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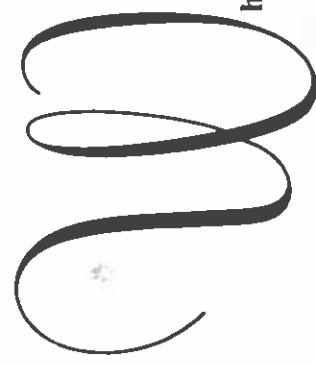
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**—THE
FULBRIGHT
PROGRAM
1992**

**J. WILLIAM FULBRIGHT
FOREIGN
SCHOLARSHIP
BOARD**

TWENTY-NINTH ANNUAL REPORT



What should be done?

1	Letter from the Chairman
2	"What Should Be Done?" The Sussman Recommendations
9	The Chairman's Response
10	1992 Fulbright Highlights
14	Major Activities of the Board
16	Facts and Figures of the Fulbright Program
	Graphs and Tables
4	<i>Binational Commission Exchange Agreements</i>
6	<i>Fulbrighters by State, 1992-93</i>
8	<i>Foreign Contributions to the Fulbright Program</i>
12	<i>U.S. Government Support 1947-1992</i>
18	<i>Fulbright Grants Awarded Worldwide</i>
20	<i>Fulbright Grants Awarded by Area, USIA, 1992</i>
30	<i>Foreign Area and Language Training Grants by Area, 1992</i>

This question, the title of the last chapter of the 1992 book by Leonard R. Sussman, *The Culture of Freedom: The Small World of Fulbright Scholars*, clearly focuses the culmination of his comprehensive analysis of the flagship of international education, the Fulbright Program. Sussman's key recommendations and my response appear in the 1992 Annual Report to Congress and the public.

Commissioned by the J. William Fulbright Foreign Scholarship Board, Sussman's book follows in the path of recent Board initiatives designed to generate international discussion about the status of what has become known as a national treasure and global trust. Our 1990 and 1991 Annual Reports to Congress and the public, "The White Paper on the Future of the Fulbright Program" and "The White Paper: A Continuing Conversation," featured critical commentary by leading scholars and thinkers about the Fulbright Program in world affairs.

1992, a year of profound economic, political and social changes throughout the world, provides an appropriate setting for Sussman's question: **what should be done?** To what extent should the Fulbright Program be changed in light of changing world conditions? Begun and continued with but one goal in mind, the achievement of mutual understanding among the peoples of the world through cultural and educational exchanges, the Fulbright Program has among other things:

*graduated some 200,000 alumni in over 130 countries of the world, including Nobel and Pulitzer Prize winners, Heads of State and Prime Ministers, artists and ambassadors, Governors and Senators, professors and physicians, Supreme Court justices and business executives, and many others;

*generated what now amounts to about \$60 million dollars of annual support from foreign governments and the private sector as well as from colleges and universities; and

*produced a network of binational cooperation, including nearly 50 binational commissions for joint administration of the program.

The need for mutual understanding, now as important as it was in 1946 when Congress created the Fulbright Program, has not changed, but how the Fulbright Program is administered to achieve that crucial goal may have. Thus, the question: **what should be done?**



Charles W. Dunn
Chairman
J. William Fulbright Foreign Scholarship Board

Charles W. Dunn

THE FULBRIGHT PROGRAM: WHAT SHOULD BE DONE?

The text immediately following is excerpted from chapter 13 of Leonard R. Sussman's book, *The Culture of Freedom: the Small World of Fulbright Scholars* (Rowman & Littlefield Publishers, Inc. 1992). Emphasis and numbered headings added. The Chairman's response to the Sussman recommendations follows the verbatim text.

The Fulbright program, despite its bureaucratic intricacies, is a historic American success.... These recommendations...are one person's effort to place this unique, effective process—international academic exchange—in the perspective of America's national interest and, no less, in the interest of individual scholarship and its sum, global civilization.

...How can all of us help to improve the Fulbright process?

I. By Promoting a National Cultural Policy

The decades ahead require the formulation...of a *National Cultural Policy*.... There is needed the formulation at the highest level...of the American interest in educational exchange as a requisite for enhancing scholarship, mutual understanding among peoples, and the advancement of American and global civilization.

1. Divisive a National Cultural Policy

The president should call his Foreign Scholarship Board, along with the Librarian of Congress, and the heads of the Smithsonian Institution and the national agencies in the humanities, the arts and sciences, to explore the ramifications of devising a *National Cultural Policy*.

2. Fulbright Super Stars

The president on a separate occasion should invite to the White House a dozen senior American Fulbright scholars from several disciplines who have agreed to spend a year lecturing abroad.... Each would go to several countries for semester-long service.... The *year-long commitment of a few academic "stars"* would add luster to the program even beyond the countries directly served.

3. Academic Cultural Affairs Officers

...An active effort should be made to attract highly qualified academics to serve as cultural affairs officers

abroad. If the government would create three-year stints for this purpose, highly qualified scholars just entering the academy and others in the most senior ranks might be most likely to serve.

4. 50th Anniversary Alumni Conference

...An international conference of Fulbright alumni should be called for the *fiftieth anniversary* (1996). This should engage heads of state of the participating countries as well as the world's leading scholars.

II. By Reexamining How Academic Themes and Grantees Are Chosen

5. Maintaining Grantee Quality

The "quality" of scholars should not be reduced or jeopardized because teaching or research slots, either here or abroad, are requested in greater numbers than can be filled with high-quality persons. Recruitment to find candidates should be restricted or eliminated when highest quality scholars cannot be found.

6. Fewer But Better Grants

"Travel grants" which provide funds solely for transportation, should be eliminated and the funds used to provide a better package for fewer people.

7. Scholarly Not Practical Grants

Grants should emphasize scholarship, not occupational study or practice.

8. More Students; Better Scholars

[There should be] greater support for graduate students [even at the expense of senior scholars]. Students represent the long-term future of the United States and its commitment to enhancing international understanding. The seniors should not be eliminated from the program. On the contrary, the fewer accepted should be universally recognizable as *leading intellectuals* in their disciplines. They should receive stipends at least equal to the salaries they earn in their present institutions.



CAMPUS students from Central America enjoy a Hawaiian luau in Miami.

9. Alumni Networks

Foreign Fulbrighters, soon after returning home, should be invited to seminars in their own or related disciplines.... Alumni should be encouraged to form associations where they do not exist.

III. By Ensuring that Fulbright is Free of Political Pressures

...The program can never be apolitical. It is operated by government with mainly taxpayer funds that must be spent in the national interest. But that does not justify tampering with the selection process....

10. Specialized Programs

a. The *CAMPUS* program, created in response to insurrections in Central America, brings[s] undergraduates to U.S. universities.... It is undergraduate; it is one-track.... Other agencies might well have run this effective program.

b. Congress's mandate to select 30 Vietnamese students for commercial law and economics would presumably draw off \$600,000 from other Fulbright programs.

c. Scholarships for *Eastern Europe*.... Fulbright operations elsewhere, particularly in Western Europe, should not be strapped because of this diversion.

d. *IREX*... is eminently qualified to concentrate on the expansion of scholarship in successor states of the Soviet Union where democratic institutions are not yet

11. Multiculturalism

...Fundamental multicultural requirements must be faced.... The Fulbright program, operating in the academy, could divert the bitter PC controversies into constructive efforts to broaden *multicultural education through international exchanges*.

12. Binational Interests

Fulbright, by virtue of being a binational program, must take into account the *scholarly objectives of other societies*. If another country's policies favor science and technology rather than the humanities, the favored Fulbright disciplines, the foreign university should be offered humanities components of U.S. sciences.... It is in America's interest to share with its partners abroad ... the *long-term objectives of the Fulbright program*.

