

SIXTEENTH SEMIANNUAL REPORT ON
EDUCATIONAL EXCHANGE ACTIVITIES

LETTER

FROM

CHAIRMAN, UNITED STATES ADVISORY
COMMISSION ON EDUCATIONAL EXCHANGE

TRANSMITTING

THE 16TH SEMIANNUAL REPORT ON THE EDUCA-
TIONAL EXCHANGE ACTIVITIES CONDUCTED UNDER
THE UNITED STATES INFORMATION AND EDUCA-
TIONAL EXCHANGE ACT OF 1948, FOR THE PERIOD
JANUARY 1 THROUGH JUNE 30, 1956, PURSUANT TO
PUBLIC LAW 402, 80TH CONGRESS



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LETTER OF SUBMITTAL

DEPARTMENT OF STATE,
THE UNITED STATES ADVISORY COMMISSION
ON EDUCATIONAL EXCHANGE,
December 28, 1956.

The Honorable SAM RAYBURN,
Speaker of the House of Representatives.

SIR: The United States Advisory Commission on Educational Exchange submits herewith its 16th semiannual report on the educational exchange activities conducted under the United States Information and Educational Exchange Act of 1948 (Public Law 402, 80th Cong.) from January 1 through June 30, 1956.

This fulfills the requirements of section 603 of the above-mentioned act.

The membership of this Commission is as follows:

Rufus H. Fitzgerald, chancellor emeritus, University of Pittsburgh, Chairman.

Arthur H. Edens, president, Duke University, Durham, N. C., Vice Chairman.

Laird Bell, lawyer, member of the firm of Bell, Boyd, Marshall & Lloyd, Chicago, Ill.

Arthur A. Hauck, president, University of Maine, Orono, Maine.

Anna L. Rose Hawkes, dean emeritus, Mills College, and president of the American Association of University Women.

A duplicate of this report is being furnished the Senate.

Very truly yours,

R. H. FITZGERALD,
*Chairman, United States Advisory Commission
on Educational Exchange.*

(Enclosure: Advisory Commission's 16th semiannual report to the Congress.)

SIXTEENTH SEMIANNUAL REPORT
TO THE CONGRESS
BY THE
UNITED STATES ADVISORY COMMISSION ON
EDUCATIONAL EXCHANGE
(JANUARY 1-JUNE 30, 1956)

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SIXTEENTH SEMIANNUAL REPORT ON EDUCATIONAL EXCHANGE ACTIVITIES

I. GENERAL APPRAISAL OF THE DEPARTMENT OF STATE'S INTERNATIONAL EDUCATIONAL AND CULTURAL EXCHANGE PROGRAM

The Commission is of the firm conviction that the international educational exchange program of Public Law 402 which was formally authorized in 1948 is a powerful influence in the world today for understanding and peace. It is the best long-range means of bringing about understanding between people.

One of the tasks we face today is to keep alive and to promote the principles of democracy which we Americans cherish. This can be done by increasing our educational and cultural exchange activities.

The process of education is by its very nature a gradual one. Although we must continue to strive to reach agreements between governments by official diplomatic negotiation, these negotiated settlements, to be lasting, must be based on understanding between peoples who are thoroughly grounded, through education, in the basic principles of democracy. International understanding must be rooted deep in the hearts and minds of people of good will everywhere. It is this long-range objective which the program of educational exchange seeks to achieve.

The operation of this educational and cultural exchange program as conducted by the Department of State on a binational basis with other countries represents a spirit of diplomatic cooperation which cannot be depicted through any other medium of diplomatic endeavor. It is a basic fact that such an exchange program is the natural expression of democratic principles on which and for which we stand. The cultural achievements of the civilized world have been brought about by such cooperation. The world of science, of music and the fine arts, of literature and philosophy, of educational method and structure are all the results of the contributions of many people. It will be by cooperation among the nations and people who believe that the spiritual heritages of the race are worth preserving that the present difficulties will be overcome and the problems of our times resolved. However, cooperation cannot occur without mutual confidence, and confidence must come from personal contact and knowledge—it is only through this medium that the barriers of misunderstanding and intolerance can be broken down, so that mutual understanding and good will can flourish. Accordingly, in the light of the world situation today, the Commission is of one opinion—this important program should be expanded.

This Commission's appraisal of the international educational exchange program is based on its observations over a period of approximately 2 years, as well as the review of the educational exchange

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operations in England, Austria, Yugoslavia, Greece, Lebanon, Iraq, Iran, Egypt, Italy, Spain, France, Pakistan, India, Burma, Thailand, Indonesia, Singapore, Japan, and Hawaii by two members of the Commission—Chairman Fitzgerald and Mrs. Hawkes.

Highlights of the overseas reports of these two members, which were submitted to the Department of State, are submitted in the following section for the information of the Congress.

II. EXCERPTS FROM OVERSEAS REPORTS OF CHAIRMAN FITZGERALD AND MRS. HAWKES

General.—First-hand contact with the international educational exchange program overseas makes one aware of its value, of its vital importance in the foreign policy of this country, and of the necessity for its continuance with the free nations of the world.

The opportunity of reviewing the overseas exchange activities also makes one aware of the reality of communism in many countries of the world. The U. S. S. R. is spending millions of dollars on its cultural exchange program. Thus, now more than ever, the extreme emergency of an expanded program for our international educational exchange activities to meet the efforts of the "Communist cultural drive" cannot be overemphasized.

