	8	West Virginia
42	77	119	Wisconsin
1	3	4	Wyoming
39	43	82	District of Columbia
22	2	24	Puerto Rico
			Virgin Islands
98	3	101	Multistate
37		37	Outside the United States
2,147	2,461	4,608	Total

U.S. grantees to:	LECTURERS			RESEARCH SCHOLARS			STUDENTS		
	New	Ext. and Ren.	Total	New	Ext. and Ren.	Total	New	Ext. and Ren.	Total
AFRICA	24	4	28				1		1
LATIN AMERICA	92	5	97	1		1	19	1	20
EAST ASIA and PACIFIC	68	2	70	22		22	16	8	24
EUROPE, WEST	109	4	113	52		52	217	13	230
EUROPE, EAST	22	4	26	35		35	48	1	49
NEAR EAST and SOUTH ASIA	40	1	41	7		7	17	2	19
TOTAL	355	20	375	117		117	318	25	343

[1] See footnote, page 86.

Foreign grantees from:	LECTURERS			RESEARCH SCHOLARS			STUDENTS		
	New	Ext. and Ren.	Total	New	Ext. and Ren.	Total	New	Ext. and Ren.	Total
AFRICA	1		1	17		17	51	139	190
LATIN AMERICA	22		22	33	9	42	164	271	435
EAST ASIA and PACIFIC	13	3	16	34	19	53	177	538	715
EUROPE, WEST	35	19	54	133	60	193	623	708	1,331
EUROPE, EAST	6	1	7	108	9	117	45	22	67
NEAR EAST and SOUTH ASIA	4	4	8	37	18	55	155	627	782
TOTAL	81	27	108	362	115	477	1,215	2,305	3,520

[1] See footnote, page 86.

EDUCATIONAL EXCHANGE—U.S. GRANTEES,
By Area and Category, 1970–71

New Grants and Extensions and Renewals [1]

TEACHERS			TOTAL			
New	Ext. and Ren.	Total	New	Ext. and Ren.	GRAND TOTAL	U.S. grantees to:
			25	4	29	AFRICA
			112	6	118	LATIN AMERICA
17		17	123	10	133	EAST ASIA and PACIFIC
158	2	160	536	19	555	EUROPE, WEST
			105	5	110	EUROPE, EAST
			64	3	67	NEAR EAST and SOUTH ASIA
175	2	177	965	47	1,012	TOTAL

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EDUCATIONAL EXCHANGE—FOREIGN GRANTEES,
By Area and Category, 1970–71

New Grants and Extensions and Renewals [1]

TEACHERS			SPECIALISTS	TOTAL			
New	Ext. and Ren.	Total	New and Total	New	Ext. and Ren.	GRAND TOTAL	Foreign grantees from:
13		13	2	84	139	223	AFRICA
188		188	3	410	280	690	LATIN AMERICA
22		22	1	247	560	807	EAST ASIA and PACIFIC
162	5	167	26	979	792	1,771	EUROPE, WEST
13		13	2	174	32	206	EUROPE, EAST
55	9	64	2	253	658	911	NEAR EAST and SOUTH ASIA
453	14	467	36	2,147	2,461	4,608	TOTAL

Country	GRANTS TO U.S. CITIZENS									
	University study		Advanced research		Teaching or educational seminars		University lecturers		U.S. totals, cumulative	
	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1970–71	1949–71
Algeria			1		17		5	2	2	25
Angola							1	1	1	2
Botswana			1				1			2
Burundi	1				1		2	1	1	5
Cameroon					1			1	1	2
Canary Islands										
Central African Rep.										
Chad					1					1
Congo (Brazzaville)							2			2
Congo (Kinshasa)							11	1	1	12
Dahomey					5					5
Equatorial Guinea										
Ethiopia							28			28
Gabon										
Gambia					1					1
Ghana	2		2		5		21	4	4	34
Guinea					2		3			5
Guinea (Portuguese)										
Ivory Coast							2			2
Kenya	3		9		3		2			17
Lesotho							5			5
Liberia		1			8		28	4	5	41
Libya					10		7			17
Malagasy Rep.					1		1			2
Malawi					2					2
Mali					2		1			3
Mauritania										
Mauritius										
Morocco					48		3	1	1	52
Mozambique								1	1	1
Niger										
Nigeria	66		4		10		4	1	1	85
Rwanda							4			4
St. Helena					1					1
Senegal							3	1	1	4
Seychelles Islands					2					2
Sierra Leone			1		3		4	2	2	10
Somalia					2		2	1	1	5
South Africa, Rep. of	7		1		3		19			30
Southern Rhodesia			1		1		4			6
South-West Africa (Namibia)										
Sudan							18			18
Swaziland							1			1
Tanzania			3		7		5	1	1	16
Togo										
Tunisia					22		2			24
Uganda	7		23		5		22	1	1	58
Upper Volta										
Zambia			10		13		8	1	1	32
Multicountry							3			3
Total	86	1	56		176		222	24	25	565

