

ANNUAL REPORT
1995

THE FUTURE
PROGRAM


*Advancing American interests
in the world, by strengthening
the ability of Americans to
compete more effectively in
a global economy, and by
contributing to better under-
standing between the United
States and other countries.*

THE J. WILLIAM FULBRIGHT Foreign Scholarship Board is composed of twelve independent U.S. citizens, geographically and professionally diverse, appointed by the President of the United States. The enactment of the U.S. Congress that establishes our Board mandates its function in three key words: selecting the scholarship grantees, supervising the scholarship programs, and reporting to the U.S. Congress and the public concerning those matters. In compliance with that mandate we issue this Thirty-second Annual Report.

Customarily our Board's annual reports have considered the Fulbright Program in retrospect, each report describing Fulbright events that occurred during the year then completed. By that pattern this report would look statistically to fiscal 1995 (the U.S. government accounting period from October 1, 1994 through September 30, 1995) and to grants for academic years through 1995–1996. This report contains such retrospective information, but two significant events—one disconcerting and the other inspiring—compel our Board to address, additionally, two future aspects of the Fulbright Program.

The disconcerting event was the significant reduction by the U.S. Congress in Fulbright appropriations for fiscal 1996. That impelled our Board to deep soul-searching. How can the Fulbright Board better communicate to U.S. taxpayers, and to their representatives in Congress, the remarkable value of the network of worldwide understanding that the Fulbright Program brings, at a bargain price, to the United States? How will the reduction in U.S. appropriations impinge on partner nations whose involvement assures the binationalism that is essential to the worldwide Fulbright exchange? If the Fulbright Program must be downsized, what priority components should be preserved? As U.S. government contributions diminish, what other resources can be enlisted to carry the Fulbright Program into a successful second half-century? Those were the questions that our Board pondered. The conclusions we reached are this report's first message concerning the Fulbright future.



The inspiring event is the 50th Anniversary of the Fulbright Program. That will occur on August 1, 1996, half a century after President Truman signed the original Fulbright Act into law. The corresponding worldwide commemorations will occupy all of calendar 1996. Planning those commemorations was a principal task of the Fulbright Board during fiscal 1995, and in the course of that planning our Board gained new insights and convictions concerning the future of the Fulbright Program. The highlights of that planning constitute the second message of this report that addresses the Fulbright future.

The achievements of the Fulbright Program's first half-century can be expressed only in superlatives. British historian Arnold Toynbee classified the Fulbright Program, with the Marshall Plan, as "one of the really generous and imaginative things that have been done in the world since World War II." Librarian of Congress James Billington called it "the largest and probably the most successful cultural exchange program in history." In President Clinton's estimation, the Fulbright Program "has changed the whole direction of policy in country after country." But on

August 1, 1996, when the Fulbright Program celebrates its 50th Anniversary, it will stand at a crossroad of its existence: honored by the world but diminished by the reduction in contributions of the U.S. government. The Fulbright Scholarship Board earnestly invites the support and counsel of every reader of this report, to the goal that the second half-century of the Fulbright Program shall be no less splendid than the first.

A handwritten signature in blue ink, appearing to read "Ewell E. Murphy, Jr."

Ewell E. Murphy, Jr.
Chairman

*J. William Fulbright Foreign
Scholarship Board
December 1995*



1993 A Year of Challenge

The most difficult challenge the Fulbright Board addressed during the fiscal year of this report was a substantial reduction by the U.S. Congress in appropriations for the Fulbright Program. Directly or indirectly, present or prospectively, dealing with that challenge was the thread of continuity that linked all of the Board's activities during that momentous year.

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COMMUNICATING THE NATIONAL INTEREST

The first inkling of the problem occurred one year earlier. For educational exchanges generally, President Clinton's budget request for fiscal 1994 was \$242.9 million, which would have amounted to an increase of \$19.5 million over fiscal 1993. The appropriations committee of the House of Representatives responded with a proposed fiscal 1994 exchange budget of \$217.7 million and the corresponding committee of the Senate with one of \$250.7 million; the final Congressional appropriation of \$242 million was an eleventh-hour compromise. The committee reports contained little rationale for the budget numbers in general and no line-item specifics concerning the Fulbright Program in particular. As allocated by the U.S. Information Agency, the part of the Fulbright budget that it administered was \$120 million for fiscal 1994 compared to \$115 million for fiscal 1993. Adding Fulbright grants administered by the U.S. Department of Education, the total Fulbright budget was \$126 million for fiscal 1994 compared to \$121 million for fiscal 1993—from 1993 to 1994, a nominal increase of \$5 million but, after factoring in inflation, no real gain in spending-power.