It is evident that our exchange program is a very important one and everything possible should be done to continue and increase it. The people in all free nations want to be friendly with us and we must therefore do everything humanly possible to strengthen their confidence in us and in our leadership.

The Foreign Service staffs.—The officers administering the international educational exchange program are remarkable people doing a magnificent job. The cultural affairs officers are wholeheartedly behind this program from the standpoint of objectives and look upon the program as a method of developing understanding, respect and good will throughout the world.

Returned grantees.—The exchange fellows from other lands who have pursued academic projects in this country are emissaries of understanding in the finest sense. They were warm in their praise for what has been done through this program to create a better understanding between the people of their country and the United States. However, it must be pointed out that the "followup" program is an extremely delicate problem and extreme caution should be taken in developing methods used so that it is not done in a "propaganda" fashion.

It was found that where followup projects were completely planned and developed, returned grantees did not feel as though they were being "used." It was noted that increasing efforts are being made worldwide to give the returned grantees an opportunity to share their American experience with the general public through articles, lectures and arranged personal contact. Many of them write pamphlets and articles and participate in USIS-sponsored activities.

It was reported that the "returned grantees" are a very important group in Egypt, where this country is doing everything possible to gain the leadership of the Arab world. Most of these individuals serve as a leaven in a situation which is tense in opposition to our country.

Qualifications of American grantees.—Personal qualifications along with the academic qualifications of grantees should be carefully considered in order to insure the selection of those who have the ability to adjust to the foreign country and to accept the customs of the foreign country. This applies to wives and/or husbands in some instances.

Income-tax problem.—The payment of American income tax in American dollars has caused much hardship to the Fulbright grantees, and should be adjusted. This keeps good people from accepting grants and also hampers the extension of grants for people who are urgently needed in the field. It is believed that proposed regulations concerning this matter will provide substantial relief in this connection.

Grantees' desire to remain in the United States.—The foreign governments, in some instances, were reluctant to see people come to the United States on the exchange programs because of the large number who do not want to return when their course has been completed. The passage of Public Law 555, 84th Congress, on June 4, 1956, will relieve this situation and thus make it clear to the foreign officials concerned that it is not the intent of the United States to woo the best talent from abroad for permanent residence purposes.

IES-ICA-USIS relationships.—In general, relationships between the international educational exchange program and the elements of the USIS and the International Cooperation Administration are satisfactory. These relationships were different in each country visited. There was some evidence of "overlapping" between IES and ICA exchanges. It is believed there should be a closer relationship between these two programs. This will no doubt be taken care of when the recommendations in Dr. J. L. Morrill's report are implemented.

Staff shortages.—Staff shortages in many posts should be overcome. It is unreasonable to expect a good job to be done by too few people.

Evaluation of credits between countries and institutions.—In discussing the exchange activities it was pointed out that something should be done to help evaluate credits between countries and institutions. This may be a problem which the Department of State should take up with the United States Office of Education.

Cultural presentation programs.—The performances under the President's emergency fund have been very well received. It was the consensus of opinion that this program should be continued. However, it was pointed out that nothing but the very best should be sent overseas. The performances which were highly praised included the New York Philharmonic Orchestra, the Philadelphia Symphony Orchestra, and Porgy and Bess.

Need for a Fulbright program in Indonesia.—Indonesia is in the throes of setting up its own Government and needs help in the field of education at all levels, as well as more grants in the "leader" program. There are possibilities in Indonesia which we should not let pass.

Iraq needs United States assistance.—Officials of the Government of Iraq emphasized the importance of the educational exchange program. They want, through exchange and other methods, to build a bridge that would join our two nations closer together. Our help is needed in the fields of agriculture, health, engineering, education, science, and research. It is believed that this is the hour when what we do in Iraq may have significant results.

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The exchange program should be expanded in Japan.—The people in Japan have a distinct feeling of friendliness toward the United States. The U. S. S. R. is spending \$20 million in Japan alone on its exchange of persons program. No comment need be made on what this means for the United States if our program is not greatly expanded.

Educational exchange with Yugoslavia.—It was reported that there has been a tremendous increase in exchange between the U. S. S. R. and its satellites and Yugoslavia since the visit of Bulganin. It was the opinion of both Government and private officials that there was a real need for an educational exchange program with Yugoslavia.

Overseas seminars for foreign student advisers.—A 6 weeks' seminar for foreign student advisers in 1 or 2 of the eastern countries would be most valuable to the effective operation of this program. This would acquaint these advisers with the methods of education of the countries from which the students come and the needs of these students.

Need for more representatives of the International Educational Exchange Service to visit Foreign Service posts.—More frequent visits to the Foreign Service posts should be made by the staff members of the International Educational Exchange Service. This would enable them to be more familiar with the problems and conditions with which those responsible for administering the program in the various posts are concerned. Also, it is believed every officer of the International Educational Exchange Service should have field experience. It is impossible to evaluate a country's needs unless one has had first-hand experience in that country.

Review of the overseas operations by members of the Advisory Commission.—It is extremely valuable to review the operation of this program abroad. Every member of the Commission should make such a trip. However, it would be well if they could spend at least a week at each post. Much could be done to get the feeling of the country and to get information from a greater number of the returned grantees.