See footnotes, page 86.

AFRICA
Academic Grants Awarded,

1949[1]–1970 and 1970–71

GRANTS TO FOREIGN NATIONALS[2]												U.S. and foreign totals	
University study		Advanced research		Teaching or educational seminars		University lecturers		Practical experience and training[3]		Foreign totals, cumulative			
1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1954–70	1970–71	1970–71	1949–71	1970–71	1949–71
66							1	1		1	68	3	93
23											23	1	25
4											4		6
19	3			1						3	23	4	28
22	1									1	23	2	25
		1									1		1
5				3							8		8
2				3							5		6
5				2							7		9
10				4							14	1	26
1				6							7		12
1											1		1
53	6		3			2				9	64	9	92
1				1							2		2
8				1							9		10
101	6	4	2	15		2				8	130	12	164
				1							1		6
1											1		1
1			1	5						1	7	1	9
219	3	1	2	15		2				5	242	5	259
5				2							7		12
23	6		2	31	10	1		4	2	20	79	25	120
11											11		28
2				5							7		9
15	1			14						1	30	1	32
4				2							6		9
1											1		1
4				1		1					6		6
128	1		1	4	3					5	137	6	189
29											29	1	30
1				14							15		15
130	4	9	1	10		7		2		5	163	6	248
3	3			5						3	11	3	15
													1
7			2	7						2	16	3	20
													2
43	3	6		7		3				3	62	5	72
88											88	1	93
141		11				4					156		186
78		6		14							98		104
13											13		13
65		1		4		1					71		89
11	2									2	13	2	14
99	1		1	22						2	123	3	139
5				3							8		8
50	1	1		44						1	96	1	120
144	7	3	2	6		1				9	163	10	221
1				2							3		3
42	3	1		12						3	58	4	90
													3
1,685	51	44	17	266	13	24	1	7	2	84	2,110	109	2,675

Department of State

Country	GRANTS TO U.S. CITIZENS									
	University study		Advanced research		Teaching or educational seminars		University lecturers		U.S. totals, cumulative	
	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1970–71	1949–71
Argentina	87	4	9		14		104	9	13	227
Barbados					2					2
Bolivia	26		1		8		14	1	1	50
Brazil	139	4	20	1	76		149	10	15	399
Chile	119	4	10		16		107	4	8	260
Colombia	82	2	4		171		164	10	12	433
Costa Rica	33				3		21			57
Cuba	8				6		13			27
Dominican Rep.	11									11
Ecuador	49	2	1		10		78	9	11	149
El Salvador	2				2		17	1	1	22
Guatemala	71				1		25	1	1	98
Guiana (Fr.) & Surinam										
Guyana					6		4	2	2	12
Haiti	18				2		12			32
Honduras	8				7		18	1	1	34
Honduras (British)										
Jamaica	9		14		7		13			43
Mexico	94		1		5		200	11	11	311
Nicaragua	14				8		14	1	1	37
Panama	8						14			22
Paraguay	6		3		6		20	1	1	36
Peru	102	3	25		20		146	26	29	322
Trinidad and Tobago	3		1		1		20	2	2	27
Uruguay	27		6		6		77	3	3	119
Venezuela	81				1		22			104
West Indies (British), incl. Bahamas	2		5		25					32
French Antilles					3					3
Netherlands Antilles										
Multicountry							8			8
Total	999	19	100	1	406		1,260	92	112	2,877

See footnotes, page 86.