13. Screening Process

The present grantees screening process is cumbersome. It would be far simpler for CIES and IIE to set forth a simple package of qualified candidates in each of the disciplines and offer all the nominees to all the commissions and posts.

14. Studies of the U.S.

Studies of American culture should be further expanded in universities abroad.... Fulbright should make the



placement of Americanists a higher priority.

IV. By Employing the New Communications Technologies

- 15. Electronic Networks**
Media Fulbrighters should have access to electronic media. They can be used to maintain contact between Fulbright alumni and their former host institutions abroad...Relatively small grants would purchase access and sustain coverage....Funds, perhaps from USAID, should be found to establish in each developing country at least one electronic link to U.S. research databases.

- 16. Worldnet**
Access to Worldnet, the international telecasting facility of the U.S. Information Agency, should be offered for classroom instruction or conferencing abroad.

- 17. UNESCO**
It is time for the United States to consider returning to the only global organization devoted to the advancement of diverse cultural programs. UNESCO is a useful channel for Americans to engage in multilateral as well as binational communication on a wide spectrum of issues in science, education, and culture.

V. By Strengthening the Foreign Scholarship Board

- 18. J. William Fulbright Foreign Scholarship Board**
The Foreign Scholarship Board... can be a highly useful think tank for the planning and development of international academic exchanges.... It should provide thoughtful papers on the substantive and operational issues with which Fulbright agencies must deal....Members should be assigned to theme committees reflecting the main problem areas with which the Board as a think tank should deal. The nongovernmental screening agencies could be given responsibility by contract to make the individual sign-offs on all grants.... The White House should take appropriate steps to improve the quality of Board appointments, especially in the proportion of scholars.]

- 20. Academic Advising**
...Another project that deserves far greater funding, staffing and promotion as an American asset...is the advisory service for foreign students who will not seek Fulbright grants but make their own arrangements to attend colleges or universities in the United States. ...This should not be a Fulbright undertaking.... The advisory service should be returned to USIA's budget and staffed, and upgraded in status reflecting its considerable importance.
- 21. Binational Balance**
In most exchanges, more foreign students come to the United States on Fulbright grants than Americans going abroad to the same countries....Binational commissions should be urged to equalize the flow, even ...The issue merits continuing consideration.

BINATIONAL EDUCATIONAL EXCHANGE AGREEMENTS

Country	Date Signed
Afghanistan (inactive)	August 20, 1963
Argentina	November 5, 1956
Australia	November 26, 1949
Austria	June 6, 1950
Belgium and Luxembourg	October 8, 1948
Brazil	September 5, 1957
Bulgaria	September 2, 1992
Burma (inactive)	December 22, 1947
Canada	February 13, 1990
Chile	March 31, 1955
Colombia	January 9, 1957
Cyprus	January 18, 1962
Czech and Slovak Fed. Rep.	January 14, 1991
Denmark	August 23, 1951
Ecuador	October 31, 1956
Egypt	November 3, 1949
Ethiopia (inactive)	December 6, 1961
Finland	July 2, 1952
France	October 22, 1948
Germany	July 18, 1952
Ghana (inactive)	January 24, 1962
Greece	April 23, 1948
Hungary	December 6, 1990
Iceland	February 23, 1957
India	February 2, 1950
Indonesia	July 15, 1992
Iran (inactive)	September 1, 1949
Iraq (inactive)	August 16, 1951
Ireland	March 16, 1957
Israel	July 26, 1956
Italy	December 18, 1948
Japan	August 28, 1951
Korea	April 28, 1950
Liberia (inactive)	May 8, 1964
Malaysia	January 28, 1963
Mexico	November 20, 1990
Morocco	February 12, 1982
Nepal	June 9, 1961
Netherlands	May 17, 1949
New Zealand	September 14, 1948
Norway	May 25, 1949
Pakistan	September 23, 1950
Paraguay (inactive)	April 4, 1957
Peru	May 3, 1956
Philippines	March 23, 1948
Poland	March 22, 1990
Portugal	March 19, 1960
Romania	July 30, 1992
South Africa (inactive)	March 26, 1952
Spain	October 16, 1958
Sri Lanka	November 17, 1952
Sweden	November 20, 1952
Thailand	July 1, 1950
Tunisia (inactive)	November 18, 1963
Turkey	December 27, 1949
United Kingdom	September 22, 1948
Uruguay	July 22, 1960
Yugoslavia (inactive)	November 9, 1964
Taiwan*	November 30, 1957

*On Jan. 1, 1979, the U.S. recognized the Government of the People's Republic of China as the sole legal government of China. Within this context, the people of the United States maintain unofficial relations with the people of Taiwan.

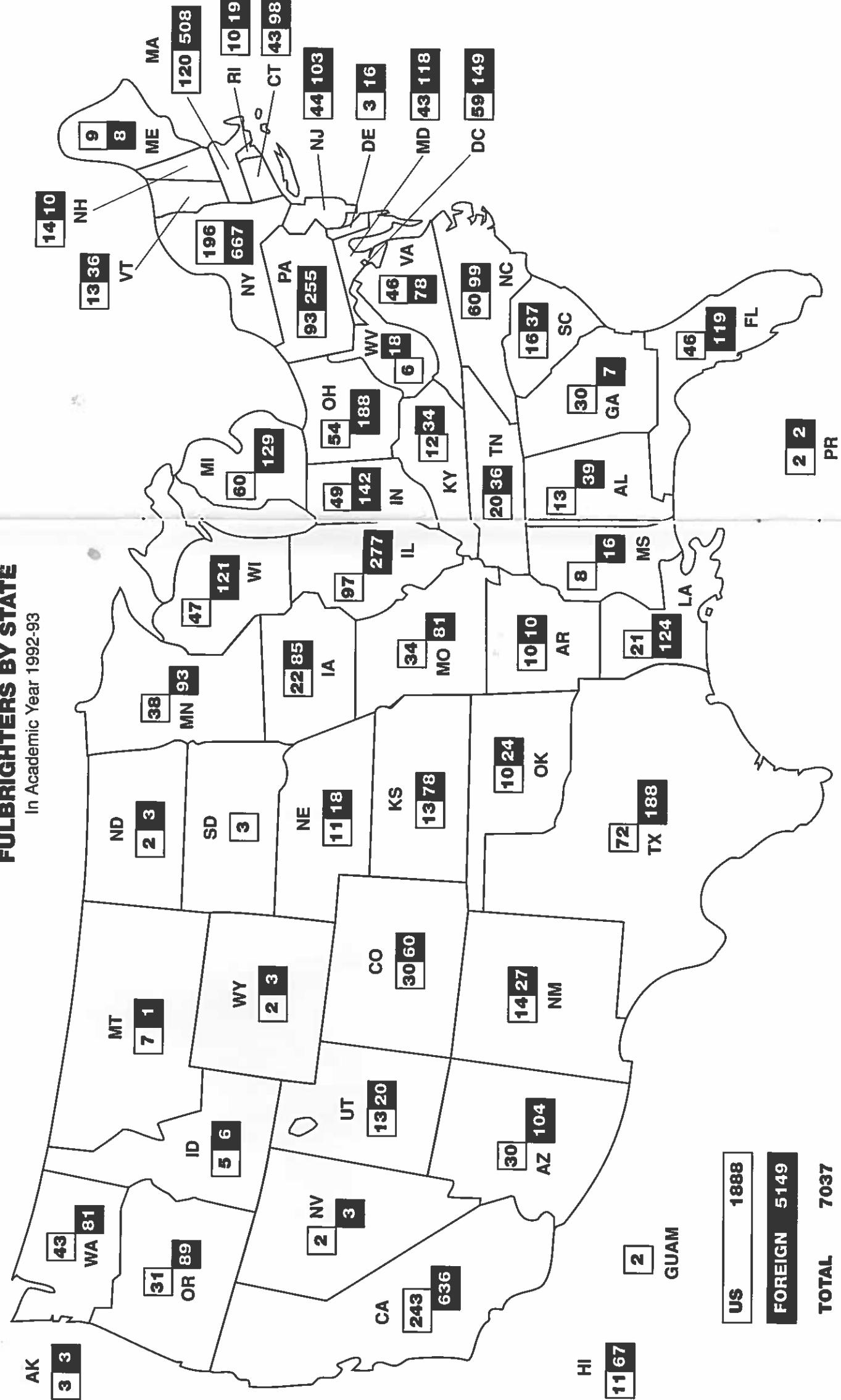
European Fulbright Commission Executive Directors Conference in Salzburg, Austria, May 1992.