From those largely unexplained budget figures the Fulbright Board drew two conclusions. The first conclusion was that the House of Representatives desired to reduce





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The United States Congress created the Fulbright Program in 1946, in the aftermath of World War II, to promote mutual understanding between the United States and the rest of the world, an objective that is as relevant today as it was then. In half a century, the Fulbright Program has developed into the world's largest, best known and most prestigious educational exchange program, and has been hailed as one of the most far-reaching achievements of the Congress. With the new challenges in international relations in the Post Cold War Era, the need for the Fulbright Program is stronger than ever.

What makes the Fulbright Program uniquely qualified to meet such challenges? It is the most broadly-based and diversified scholarship program—geographically, institutionally and ethnically—providing opportunities which would not be available through privately-funded programs to individuals in all strata and sectors of society. University students, school teachers, scholars, artists, and professionals in business, law, journalism, government and other fields are selected worldwide on the basis of individual merit and open competition.

It involves partnerships with other countries through executive agreements, binational commissions, and cost sharing.

It has contributed in the U.S. and more than 130 participating countries to the development of over 200,000 leaders in government, business, the professions, education and other fields whose impact upon millions of others is incalculable.

By raising the prestige of American higher education throughout the world, the Fulbright Program has helped American institutions of higher learning attract more than 450,000 foreign students and scholars who contribute more than \$7 billion annually to the U.S. economy.

For a relatively small investment, the Fulbright Program has been a cost effective program with bipartisan Congressional and Presidential support since its inception. It has produced major dividends by advancing American interests in the world, by strengthening the ability of Americans to compete more effectively in a global economy, and by contributing to better understanding between the United States and other countries.

For these reasons, the Fulbright Program has earned the reputation during the past 50 years of representing the very best in American foreign policy. It merits vigorous support for the future in order to continue the leadership of the U.S. in promoting peace.

*Pictured above:
Senator J. William
Fulbright, center
right, with a group
of Fulbright students
and scholars.*

federal expenditures for educational exchanges generally.

The second conclusion was that the Board and others responsible for the Fulbright Program had failed to communicate effectively to Congress and its constituent U.S. taxpayers the unique value, among those exchanges, of the Fulbright Program in particular, and consequently had failed to communicate the consequent national interest of the United States in protecting the Fulbright Program from diminution. To address those failures the Board began discussions that resulted in the preparation of a Fulbright

National Interest Statement which Chairman Murphy sent to relevant Congressional committees in 1995. That Statement emphasized that the Fulbright Program is based on a relatively small taxpayer investment and has been very cost-effective, producing major dividends to the United States “by advancing American interests in the world, by strengthening the ability of Americans to compete more effectively in a global economy, and by contributing to better understanding between the United States and other countries.”

PROTECTING A SYMBOLOFUNIQUENESS
Effectively communicating the Fulbright Program as a national interest of the United States requires words that describe, and a symbol that embodies, the uniqueness of Fulbright grants among the myriad of educational exchanges that criss-cross our modern world. In that respect the Fulbright Program has been a victim of its success. The burgeoning eminence of the Fulbright Program over the last half-century has added the word “Fulbright” to many languages as an accustomed synonym for transcultural educational experience in general. The result is great notoriety and acclaim, but at a cost in specificity. Too often “Fulbright” is understood to mean just another foreign scholarship, only one of many overseas grants.

For that reason the Fulbright Board sought, for several years, a visual symbol to identify the Fulbright uniqueness. The U.S. Information Agency supported those efforts with student competitions to design a Fulbright logo for use adopted September 8, 1995 by unanimous resolution of the Fulbright Scholarship Board.

throughout the world. From the finalists, in 1993 the Board adopted as the universal Fulbright logo a design by Sylvia Hernandez, a graduate student of The George Washington University. Concurrently efforts began, with the cooperation of Senator and Mrs. Fulbright, to protect that logo by its registration with the U.S. Patent and Trademark Office as a trademark/service mark proprietary to the J. William Fulbright Foreign Scholarship Board. That registration was completed in 1995. The Board has issued to all binational commissions, USIS posts and contract agencies the rules under which the logo may be used, and has invited binational commissions to obtain, in the Board's name, ancillary trademark registrations of the logo in their countries.

The Board emphasizes that it has no desire for the new logo to supplant the local names and symbols that identify the Fulbright relationship in many countries. The Board values those local identifications as living emblems of the binationalism that is the essence of the Fulbright Program. Rather than supplant them, the universal Fulbright logo unites all local identifications under a common symbol of the Fulbright Program worldwide.