LATIN AMERICA
Academic Grants Awarded,

1949[1]–1970 and 1970–71

GRANTS TO FOREIGN NATIONALS[2]												U.S. and foreign totals	
University study		Advanced research		Teaching or educational seminars		University lecturers		Practical experience and training[3]		Foreign totals, cumulative			
1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1954–70	1970–71	1970–71	1949–71	1970–71	1949–71
426	18	45	1	158	2	26		13	2	23	691	36	918
2				8	1					1	11	1	13
149	11	20		214		4	1	1		12	400	13	450
684	27	122	6	319	9	35	3	7	1	46	1,213	61	1,612
453	27	54	8	233	9	26	2	3		46	815	54	1,075
377	20	30	5	262	22	19	2	1		49	738	61	1,171
66		8		110	10	3	2	1		12	200	12	257
57		2		46		1					106		133
75	5	3		61		2	1			6	147	6	158
172	10	12		242	23	5	1			34	465	45	614
40		2		98	6		1	1		7	148	8	170
69		3		305	12	6				12	395	13	493
2				1				1			4		4
49	1			14						1	64	3	76
71		1		65		1					138		170
58	1	3		127	9	1		2		10	201	11	235
8	1			25	4			1		5	39	5	39
4		6		20		1		4			35		78
341	11	47	4	594	12	17	2			29	1,028	40	1,339
94	4	3		69	8	3		1		12	182	13	219
102		4		121	9	3	1			10	240	10	262
103	2	11		101	13	2	1	11		16	244	17	280
245	14	96	8	237	25	11	2	10		49	648	78	970
31		3		5				2			41	2	68
129	6	41	1	154	13	4		4		20	352	23	471
79	5	8		184		3	3	1		8	283	8	387
25		4		24		2		2			57		89
				9	1					1	10	1	13
	1			5				2		1	8	1	8
													8
3,911	164	528	33	3,811	188	175	22	68	3	410	8,903	522	11 780

Department of State

Country	GRANTS TO U.S. CITIZENS									
	University study		Advanced research		Teaching or educational seminars		University lecturers		U.S. totals, cumulative	
	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1970–71	1949–71
Australia	340	4	184	10	137	5	232	27	46	939
Brunei										
Burma	18		20		50		74	1	1	163
Cambodia, Khmer Rep.	1				42					43
China, Rep. of	41		112		3		109	4	4	269
Fiji Islands					3					3
Hong Kong	9	2	8		2		27	2	4	50
Indonesia					38	2	9	1	3	50
Japan	151	4	182	5	117		306	7	16	772
Korea, Rep. of	12		3		4		65	5	5	89
Laos					35	6	1	1	7	43
Malaysia	11		3		4		56	2	2	76
Micronesia					1					1
New Guinea			1		2					3
New Zealand	145	4	114	7	77	3	44	4	18	398
Philippines	84		37		10		170	7	7	308
Singapore	7				2		11	1	1	21
Thailand	17	2	13		41		99	4	6	176
Tonga Islands					2					2
Viet-Nam, Rep. of	6		2		35	1	43	2	3	89
Western Samoa										
Multicountry					1		5			6
Total	842	16	679	22	606	17	1,251	68	123	3,501

See footnotes, page 86.

EAST ASIA AND PACIFIC
Academic Grants Awarded,

1949[1]–1970 and 1970–71

GRANTS TO FOREIGN NATIONALS[2]												U.S. and foreign totals	
University study		Advanced research		Teaching or educational seminars		University lecturers		Practical experience and training[3]		Foreign totals, cumulative			
1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1954–70	1970–71	1970–71	1949–71	1970–71	1949–71
584	25	391	20	218	10	99	6			61	1,353	107	2,292
				1							1		1
238		42		97		3		3			383	1	546
83	10			12						10	105	10	148
200	9	91	3	63		34	1	5		13	406	17	675
1		1		9							11		14
38	2	8		27		1		8		2	84	6	134
270	13	3		69	2	6		1		15	364	18	414
2,896	27	1,159	5	377		135	4	12	1	37	4,616	53	5,388
404	18	56	3	68		25	1	14		22	589	27	678
26				66							92	7	135
233	16	16		120	2	5		8		18	400	20	476
				1							1		2
2											2		5
279	11	81	1	104	4	26	1			17	507	35	905
1,016	23	51	2	54	3	19		18		28	1,186	35	1,494
43	6	7		21		1				6	78	7	99
558	16	5		70	1	2		6		17	658	23	834
													2
98	1	8		21		1		3		1	132	4	221
8											8		8
													6
6,977	177	1,919	34	1,398	22	357	13	78	1	247	10,976	370	14,477