- VI. By Streamlining the Operation at all Levels**
when foreign governments contribute increasingly more to the funding.
- 22. Teacher Exchanges**
Teacher exchanges are particularly important. This program should be stimulated and extended.
- 23. Teaching Requirement**
Some teaching abroad, probably at the graduate level, should be required of most researchers going overseas.

- 24. The Library of Congress**
The Library of Congress should be used as a Fulbright asset....The Library should be used by American and foreign students, and could provide special seminars for foreign Fulbright scholars....Congress should have a larger role in supporting the Fulbright program. The congressional leadership should appoint some members

FULBRIGHTERS BY STATE

In Academic Year 1992-93



28. Management Analysis

A professional management analysis could lead to better [use by the Fulbright program of *area specialists* in the foreign service establishment.]

29. The European Community

The European Community's *ERASMUS* program is already inspiring academic exchanges among universities in Western Europe and has expanded to Eastern Europe in the form of the *TEMPUS* program. Cultural Affairs Officers throughout Europe should urge universities and university systems to include *listings of American colleges*.

30. Regional Competitions

In countries where the academic establishment has not yet produced adequate numbers of candidates for high-level competition, there should be *regional competitions drawing on larger numbers of qualified candidates*....Geographic distribution should not be the criterion overseas or in the United States.

31. Travel in the U.S.

Funds should be found to enable *foreign Fulbright students* to spend at least a month *traveling around the United States* after completing academic coursework.

VII. By Making Serious Financial Choices

32. Program Funding

The funding dilemma must be faced as a matter of high policy....to assure the traditional Fulbright stature among Americans as well as foreigners. Some guidelines:

- The Fulbright program should secure *private as well as governmental funding*....A fund-raising "Friends of Fulbright" should be formed in the United States comparable to groups in Japan.
- Increase the Fulbright budget substantially.* The added funds should be used to *attract the most qualified candidates and provide them longer and richer experiences* in the countries they visit.
- Add to the number of *graduate student grants* by reducing the number of American senior scholars and researchers going abroad. To secure the highest quality of seniors they should be given substantially *increased stipends* at least equal to those provided by competitive grantors.
- Do not allow the demand for more scholarship slots or more candidates to determine the actual number of

27. Grantee Briefing Papers

An advance briefing paper should be given every grantees before he or she leaves home for assignment abroad. The paper should include *specific details of the host university's requirements and expectations* and information about the country to be visited.

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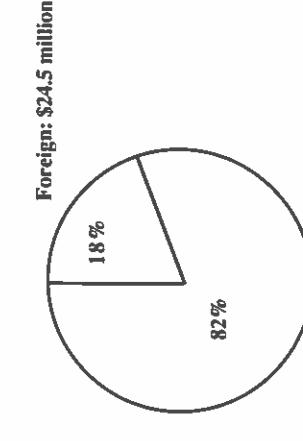
THE CHAIRMAN'S RESPONSE

**FOREIGN CONTRIBUTIONS TO THE
FULBRIGHT PROGRAM - 1992**
(Dollar equivalents of direct financial support by
foreign governments)

Australia	340,080
Austria	508,433
Belgium/Luxembourg	321,515
Canada	403,067
Colombia	27,000
Cyprus	44,702
Denmark	542,439
Egypt	187,296
Finland	200,000
France	615,400
Germany	5915,492
Greece	100,000
Hungary	132,000
Iceland	45,670
India	21,100
Indonesia	60,000
Ireland	104,000
Israel	358,463
Italy	406,505
Japan	2,901,429
Korea	541,914
Mexico	939,477
Morocco	252,122
Netherlands	515,152
New Zealand	162,000
Norway	664,407
Pakistan	19,850
Philippines	49,427
Portugal	12,285
Spain	6,780,945
Sweden	366,960
Switzerland	30,000
Taiwan*	598,702
Thailand	79,681
Turkey	102,757
United Kingdom	597,836
Venezuela	100,737

*In 1979, the U.S. recognized the Government of the People's Republic of China as the sole legal government of China. Within this context, the people of the United States maintain unofficial relations with the people of Taiwan.

**1992-93 FULBRIGHT PROGRAM FUNDING
U.S. and Foreign Government Contributions**



U.S.: \$111 million
(USIA and Dept. of Education)

awards to be made....Over time, a few grantees more or less will not alter the general impact of the program. But maintaining the *highest possible standard of academic quality, by wise use of available funds*, will influence positively the entire program and all its recipients.

33. Funding Abroad

Unfreeze Fulbright funds in a commission where the original purpose of this money cannot be fulfilled.

VIII. By Improving Liaison Between the US Department of Education (USED) and USIA Fulbrights

When the Board commissioned Leonard Sussman to write a book about the Fulbright Program, it knew that the result would be worth waiting for.

34. USED Grant Approval

If these programs are to remain in USED some mechanism other than the Foreign Scholarship Board, perhaps situated in USED, should be mandated to approve those grants.

35. USIA/USED Coordination

Better coordination between USED and USIA is needed in the United States and countries abroad where both agencies operate Fulbright programs.

36. Uniform Stipends

USED should not offer a higher stipend for the same kind of Fulbright grant than USIA provides.

IX. By High-level Examination of the Fulbright Program

37. Program Evaluation

At least every five years, the Fulbright program should be thoroughly reassessed by an independent organization for the following: *standing of the Fulbrights in the eyes of observers in the United States and abroad, academic quality of grantees, disciplines to be emphasized, special projects to be considered in light of changing conditions in the world and the academy, balance between Americans and other nationalities in the country-by-country exchange, level of stipends in relation to other grantors, efficiency in approving scholarship positions and screening grantees, and general operational efficiency.*

38. Management Study

There should be a management study of the *cost and degree of efficiency*, in the United States and abroad, in designing academic offering and screening scholars to fill the positions. This should not focus on academic policies but solely on the *operational factors*. Clearly, too much paperwork handicaps the policy making and screening process.

* * * *

What are these goals?

In his discussion of the need for a national cultural policy, Mr. Sussman refers to "educational exchange as a requisite for enhancing scholarship, mutual under-

A pilot project has been approved to connect Fulbright Commissions abroad electronically via "Internet" with universities in the U.S. and with the cooperating agencies which help administer the program.

1992 FULBRIGHT HIGHLIGHTS

USIA posts and binational commissions are providing strong support for *American Studies* programs abroad, through Fulbright grants and other academic exchange activities.

Orientation programs in Washington for foreign and American Fulbrighters already include some contact with the *Library of Congress*; ways to increase such contact are being explored.