DEEPENING THE DIALOGUE WITH PARTNER NATIONS

As the Fulbright Board endeavored to communicate the Fulbright message more effectively to the U.S. Congress and its taxpayer constituents, the Board also made efforts to deepen the Board's own dialogue with partner nations. Those efforts reflect the Board's conviction that binationalism is the foundation structure of the Fulbright Program. Both with the 51 nations where the Program is administered by binational commissions and with the 100 additional nations that sent or received Fulbright grantees in fiscal 1995, the Fulbright Program is a partnership proposition. The Program has succeeded because its inspiration and support flow both ways. It can continue to succeed only if that two-way flow is maintained and enhanced.

ACHIEVEMENTS OF THE COMMISSIONS

Measured by government contributions, support by partner nations of their binational Fulbright exchange with the United States has been remarkable, both in consistency and in growth. In each year since 1964 Germany has provided more than 50% of aggregate government contributions (German and U.S.) to its exchange. For sixteen consecutive years the Japanese government contribution has equalled or exceeded half of its binational aggregate. Over the last decade the number of partner nations whose annual government contribution equals or exceeds that of the United States has increased from two (Germany and Japan) to the current thirteen (Austria, Belgium/Luxembourg, Denmark, Finland, Germany, Japan, Korea, Morocco, Netherlands, Norway, Spain, and Sweden). For fiscal 1995, in percentages of aggregate binational government contributions, Spain's contribution exceeded 70%, Norway's exceeded 68%, Japan's exceeded 66%, Germany's exceeded 64%, and Austria's exceeded 61%. Those are not parsimonious partners. Their generous taxpayer investments are eloquent testimony of the high value their parliaments place on the Fulbright exchange.

Government contributions of that magnitude do not come unsolicited. They represent strenuous efforts of the 50 active binational commissions established by executive agreement between the United States and key partner nations. More specifically, the contributions reflect arduous efforts by the skilled and highly motivated professionals who serve as executive directors of those commissions. Besides encouraging local government support, in recent years those areas—alumni organization and private contributions—that by U.S. standards are conventional fund-raising vehicles but in the cultural context of many partner nations are both innovative and difficult.

An impressive model is the U.K.-U.S. Commission, led by Executive Director James Moore. To encourage private contributions it created an Advisory Board consisting of

senior members of the Anglo-American business community and formed two charitable foundations, one each for the U.K. and the United States. Those foundations provided more than \$154,000 in scholarship grants in 1994 and more than \$208,000 in 1995. Commitments from new corporate sponsors will secure a further \$350,000 in 1997. Among the tangible results are 15 new Fulbright awards and plans to double the size of the U.K.-U.S. Fulbright student program by 1998.

Under Executive Directors Caroline Yang (since her retirement from that position, a member of the Fulbright Board) and now Samuel M. Shepherd, the alumni and private fund-raising activities of the Japanese-U.S. Commission have been legendary. Alumni organization began in 1982 and currently enrolls more than 60% of approximately 6,500 Japanese former Fulbrighters, who have formed chapters not only throughout Japan but one in New York City. In private contributions the Japanese Commission has raised more than \$1 million in each of three of the last five years, and \$800,000 in fiscal 1995.

Both the public and private sector endeavors of the Spanish-U.S. Commission, whose Executive Director is María Jesús Pablos, are notable. During the past five years more than 80%, on average, of all binational government contributions to the Spanish-U.S. Fulbright exchange have come from Spain, and the Spanish contribution includes an allotment (approximately equal to the U.S. contribution) expressly earmarked to balance the number of Fulbright grantees in both directions. The initiative of U.S.

Ambassador Richard N. Gardner has raised \$1 million in corporate donations to the España-USA Program, which provides grantees with full grant funding for one academic year plus extensions by loans from bank sponsors. Those are merely examples. The achievements of other binational commissions are no less commendable. The Fulbright Board applauds them all.

INVOLVING COMMISSIONS MORE CLOSELY WITH THE BOARD

Valuing the increasing financial support of partner nations and mindful of the vital role binational commissions must perform in the second Fulbright half-century, the Fulbright Board has been concerned to involve partner nations, through their commissions, more closely in the supervisory decisions of the Board. One suggestion was to invite the commissions, in calendar rotation and by regions, to designate representatives as non-voting participants in quarterly meetings of the Board. Chairman Murphy mentioned that possibility at the 1994 Istanbul meeting of European executive directors, who responded with an affirmative resolution.