Department of State

Country	GRANTS TO U.S. CITIZENS									
	University study		Advanced research		Teaching or educational seminars		University lecturers		U.S. totals, cumulative	
	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1970–71	1949–71
WESTERN EUROPE										
Austria	648	25	92		83	3	131	3	31	985
Belgium	294	7	74	2	63	1	56	1	11	498
Canada					14	3			3	17
Denmark	256	2	115	1	41	2	140	4	9	561
Finland	111	3	77	2	72	2	191	9	16	467
France	4,364		424	3	468	1	384	29	33	5,673
Germany	3,249	118	324	13	623	42	474	17	190	4,860
Gibraltar										
Iceland	19		7		10		15	2	2	53
Ireland	27	2	19		4		60	6	8	118
Italy	1,761	29	430	11	580	36	356	10	86	3,233
Luxembourg			1		2		1			4
Malta	1		3		4		4			12
Netherlands	502	1	126	6	219		185	4	11	1,043
Norway	320		159	2	58		100	3	5	642
Portugal	30	2	21	2	1		21	2	6	79
Spain	260	8	79		235		161	15	23	758
Sweden	67	8	23	8	11	1	53		17	171
Switzerland							10			10
United Kingdom	2,373	12	397	2	2,047	67	409	3	84	5,310
Multicountry			1		81		1	1	1	84
Total	14,252	217	2,372	52	4,616	158	2,752	109	526	24,558
EASTERN EUROPE										
Bulgaria	4		1	1			2		1	8
Czechoslovakia	12		1	2			3	2	4	20
Hungary			3	5					5	8
Poland	70	9	1		1		34	6	15	121
Romania	28	4	14	5			13	3	12	67
U.S.S.R.	334	27	83	19	155		20		46	638
Yugoslavia	29	8	12	2			53	11	21	115
Multicountry	1			1					1	2
Total	478	48	115	35	156		125	22	105	979

See footnotes, page 86.

EUROPE
Academic Grants Awarded,

1949[1]–1970 and 1970–71

GRANTS TO FOREIGN NATIONALS[2]												U.S. and foreign totals	
University study		Advanced research		Teaching or educational seminars		University lecturers		Practical experience and training[3]		Foreign totals, cumulative			
1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1954–70	1970–71	1970–71	1949–71	1970–71	1949–71
982	23	206	14	110	5	94	4	45	3	49	1,486	80	2,471
465	20	153	5	137	9	29	1	9	2	37	830	48	1,328
				18	3					3	21	6	38
629	11	227	7	93	1	61	1	28	3	23	1,061	32	1,622
838	16	261	9	271	6	27		55	3	34	1,486	50	1,953
4,485	204	773	30	739	23	375	14	57		271	6,700	304	12,373
5,641	134	661	26	942	26	180	5	176		191	7,791	381	12,651
				2							2		2
143	8	5		52	2			21	2	12	233	14	286
142	10	26	2	354		5		11		12	550	20	668
1,548	41	814	21	414	13	150	5	60	2	82	3,068	188	6,281
44		2		16							62		66
9				15							24		36
924	19	270	8	176		81	1	54	2	30	1,535	41	2,578
1,194	45	350	1	176	1	69	2	47	4	53	1,889	58	2,531
95	7	32	2	28		3		2	2	11	171	17	250
433	37	64	1	80	4	65	1	18	3	46	706	69	1,464
168	10	114	7	66	2	39		47		19	453	36	624
11		1		1		1		3			17		27
2,844	38	1,445		2,068	67	657	1	12		106	7,132	190	12,442
												1	84
20,595	623	5,404	133	5,758	162	1,836	35	645	26	979	35,217	1,515	59,775
6		9	5	10	3					8	33	9	41
12		23	7	5				1		7	48	11	68
3		1	11							11	15	16	23
118	8	101	8	15		6		5		16	261	31	382
23		39	15	14		7	1			16	99	28	166
324		94	42	153		14				42	627	88	1,265
152	37	117	20	23	10	24	5	7	2	74	397	95	512
												1	2
638	45	384	108	220	13	51	6	13	2	174	1,480	279	2,459