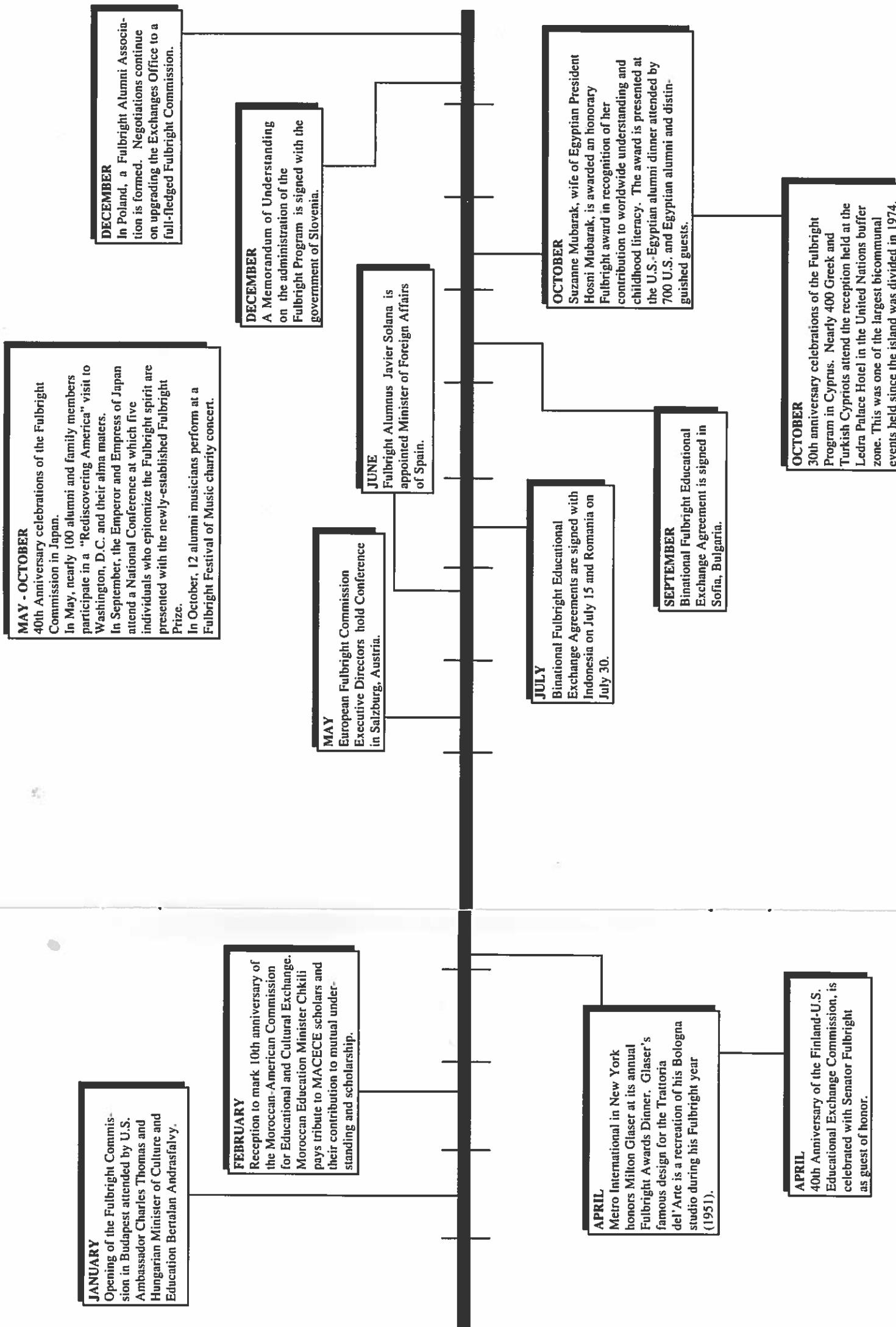
By stressing the enhancement of scholarship, Mr. Sussman also reminds us that the *Fulbright Program is not a development program*, however important such programs might be. Technical training, practical internships and undergraduate study are worthwhile, but they are not the level of scholarly inquiry the Fulbright Program seeks to foster. Efforts by the U.S. Congress and others to include a plethora of special programs under the aegis of the Fulbright Program should be discouraged.

Then there is the question of the relationship between *money and quality*. At the moment too many people, paid too little, are calling themselves Fulbrighters. As one of our members has repeatedly reminded the Board, this tends to "devalue the coin."

Over the past couple of years, with strong encouragement from the Board, the focus of USIA's administration of the Fulbright Program has begun to shift from *quantity to quality*: fewer people, of high quality, adequately paid. A task force at USIA, established at the suggestion of the Board, has been reviewing proposals to upgrade the *total Fulbright grant package*, especially for American senior scholars, to make it more attractive to applicants of the highest caliber: "leading intellectuals in their disciplines," as Mr. Sussman describes them.

Although USIA can unilaterally augment only the grants it administers directly (i.e., those for non-commission countries), binational commissions worldwide are also encouraged to reexamine their grants and upgrade them appropriately.

Financial considerations should not be a primary factor in determining who applies for and who accepts Fulbright awards. No one should have to make a major financial sacrifice to be a Fulbrighter. If the Fulbright Program seeks to enhance scholarship, if we want to reward excellence, we must be willing to pay for it.





The Emperor and Empress of Japan attend 40th anniversary celebrations of the Fulbright Commission in Tokyo.

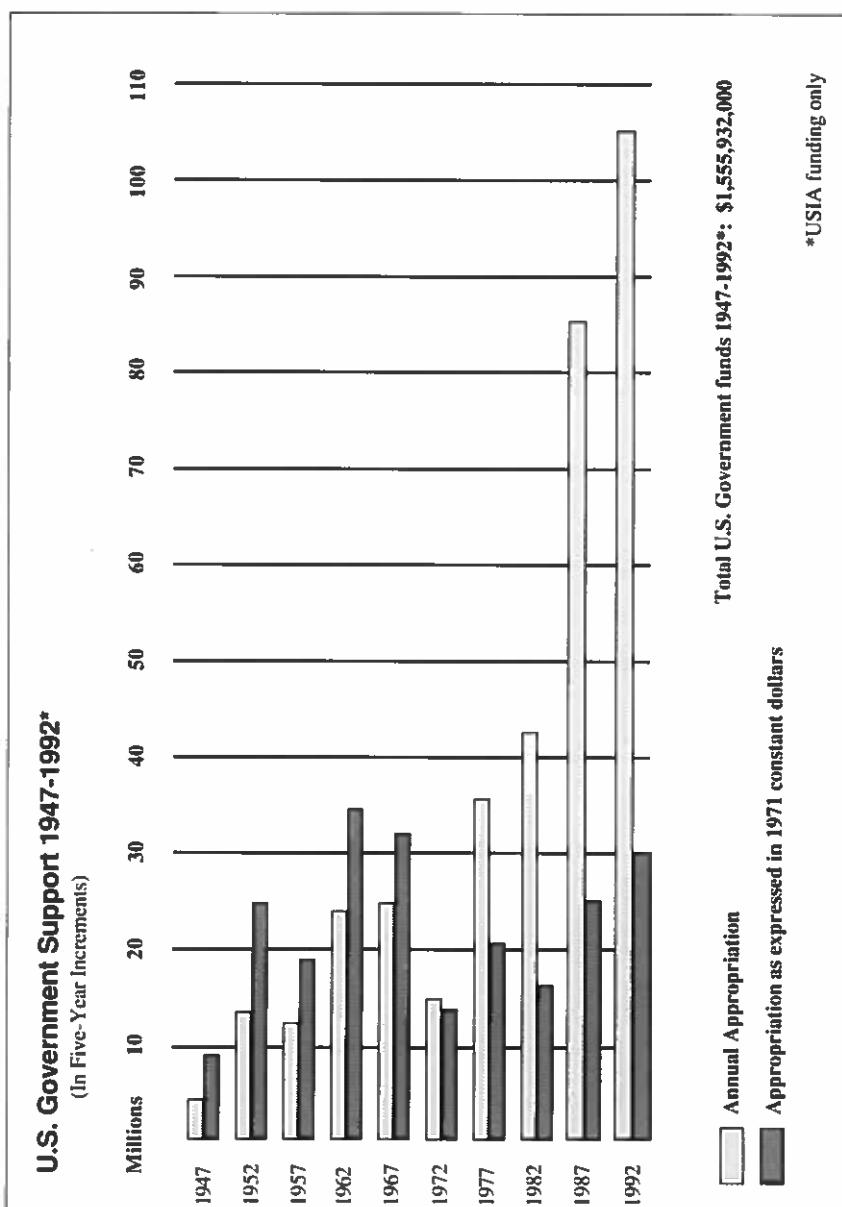
So what can foster mutual understanding? Mr. Sussman has many excellent suggestions, a number of which are already being implemented.