On the recommendation of the Board's Executive and Planning Committee, at its December 1994 meeting the Board approved that arrangement provisionally for calendar 1995. It was an unqualified success.

John Lake, Executive Director of the Australian-U.S. Commission, participated in the March 1995 Board meeting as the representative of commissions of East Asia and the Pacific. He drew attention to the strong educational involvement of that region with the United States (providing more than 50% of all foreign students in U.S. colleges) and its high degree of local Fulbright support (of all Fulbright expenditures in the region, approximately 49% comes from local sources, public or private). Regarding the Fulbright selection process, he stressed the need for continued rigor, to choose "only the best of the best."

Gonzalo Cartagena, Executive Director of the Ecuadorean-U.S. Commission, represented commissions of the American Republics at the June 1995 meeting of the Board. He described the organizational and administrative challenges that now confront binational commissions of his region and noted with appreciation the assistance of the U.S. Information Agency in helping them computerize.

Pierre Collombert, Executive Director of the French-U.S. Commission, represented European commissions at the Board's September 1995 meeting. He expressed "concern

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about the survival of the Fulbright program, particularly in Western Europe," due to impending budget cuts by the U.S. Congress. "So far we have considered these cuts as a domestic problem in the United States," he said, "[b]ut we must assess their impact on the decision of the partner countries....What will be the incentive for the local governments to keep sponsoring the Fulbright program when there is an American disengagement?...Your challenge will be how to convince your partners not to decrease their allocation when you reduce yours."

At the Board's December 1995 meeting the representative of commissions of the Near-East and South Asia was Executive Director Ann Radwan of the Egyptian-U.S. Commission. Speaking of budget challenges, she requested more guidance concerning any U.S. legal restrictions that apply to fund-raising by binational commissions and suggested that commissions become self-sustaining by raising their own funds for administrative expenses.

C O M F O R T A N D A L A R M

Given Congressional reduction of U.S. appropriations for the Fulbright Program, the increasing support of partner governments and the fund-raising activities of binational commissions are both a source of comfort and a predicate for alarm. It is comforting to see that partner nations and foreign private contributors have assumed a progressively increasing share of worldwide Fulbright costs, but it is alarming to consider that their zeal may have been motivated by emulation of the United States. If that was their motivation, the

Fulbright Board fears that the recent reduction of U.S. government support may have set a damaging counter-example that will lead both public and private sectors of partner nations to conclude that, because the U.S. originator of the Fulbright Program places diminished value on it, the support of foreign partners, also, should be reduced.

That concern was forcefully expressed by Samuel M. Shepherd, Executive Director of the binational commission in Japan, in a letter written to the U.S. Information Agency during the 1995 budget debates of the U.S.

Congress. "I only wish," he wrote, "those in Congress could sit where we sit and realize what a valuable role educational exchange plays in our foreign policy. Dollar for dollar it is hard to imagine a more efficient and effective way to 'win friends and influence people.' This is particularly true in Japan, where educational exchange is so highly valued, and where the name 'Fulbright' is synonymous with substantive, high quality educational exchange. There is no question that a reduction in the U.S. government contribution to the Fulbright program here would send a very negative message to both the Japanese government and to the Japanese people at large. From the Japanese point of view, it would be seen as one more piece of evidence that America is no longer really interested in furthering a deep and long-lasting relationship."

As this report is being prepared, information from partner nations confirms, as the Fulbright Board feared, that the reduction of the U.S. Fulbright budget is causing corresponding cuts abroad. "Unfortunately," Barbara Ischinger, Executive Director of the German-U.S. Commission, writes from Bonn, "both governments have cut the program in 1996. For 1996, the German government had originally recommended that the German contribution be raised again to the 1994 amount—subject, however, to U.S. government contributions (i.e., U.S. cuts would result in German cuts). It is dramatic how cuts on one side are instantly followed by cuts on the other side. If this trend continues, the program will have a hard time to survive."

The same concern was expressed in the 1995 Annual Report of the Australian-American Educational Foundation, the binational Fulbright commission in Australia, whose Executive Director is John Lake. "Pervading all of the Foundation's activities during 1995," the report states, "has been the uncertainty surrounding future U.S. Fulbright funding....Both in presentation to the Board of Foreign Scholarships and in written representation to USIA, the Foundation argued strongly against any reduction in Fulbright funding emphasizing the negative signals

that cuts would send to potential sponsors and host-country funding agencies at a time when Commissions were seeking to increase support from both these groups."