Department of State

Country	GRANTS TO U.S. CITIZENS									
	University study		Advanced research		Teaching or educational seminars		University lecturers		U.S. totals, cumulative	
	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1970–71	1949–71
Afghanistan	6				7		28	2	2	43
Bhutan										
Ceylon	21	2	4				71	4	6	102
Cyprus					5		9			14
Greece	139	3	61		346		108	4	7	661
India	476	8	239		160		391	9	17	1,283
Iran	22		13	1	68		113	8	9	225
Iraq	1		13		19		106			139
Israel	23		31		8		108	2	2	172
Jordan	4				3		15			22
Lebanon	1		1		4		42	1	1	49
Nepal	2		6		3		11	2	2	24
Pakistan	15		17		25		201	2	2	264
Saudi Arabia							13			13
Southern Yemen					1					1
Syria					13		41			54
Trucial Oman				1					1	1
Turkey	44	2	21	5	117		146	6	13	341
Arab Republic of Egypt	58	2	38		6		179		2	283
Yemen					2					2
Total	816	17	444	7	787		1,582	40	64	3,693
Multiarea					1		5			6
World Total	17,503	318	3,766	117	6,748	175	7,197	355	965	36,179

[1] The first exchanges took place in the academic year 1948–49. 1970–71 figures are for academic year through June 30, 1971.

[2] Does not include grants awarded to foreign nationals to attend American-sponsored schools abroad totaling, worldwide, since 1949, 5,810 (of these 159 were awarded in 1970).

[3] Special programs providing a combination of university classes and practical field work.

NOTE.—Based on figures available to the Department as of June 30, 1971.

NEAR EAST AND SOUTH ASIA
Academic Grants Awarded,

1949[1]–1970 and 1970–71

GRANTS TO FOREIGN NATIONALS[2]												U.S. and foreign totals	
University study		Advanced research		Teaching or educational seminars		University lecturers		Practical experience and training[3]		Foreign totals, cumulative			
1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1949–70	1970–71	1954–70	1970–71	1970–71	1949–71	1970–71	1949–71
113	5	3		11						5	132	7	175
2											2		2
221	13	27	2	64		7		3		15	337	21	439
133	21	1		39	2			8		23	204	23	218
891	22	127	6	120		13		47		28	1,226	35	1,887
1,917	49	291	10	388	33	116		112		92	2,916	109	4,199
173		84	9	304	5	6	2	17		16	600	25	825
143		14				3		1			161		300
129	2	106	4	24		18		32		6	315	8	487
125	1			4				5		1	135	1	157
30	7	2		12		5		8		7	64	8	113
95	5	11	1	41	5	8	2			13	168	15	192
848	7	53		130		14		4		7	1,056	9	1,320
5				2							7		20
23				1							24		25
21				2		2		2			27		81
												1	1
598	23	136	5	103	10	19		31	2	40	927	53	1,268
575		112		73		28		27			815	2	1,098
40											40		42
6,082	155	967	37	1,318	55	239	4	297	2	253	9,156	317	12,849
													6
39,888	1,215	9,246	362	12,771	453	2,682	81	1,108	36	2,147	67,842	3,112	104,021