One is additional program focus on students who have their whole life ahead of them, rather than senior scholars well along in their professions. This was a Board recommendation in its 1990 White Paper. There now exists a special "Graduating Seniors" program aimed at increasing the number of young American scholars participating in the program. The proportion of student grants in both directions was up again in 1992, to nearly 45% of total grants awarded.

Mr. Sussman refers to the Fulbright Program as a great hidden treasure, within which is secreted another treasure: academic advising services. Non-Fulbright Program students now contribute about \$6 billion to the U.S. economy each year. Many of these students receive information about study in the U.S. at student advising offices located in Fulbright Commissions abroad. Providing extra staff and funding for these services is crucial, but as Mr. Sussman points out, this should not happen at the expense of the core Fulbright Program.

By building on the intrinsic multicultural aspect of international exchanges, the Fulbright Program can and does foster understanding of different cultures at U.S. universities, and demonstrate to the world the rich cultural diversity of the United States.

Encouraging or even requiring all researchers to incorporate a teaching component into their experience abroad ensures that there is a "multiplier effect" to



the dedicated men and women who serve the program overseas before making decisions about how the program should run.

The Board is making an effort to remedy this by encouraging commission Executive Directors to plan their visits to the U.S. to coincide with quarterly Board meetings so that Board members can meet them and hear their concerns. In turn, Board members have been strongly encouraged to visit commissions and American Embassies whenever they travel abroad: a number have done so over the past year. Mr. Sussman's suggestion of having a commission member from abroad attached to the Board as a consultant also bears investigation.

In seeking to further mutual understanding, we also need to bear in mind that "quality" may be defined differently by people in different countries. We must guard against defining academic excellence narrowly, in terms of publications rather than teaching skills. For a struggling university in a developing country, a professor who is a good solid teacher is better quality than one who has spent years conducting esoteric research.

How do we further mutual understanding?

The focus on *mutual understanding* is what makes the Fulbright Program different from other purely academic programs. What changed the life of young Bill Fulbright so many years ago was the experience of living in a foreign land, getting to know people of a different culture, and learning to understand himself and his own country better in the process.

Senator Fulbright established the Fulbright program so others might also have this experience. Whatever we do to support scholarly inquiry must never be allowed to affect negatively the goal of promoting mutual understanding.

Having the Fulbright Program administered in many countries by *bilateral commissions* is one way to make sure that mutual understanding is not neglected. Sometimes we in America forget this. We know that the Board has on occasion been guilty of such oversight, as have others. We are tempted to assume that what we think is in our national interest must be best for everyone. We have not adequately consulted with

each grant: others benefit from the exchange, not just the scholars themselves. We think this is a good idea.

Balancing the two goals of enhancing scholarship and furthering mutual understanding can be tricky, and sometimes not very efficient. Yes, we need top quality scholars and we need to find ways to administer the program more effectively, but not at the expense of mutual understanding. We must ensure that we do not end up restricting the program to those countries with the most prestigious universities and sophisticated scholarly communities. Americans need to understand people all over the world, and they need to know us.

The advancement of civilization

Finally, we come to the advancement of global civilization. This is not really a separate goal but the culmination of all the rest. It is precisely by enhancing mutual understanding and scholarship that we contribute to the advancement of civilization.

With the twenty-first century hard upon us, the world is More than ever before, the world needs the Fulbright Program.

The world today needs individuals who can see and appreciate the big picture, who have an understanding which transcends national boundaries. The future of civilization will depend on what some have called "cultural mediators" who can foster understanding between peoples.

Fulbrighters are such people.

More than ever before, the world needs the Fulbright Program.

becoming a smaller and smaller place. We can communicate instantaneously with people throughout the globe; we can reach any major center of civilization in little more than 24 hours. And yet the world is divided like never before into groups of people more interested in stressing their differences than in celebrating their common humanity.

Without mutual understanding, civilization breaks down. Hatreds flourish, conflicts spawn violence rather than constructive change. Without learning and scholarship, minds become closed, spirits shrivel up.

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More than ever before, the world needs the Fulbright Program.

REQUESTED USIA to engage a design artist to develop a logo for the Fulbright Program.

BADE FAREWELL to Cassandra Pyle, long-time Executive Director of the Council for International Exchange of Scholars (CIES), recognizing her many years of association with the Fulbright Program both at CIES and previously at the Institute of International Education.

REMINDED binational commissions that they have a direct and open channel of communication to the Board via letter or fax.

URGED USIA to conduct a review of stipend levels and grant benefits for Fulbright grantees.

APPROVED a three-year pilot project of grants with the Conference on Security and Cooperation in Europe (CSCE).

DISCUSSED the role of multinational programs in the Fulbright Program as a whole.

WELCOMED the appearances before the Board of Fulbright Alumna Barbara Crosette (*New York Times* correspondent), Ralph Smuckler (Director of USAID's Center for University Cooperation and Development) Norman Peterson (Executive Director of the Liaison Group for International Educational Exchange), Charles Dunn, John Sears and Executive Secretary Ralph Vogel represented the Board at the European Fulbright Executive Directors Conference in Salzburg in May. Charles Dunn visited China, Japan and Indonesia in October to assess the Fulbright Program in those countries.

Ambassador Arthur Hartman, and Jody Olsen (new Executive Director of the Council for International Exchange of Scholars).

GREETED visiting Fulbright Commission Executive Directors: Gonzalo Cartegena (Ecuador), Leila Mustanaja (Finland), Huba Bruckner (Hungary), Andrzej Dakowski (Poland), Vaclav Aschenbrenner (Czech and Slovak Federal Republic), Daniel Krauskopf (Israel), Carlos Ornelas (Mexico) and Carlo Chiarenza (Italy).

COMMENDED the staff of the former Fulbright Commission in Yugoslavia for its dedication and perseverance.

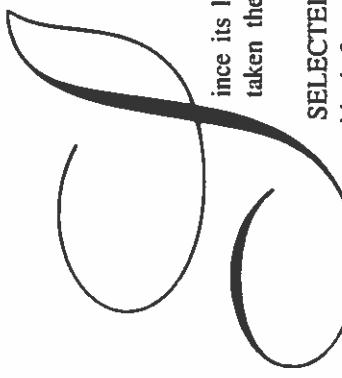
REELECTED Charles Dunn to a fourth term as Chairman, and elected Ewell Murphy as Vice Chairman.

REORGANIZED the area committees to expand the European committee to six members and to combine the committees for Africa and the Near East and South Asia.

AWARDED its Distinguished Service Award to Guy Brown, outgoing director of USIA's Office of Academic Programs, and to Jennifer Newton, who resigned as Deputy Staff Director for the Board after six years of service.

DRAFTED Guiding Principles on grantee selection and cost sharing; solicited comments on them from posts and commissions; reviewed these comments in preparation for a revised version of the principles.

MAJOR ACTIVITIES OF THE BOARD



Nee and Philip Marcus.

AWARDED its Distinguished Service Award to Guy Brown, outgoing director of USIA's Office of Academic Programs, and to Jennifer Newton, who resigned as Deputy Staff Director for the Board after six years of service.

SELECTED approximately 5,500 individuals for new grants in academic year 1992-93, including more than 4,600 through USIA and nearly 900 through the U.S. Department of Education.

WELCOMED George Heyer, Daniel Pipes and Esther Lee Yao as new Board members appointed by President Bush to succeed James Whelan, Nelson

FACTS AND FIGURES OF THE FULBRIGHT PROGRAM

majority of these seminars have been initiated through bilateral agreements between the Department of Education and selected education ministries abroad.

The following are the principal agencies that currently assist in the Fulbright Program:

J. William Fulbright Foreign Scholarship Board
The J. William Fulbright Foreign Scholarship Board was created by Congress to supervise the educational exchange program. The intent was to establish an impartial and independent body which would assure the respect and cooperation of the academic world for the educational exchange program, particularly in the selection of grantees and of educational institutions qualified to participate. The Board sets policies and procedures for administration of the program, has final responsibility for selection of all grantees, and supervises the conduct of the program both in the United States and abroad. Appointed by the President of the United States, the Board is composed of 12 members drawn from academic, cultural and public life.

United States Information Agency

The Bureau of Educational and Cultural Affairs of the United States Information Agency (USIA) serves as the administrative and executive arm of the educational exchange program, as well as other U.S. exchange-of-persons programs. Under the broad policy outline set by the J. William Fulbright Foreign Scholarship Board, the Agency provides administrative staff for the academic exchange program, administers directly teacher exchanges, negotiates agreements covering educational interchange with foreign governments, maintains liaison with U.S. Embassies overseas on exchange affairs, and, in Washington, seeks the help and cooperation of other U.S. Government and private agencies on particular aspects of the program.

The University Affiliations Program seeks to establish linkages between U.S. universities and institutions overseas through the exchange of faculty and staff. Begun as a pilot project in Africa in 1982, the program became worldwide in 1983. In 1992, the program awarded 21 grants ranging from \$60,000 to \$125,000 each for a total of about \$2.2 million. These linkages focus on the social sciences, humanities, business administration, and the arts. Since the program's inception, nearly 300 grants have been awarded.

The Foreign Area and Language Training Programs, authorized by Section 102(b)(6) of the Fulbright-Hays Act, are operated by the U.S. Department of Education under a separate Congressional appropriation, which in 1992 was \$56 million. Designed to promote and improve modern foreign language training and area studies in the United States without providing for reciprocal exchanges, these programs, which involved 860 Americans in 1992, include the following:

The Doctoral Dissertation Research Abroad program awards fellowships, through U.S. institutions of higher education, to Ph.D. candidates to engage in full-time dissertation research abroad in modern foreign languages and area studies with an emphasis on those languages and areas not commonly taught in the United States.

The Faculty Research Abroad program awards fellowships, through U.S. institutions of higher education, to faculty members to conduct research abroad on the same topics.

The Group Projects Abroad program is designed to provide opportunities for teachers and faculty to study in foreign countries. Grants are awarded to U.S. institutions of higher education, state department of education, and private nonprofit educational organizations to conduct overseas group projects in research, training, and curriculum development.

The Seminars Abroad program provides opportunity for U.S. teachers, school administrators, social studies supervisors, and curriculum directors to participate in short-term seminars overseas on a number of topics focusing on the history, culture, and language of participating foreign countries. The

States mid-career professionals from developing countries.

The Council for International Exchange of Scholars (CIES), affiliated with the American Council of Learned Societies, assists in the exchange of lecturers and research scholars. CIES conducts a preliminary selection of American lecturer and research scholar candidates and assists in the day-to-day administration of the exchange program for research scholars and lecturers from abroad.

In addition to the two primary cooperating agencies, several other organizations play important roles in the Fulbright academic exchange program. These organizations, funded in part through grants from the United States Information Agency, conduct exchange activities for students and scholars similar to those performed by the principle agencies described above, but with a focus on a specific country or geographic area.

Exchanges with American Republic countries are carried out by the Latin American Scholarship Program of American Universities (LASPAU). In selected Middle Eastern countries, the America-Mideast Educational and Training Services (AMEDEAST) arranges study programs for graduate students. The Committee on Scholarly Communication with China (CSCC) of the American Council of Learned Societies arranges for American scholars to conduct research in China.

Department of Education

The U.S. Department of Education's Office of Postsecondary Education administers the Foreign Area and Language Training program authorized by section 102(b)(6) of the Fulbright-Hays Act. This program differs from other Fulbright-Hays activities in that its objective is research and training with no provision for lecturing assignments overseas and no direct exchanges. The program is meant to improve U.S. education in modern foreign language and area studies, and is a part of the U.S. educational effort in those fields.

Binational Commissions
There are 48 active commissions in countries which have entered into executive agreements with the United States to conduct a program of educational exchanges. (There are actually 49 countries served by binational commissions, but Belgium and Luxembourg share a single commission in Brussels.) They are always binational, composed equally of distinguished national educators and cultural leaders and Americans from the U.S. Embassy and resident American community. A commission's purpose is to administer the educational exchange program on an impartial and binational basis, to assure that grantees and educational institutions participating in the program are qualified to do so, and to plan and propose educational exchanges that are in keeping with the needs and educational resources of each country.

Cooperating Agencies

To supervise day-to-day operations of the program, USIA contracts for the services of the following agencies.
The Institute of International Education (IIE) handles day-to-day supervision of foreign student grantees in the United States and assists in a preliminary review of American student candidates competing for awards. IIE also supervises the Hubert H. Humphrey Fellowship Program, which brings to the United

The Hubert Humphrey Fellowship Program was established in 1979 to bring accomplished mid-career professionals from developing countries to the United States at a midpoint in their careers for a year of study and related professional experiences. Fellows are selected on the basis of their potential for national leadership in the fields of public administration and public policy analysis, public health, agricultural development, and planning and resource management. About 1,600 fellows have participated in the program, representing more than 100 countries. During the 1992-93 academic year, there were 141 Humphrey Fellows in the United States.

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This is an overall look at the basics of the Fulbright Program. More detailed, country-by-country and region-by-region statistics are shown on the following pages.

Approximately 4,700 new grants are awarded to individuals annually through the U.S. Information Agency (USIA). Grants are given to American students, teachers, and scholars to study, teach, lecture and conduct research in more than 130 countries in the world, and to foreign nationals to engage in similar activities in the United States.

Individuals are selected on the basis of academic or professional qualifications and potential plus ability and willingness to share ideas and experiences with people of diverse cultures.

The primary source of funding for the Fulbright Program is an annual appropriation made by the Congress to the U.S. Information Agency. Participating governments, as well as host institutions in the United States and abroad, contribute through cost-sharing, as well as by indirect support such as salary supplements, tuition waivers and university housing.

In 1992 the Congressional appropriation to USIA for the Fulbright Program was \$105 million. Foreign governments, through direct contribution to binational commissions, added \$25 million more.

Under the umbrella term "Fulbright Program" are a variety of exchange programs, including several types of individual and institutional grants.