Department of Health, Education, and Welfare

Area and country	GRANTS TO U.S. CITIZENS					
	Doctoral dissertation research		Faculty research [1]		Group projects abroad [2,3]	
	FY 64–69	FY 70	FY 64–69	FY 70	FY 64–69	FY 70
AFRICA						
Algeria			2			
Cameroon				1		
Congo (Kinshasa)	1					
Ethiopia			5		75 (3)	7 (1)
Ghana	1		1		70 (4)	28 (1)
Ivory Coast						
Kenya	10	3	3		43 (2)	
Lesotho					8 (1)	
Liberia						
Libya	1		2			
Malagasy Rep.	1					
Malawi	1					
Mali	2					
Morocco	14	2	1			
Niger	1					
Nigeria	8	1	7		20 (1)	
Rwanda			1			
Senegal	2		1			
Sierra Leone	3		1			
South Africa, Rep. of	1		2	1		
Southern Rhodesia	1		1			
Tanzania	9	2	3			
Tunisia	1		3		11 (1)	
Uganda	4	3	1			
Upper Volta	1		1			
Zambia	2		2			
Multico ntry	10	15	7	1	10 (1)	72 (5)
Total	74	26	44	4	237 (13)	107 (7)
EUROPE						
Austria			7			
Czechoslovakia	4		4	1		
Denmark	4	1	1		35 (1)	
Finland	17	3	8			
France	7	1	44	1	125 (5)	
Germany	2		15		137 (5)	25 (1)
Hungary			2			
Iceland	1		1			
Italy	2		7		29 (3)	
Netherlands	4		2			
Norway	4			1		
Poland	7		4		28 (3)	32 (3)
Portugal	6		3	1		
Romania	3	1	3			
Spain	6		19			
Sweden	4	1	2		20 (1)	
Switzerland			1			
United Kingdom	6		7			
U.S.S.R.	40	8	15	5	375 (2)	40 (1)
Yugoslavia	9	1	11	2	117 (7)	41 (2)
Multicountry		4	5	12		
Total	126	20	161	23	866 (27)	138 (7)

[1] The Faculty Research Abroad program combines two previously separate faculty programs, the NDEA Center Faculty program and the Faculty Study/Research program.

[2] Figures in parentheses indicate the number of group projects and seminars funded.

[3] The summer seminars were incorporated into the Group Projects Abroad program (formerly Foreign Studies Extension) in 1968.

FOREIGN AREA AND LANGUAGE TRAINING

Grants Awarded, By Country and Area: FY 1964–69 and 1970

GRANTS TO FOREIGN NATIONALS		U.S. and foreign totals		
Curriculum consultants				
FY 64–69	FY 70	FY 64–69	FY 70	Area and country
				AFRICA
		2	0	Algeria
			1	Cameroon
		1		Congo (Kinshasa)
	1	80	8	Ethiopia
		72	28	Ghana
	1		1	Ivory Coast
1		57	3	Kenya
		8		Lesotho
	1			Liberia
		3		Libya
		1		Malagasy Rep.
		1		Malawi
		2		Mali
		15	3	Morocco
		1		Niger
6	5	41	6	Nigeria
		1		Rwanda
		3		Senegal
	2	4	2	Sierra Leone
		3	1	South Africa, Rep. of
		2		Southern Rhodesia
		12	2	Tanzania
		15		Tunisia
1		6	3	Uganda
1		3		Upper Volta
1		5		Zambia
		27	89	Multicountry
10	10	365	147	Total
				EUROPE
		7		Austria
2		10	1	Czechoslovakia
1		41	1	Denmark
	1	25	4	Finland
18	3	194	5	France
3	1	157	26	Germany
		2		Hungary
		2		Iceland
		38	1	Italy
		6		Netherlands
		4	1	Norway
		39	32	Poland
		9	1	Portugal
		6	1	Romania
2		27		Spain
		26	1	Sweden
		1		Switzerland
		13		United Kingdom
		430	53	U.S.S.R.
2	1	139	45	Yugoslavia
		5	16	Multicountry
28	7	1,181	188	Total