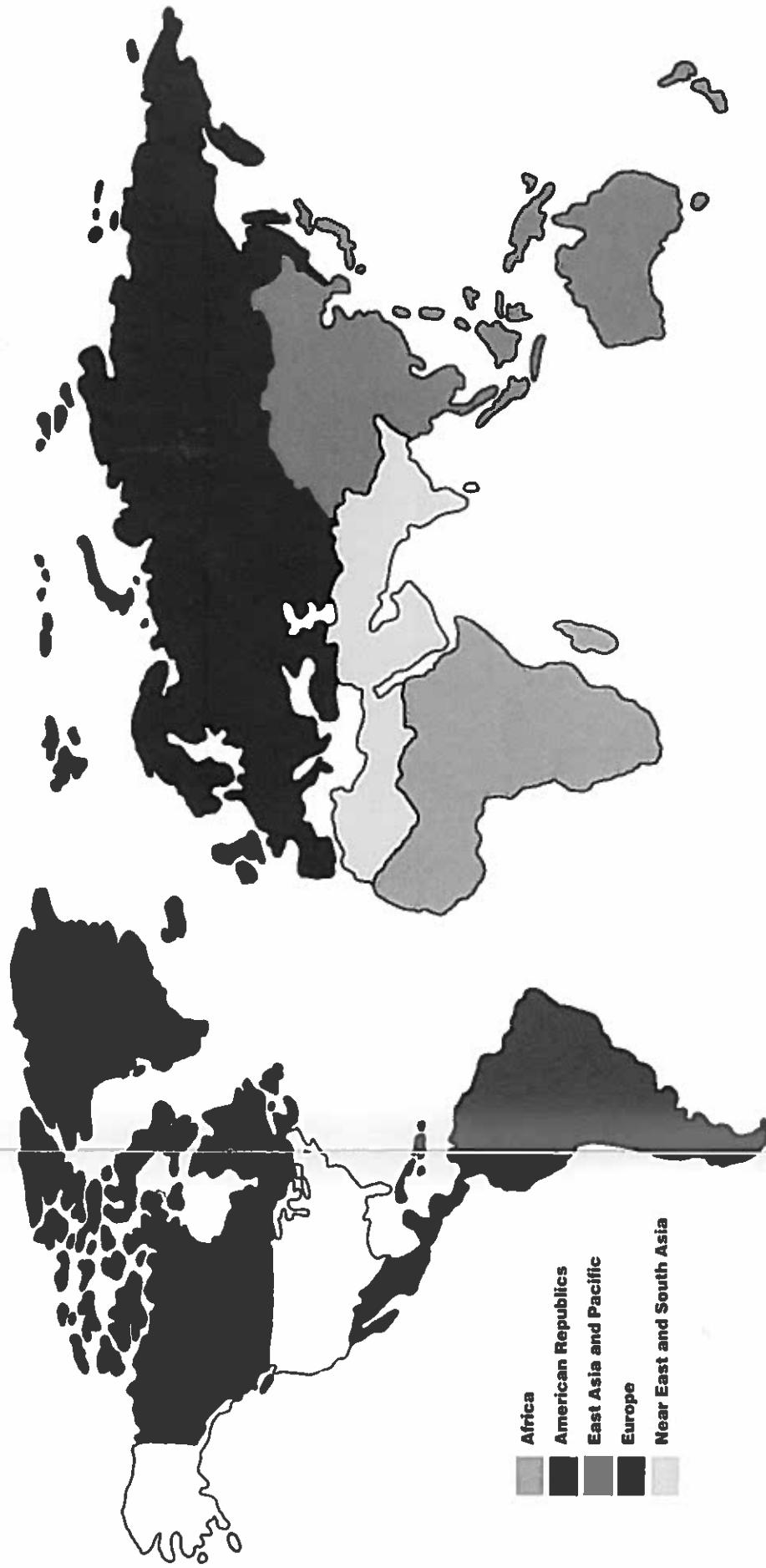
The American Scholar Program sends over 1,000 scholars and professionals a year to more than 100 countries, where they lecture or conduct research in a wide variety of academic and professional fields, from journalism and urban planning to music, philosophy and study of the U.S.

Pre-doctoral Fellowships are offered to American and foreign graduate students and graduating seniors. In 1992-93, about 800 Americans studied abroad with either full or partial support from the Fulbright Program. Some 1,500 new awards are offered yearly to foreign graduate students for support at U.S. universities; a similar number of renewal awards are also offered.

The Visiting Scholar Program awards grants to foreign scholars to come to the U.S. to lecture or conduct post-doctoral research. About 1,000 scholars come yearly for an academic year or term.

The Fullbright Teacher Exchange Program involves about 480 American and foreign elementary, secondary and post-secondary teachers each year, mostly on a one-for-one exchange basis.

The charts on the following pages provide a detailed count of Fulbright awards for fiscal year 1992 (roughly academic year 1992-93), as well as cumulative totals for 1949-92, the years the Fulbright Program has been in operation. Grants administered by the U.S. Department of Education are reported separately from those administered by the U.S. Information Agency. All are divided by country and geographic area, as well as by grant categories. The tables here present a worldwide summary of these grants.

**USIA (Foreign Nationals)**

	Hubert H. Humphrey Scholars		Total
	Africa	East Asia/Pacific	
1992	128	2,616	2,616
1949-1992	1,734	17,654	12,114
			122,985

USIA (U.S. Citizens)

	University Lecturers		Total
	Africa	East Asia/Pacific	
1992	175	0	175
1949-1992	6,349	2,253	1,790
			122,985

Department of Education

	Practical Experience & Training		Total
	Africa	East Asia/Pacific	
1992	0	2,253	2,253
1949-1992	1,734	17,654	17,654
			122,985

	University Lecturers		Total
	Africa	East Asia/Pacific	
1992	686	0	686
1949-1992	19,060	11,921	30,981
			122,985

USIA (Foreign Nationals)

	American Republics		Total
	Africa	East Asia/Pacific	
1992	188	565	2,616
1949-1992	5,618	17,834	21,452
			122,985

metamaterials. Data provided by USIA, excepted data in the category "Practical Experience and Training," which was provided by the Council of Professional Programs.

GRANTS TO FOREIGN NATIONALS 1949-1992

Africa

GRANTS TO FOREIGN NATIONALS 1992

AFRICA

University	Advantaged Study	Disadvantaged Seminars	Lectures	Workshops	Seminars	U.S. and Foreign
Ampulla	0	0	0	0	0	1
Argentinius	0	0	0	0	0	3
Bahamas	0	0	0	0	0	1935
Barbados	0	0	0	0	0	137
Belize	0	0	0	0	0	136
Brazil	1163	355	70	13	31	162
Chile	717	428	7	0	14	1174
Colombia	1359	91	30	33	37	322
Cuba	57	151	10	10	11	1032
Dominican Republic	193	2	0	0	0	27
Ecuador	310	37	13	1	13	133
Guatemala	306	42	16	339	2	92
Honduras	311	33	16	0	0	176
El Salvador	0	0	0	0	0	278
French Guiana	0	0	0	0	0	63
Grenada	0	0	0	0	0	138
Guatemala	99	158	1	1	0	941
Haiti	112	30	10	10	13	904
Mexico	63	33	16	0	0	4
Nicaragua	283	29	10	10	10	2632
Nevis Islands	0	0	0	0	0	323
Panama	462	25	16	154	2	529
Paraguay	198	168	8	18	22	748
Peru	151	16	16	154	2	87
SLCuba	0	0	0	0	0	329
Trinidad & Tobago	68	25	0	0	0	41
Venezuela	182	61	199	18	1	681
Multicultural	0	0	0	0	0	10
TOTAL	10,235	1,822	4,591	4,591	2,4753	2,4753

RANTS TO U.S. CITIZENS 1949 - 1992

GRANTS TO FOREIGN NATIONALS 1949-1992

AMERICAN REPUBLICS

GRANTS TO U.S. CITIZENS

1992

GRANTS TO FOREIGN NATIONALS

AMERICAN REPUBLICS

GRANTS TO FOREIGN NATIONALS 1949 - 1992									
EAST ASIA AND PACIFIC									
University Study	Advanced Research	Teaching or Seminars	Universitry Lectures	Practical Experience	Honorary Scholarships	Training	Universitry Study	Advanced Education	U.S. and Foreign
Australia	976	319	156	11	0	2380	Australia	153	558
Burma	90	97	1	0	0	499	Burma	27	1526
Burundi	4	2	0	0	0	8	Burundi	1	3906
Cambodia	155	12	0	0	0	0	Cambodia	1	680
China (PRC)	102	112	12	0	0	48	China (PRC)	43	761
Fiji	28	8	10	1	0	0	Fiji	30	437
Hong Kong	684	48	48	5	0	0	Hong Kong	99	118
Indonesia	46	29	86	1	0	0	Indonesia	2	203
Korea	77	257	70	1	0	0	Korea	6	106
Laos	43	125	125	1	0	0	Laos	6	174
Liberia	362	105	105	0	0	0	Liberia	0	883
New Zealand	338	1	66	0	0	0	New Zealand	0	2
Philippines	1407	27	27	0	0	0	Philippines	0	79
Papua New Guinea	38	18	18	0	0	0	Papua New Guinea	0	2272
Pacific Islands	27	0	0	0	0	0	Pacific Islands	0	159
Taiwan	1012	276	276	0	0	0	Taiwan	0	278
Vietnam	135	21	21	0	0	0	Vietnam	0	30
Multi-country	0	0	0	0	0	0	Multi-country	0	24,999

GRANTS TO FOREIGN NATIONALS 1949 - 1992

EAST ASIA AND PACIFIC

Figures do not include special Congressional mandacied programs for refugees from Burma
 (for which 15 grants were awarded) and Tibet (for which 30 grants were awarded).

GRANTS TO FOREIGN NATIONALS 1992									
EAST ASIA AND PACIFIC									
University Study	Advanced Research	Teaching or Seminars	Universitry Lectures	Practical Experience	Honorary Scholarships	Training	Universitry Study	Advanced Education	U.S. and Foreign
Australia	12	8	20	1	1	13	21	41	41
Burma	1	0	0	0	0	0	1	0	0
Burundi	1	1	1	1	1	1	21	21	41
Cambodia	2	2	2	0	0	0	3	3	3
China (PRC)	2	19	6	6	1	1	1	0	0
Fiji	7	27	17	0	0	0	10	10	76
Hong Kong	16	21	17	0	0	0	10	10	36
Indonesia	13	13	13	0	0	0	10	10	36
Korea	13	17	17	0	0	0	10	10	76
Laos	1	1	1	1	1	1	0	0	0
Malaysia	13	13	13	0	0	0	10	10	36
New Zealand	2	9	1	1	1	1	11	11	33
Philippines	13	11	11	0	0	0	0	0	0
Papua New Guinea	2	2	2	0	0	0	0	0	0
Pacific Islands	2	1	1	0	0	0	0	0	0
Taiwan	2	2	2	0	0	0	0	0	0
Vietnam	15	11	11	0	0	0	0	0	0
Multi-country	123	30	2	0	0	0	0	0	513

GRANTS TO FOREIGN NATIONALS 1992

EAST ASIA AND PACIFIC

All data provided by USIA, except data in the category "Practical Experience and Training," which was provided by the Council of International Programs.

Country	Total	U.S. and Foreign	U.S.	Foreign
University	Admission	Scholarship	Lectures	Lectures
	Teaching or Practical	Habitat	University	University
Afghanistan	10	8	0	0
Bulgaria	37	103	0	0
Croatia	7	9	153	34
Cyprus	36	8	86	37
Czechoslovakia	38	143	49	98
Denmark	1062	1	127	11
Finland	1216	507	319	0
France	5117	1309	1325	355
Greece	1278	332	69	42
Hungary	419	74	429	66
Iceland	259	73	33	0
Ireland	2684	1537	645	27
Latvia	1	5	0	0
Lithuania	2	2	1	0
Luxembourg	15	0	0	0
Macedonia	0	0	0	0
Malta	13	7	0	0
Netherlands	1310	618	332	16
Norway	1674	540	197	100
Poland	353	528	29	30
Portugal	456	144	13	13
Romania	73	371	67	67
Russia	0	0	0	0
Sweden	996	75	17	17
Turkey	1092	436	396	396
USSR*	1822	956	493	493
Yugoslavia	722	636	319	319
United Kingdom	21	445	127	127
United States	10	10	0	0
Bogota-Herwegheim	0	0	0	0
Bogota-Herwegheim	37	127	23	23
Canada	7	9	103	34
Cyprus	0	0	0	0
Czechoslovakia	36	5	153	34
Denmark	1	1	1	1
Finland	1216	507	319	0
France	5117	1309	1325	355
Greece	1278	332	69	42
Hungary	419	74	429	66
Iceland	259	73	33	0
Ireland	2684	1537	645	27
Latvia	1	5	0	0
Lithuania	2	2	1	0
Luxembourg	11	11	3	3
Macedonia	2	2	1	1
Malta	2	2	1	1
Netherlands	11	11	5	5
Norway	2	2	0	0
Poland	1119	1119	368	286
Portugal	1550	677	907	1604
Romania	1119	1119	368	286
Russia	2341	2341	498	198
Sweden	1676	1676	394	198
United Kingdom	228	228	45667	45667
United States	21	21	445	445

GRANTS TO U.S. CITIZENS 1949 - 1992

GRANTS TO FOREIGN NATIONALS 1949-1992

EUROPE

*** 1992 multilateral entry includes a special program of exchanges with the European Community.

+ For the purpose of the 1997 annual report, this refers to all republics of the former USSR, except for the Baltic states.

GRANTS TO U.S. CITIZENS 1992

1992

EUROPE

GRANTS TO FOREIGN NATIONALS 1949-1992

NEAR EAST AND SOUTH ASIA

GRANTS TO FOREIGN NATIONALS 1992 GRANTS TO U.S. CITIZENS 1992

NEAR EAST AND SOUTH ASIA

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

Material provided by the Department of Education.

AMERICAN REPUBLIC

Details in parentheses indicate the number of group projects and seminars funded.

Data provided by the Department of Education.

DEPARTMENT OF EDUCATION 1992

America

Figure 3 illustrates the number of group projects and seminars funded.

Data provided by the Department of Education.

DISCUSSIONS DE DOCUMENTS. 1991. 322 BÉLAÏA, LUMIÈRE, RUSSE, ET LA QUATRIÈME.

EUROPE

DEPARTMENT OF EDUCATION 1992

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

Data provided by the Department of Education.

All 1992 figures are for grants or funds obligated through 9/30/92 for the 1992-93 academic year.

LAST ASIA AND PACIFIC

DEPARTMENT OF EDUCATION 1992

DEPARTMENT OF EDUCATION 1992

DEPARTMENT OF EDUCATION 1993

NEAR EAST AND SOUTH ASIA

DEPARTMENT OF EDUCATION 1992 DEPARTMENT OF EDUCATION 1964-1992

93-0626 (4M)

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

All 1992-93 figures are for grants of funds disbursed through 9/30/92 for the 1992-93 academic year.