Department of Health, Education, and Welfare

Area and country	GRANTS TO U.S. CITIZENS					
	Doctoral dissertation research		Faculty research [1]		Group projects abroad [2,3]	
	FY 64–69	FY 70	FY 64–69	FY 70	FY 64–69	FY 70
LATIN AMERICA						
Argentina	13	2	2			
Bolivia	1	1	1			
Brazil	45	1	17		43 (2)	11 (1)
Chile	9	1	4		81 (2)	
Colombia	11	2	2			
Costa Rica	3		1		55 (2)	
Dominican Rep.	2	1				
Ecuador	6		1		13 (2)	
El Salvador	4					
Guatemala	4		1			
Honduras	1					
British Honduras		1			24 (2)	
Trinidad and Tobago						
Mexico	19	3	14	3	156 (6)	
Nicaragua	1					
Peru	17	2	4		18 (1)	
Uruguay						
Venezuela	4	1	1			
West Indies (British)			1			
Multicountry	1	6	1	8		
Total	141	21	50	11	390 (17)	11 (1)
EAST ASIA & PACIFIC						
Burma			1			
Cambodia (Khmer Rep.)	2					
China, Rep. of	51		24		74 (4)	35 (1)
Hong Kong	10	1	11			
Indonesia	6	6	3			
Japan	64	9	54	9	111 (5)	24 (1)
Korea, Rep. of	2		2			
Malaysia	6	1	3			
New Guinea	1					
Philippines	7	1	6		25 (2)	
Singapore	2				61 (3)	
Thailand	25		1		19 (1)	
Multicountry	1	12	3	3	10 (1)	29 (2)
Total	157	30	108	12	300 (16)	88 (4)
NEAR EAST & SOUTH ASIA						
Afghanistan	5		3			
Ceylon	2		2			
Greece	3		1			
India	62	9	31	7	216 (15)	206 (9)
Iran	11	1	4	2		31 (1)
Israel	7	2	5	2		
Jordan	5		1			
Lebanon	7		10	1	100 (4)	
Nepal	5					
Pakistan	3					
Syrian Arab Rep.	2		2			
Turkey	22	4	7			
Arab Republic of Egypt	11		5	1	111 (5)	41 (1)
Multicountry	2	12	1	6		
Total	147	28	72	19	427 (24)	278 (11)
World Total	645	125	435	69	2,220 (97)	622 (30)

See footnotes on page 88.

FOREIGN AREA AND LANGUAGE TRAINING

Grants Awarded, By Country and Area: FY 1964–69 and 1970

GRANTS TO FOREIGN NATIONALS		U.S. and foreign totals		
Curriculum consultants				
FY 64–69	FY 70	FY 64–69	FY 70	Area and country
				LATIN AMERICA
		15	2	Argentina
6		8	1	Bolivia
1		106	12	Brazil
7	1	101	2	Chile
14	1	27	3	Colombia
2		61		Costa Rica
		2	1	Dominican Rep.
		20		Ecuador
		4		El Salvador
		5		Guatemala
		1		Honduras
		24	1	British Honduras
	1		1	Trinidad and Tobago
8	2	197	8	Mexico
		1		Nicaragua
2	1	41	3	Peru
2		2		Uruguay
		5	1	Venezuela
		1		West Indies (British)
		2	14	Multicountry
42	6	623	49	Total
				EAST ASIA & PACIFIC
		1		Burma
		2		Cambodia (Khmer Rep.)
3	1	152	36	China, Rep. of
		21	1	Hong Kong
2		11	6	Indonesia
10	2	239	44	Japan
		4		Korea, Rep. of
		9	1	Malaysia
		1		New Guinea
		38	1	Philippines
		63		Singapore
3	1	28	1	Thailand
		14	44	Multicountry
18	4	583	134	Total
				NEAR EAST & SOUTH ASIA
		8		Afghanistan
		4		Ceylon
		4		Greece
15	1	324	223	India
		15	34	Iran
		12	4	Israel
2		8		Jordan
		117	1	Lebanon
		5		Nepal
		3		Pakistan
		4		Syrian Arab Rep.
	1	29	5	Turkey
3		130	42	Arab Republic of Egypt
		3	18	Multicountry
20	2	666	327	Total
118	29	3,418	845	World Total

17

692

519

118

201

63

3951

TOTAL

223

32,922

168

3

188

141 118 177

856 133

1673

131 4809

1391 233

79 797

893

1293

513 1250 1779

1834

115

841

585

138

382

218

509

84 260

544

494 338

591

190

287

134

176

298

204

146

859 291

468

49

68

5

1

Data by States prior to 1952 not available