ENHANCING RELATIONS WITH U.S. FULBRIGHTERS

While the Fulbright Board was inviting closer involvement by the binational commissions of partner nations, it also sought to strengthen the Board's already effective relations with former Fulbrighters in the United States. The principal connector is the Fulbright Association of U.S. alumni, whose representatives regularly attend meetings of the Fulbright Board. To enhance that relationship, at its September 1995 meeting the Board approved a plan for representatives of the Board and the Association to meet jointly once each year commencing in June of 1996.

Like its counterparts in partner nations, the U.S. Fulbright Association considers that its first tasks are to maintain contact with former grant recipients and involve them in alumni affairs. To date it has enrolled nearly 5,000 members, and to increase that number it conducted a 50th Anniversary campaign involving Fulbright alumnus Joseph Heller. Through its Project 2000, the Fulbright Association also seeks to increase the number of life members from the current total of 1,532 to 2,000 by the year 2000.

Meanwhile, the Fulbright Association has very considerably increased the visibility of the Fulbright Program in the United States and the world with the J. William Fulbright Prize for International Understanding, a \$50,000 cash award made possible through a grant from The Coca-Cola Foundation. In 1993 the inaugural Fulbright Prize was awarded to Nelson Mandela, now President of the Republic of South Africa. The 1994 Fulbright Prize recipient was former U.S. President Jimmy Carter. Austrian Federal Chancellor Franz Vranitzky received the 1995 Fulbright Prize.

THE BUDGET CRISIS

Pressure to reduce federal spending in fiscal 1996 increased sharply when the mid-term elections of 1994 resulted in a complete division of political party control between Congress and the White House. In the resulting struggle, the Fulbright Program was merely one small craft of a large flotilla caught in a monstrous storm; both administratively and budget-wise, the Fulbright appropriation was a minor and relatively undifferentiated component of much larger aggregations. Administratively the Fulbright Program would have been shifted by legislation proposed to eliminate the U.S. Information Agency and move its operations to the State Department. Budget-wise the Fulbright Program was at best a small line-item among appropriations for the multitude of cultural and educational exchanges that are covered by the International Affairs section of federal appropriations legislation.

After many months of contention, the legislation that could have shifted the Fulbright Program to the State Department did not become law; President Clinton vetoed its final formulation and Congress failed to override the veto. Meanwhile the entire federal budget issue festered in an unprecedented confrontation between the legislative and executive branches which shut down routine activities of the federal government for weeks at a time. The final budget for fiscal 1996, due to be in place by October 1, 1995, was not signed into law until April 26, 1996.

As finally enacted and allocated, the fiscal 1996 budget of the Fulbright Program represented a very substantial reduction in appropriations. Counting grants administered by USIA as well as those administered by the Department of Education, Congressional appropriations allocated to the Fulbright budget were \$121 million for fiscal 1993, \$126 million for fiscal 1994, and \$123 million for fiscal 1995. For fiscal 1996, although President Clinton had recommended an increase to \$126 million, the final allocation placed that combined Fulbright budget at \$105 million. After factoring in inflation, the actual drop in

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spending-power from fiscal 1993 to fiscal 1996 was nearly \$26 million.

Those cuts are a heavy burden for a U.S. Information Agency already sharply reduced by administrative and budgetary downsizing. Between 1994 and 1995 USIA reduced its operating expenditures by 19% and eliminated 1,250 positions, approximately 13% of its personnel; under the 1996 budget it must cut yet further. The corresponding reduction in U.S. Information Service posts overseas will eliminate Belize and Surinam from the list of countries where Fulbright grants can be administered.

THE P R I O R I T I E S O F D O W N S I Z I N G

The Fulbright Board and its Executive and Planning Committee spent a substantial part of their 1995 meeting sessions considering what response the Board should make to the impending budget reductions. The easy response would have been to do nothing, and simply wait to see how various components of the Fulbright Program would fare under consequent downsizings, chiefly as allocated by the U.S. Information Agency. The more difficult alternative was to evaluate each of those components carefully, then recommend to the U.S. Information Agency which ones deserve priority. Mindful of its statutory responsibility to supervise the Fulbright Program, the Board chose the more difficult path.

The process of evaluation was not easy. Each component of the Fulbright Program has commendable features, and comparing their merits involves a weighing of perceptions which no two individuals share alike. Eventually, however, the Board was able to reach unanimous approval of both the substance and the text of a recommendation to the U.S. Information Agency concerning the downsizing priorities it should follow. As Chairman Murphy wrote in his transmission of that recommendation to Director Duffey, "In nearly five years on the Board, I have not seen a more careful weighing of every syllable and nuance of a resolution."



P R I O R I T I E S

If proposed cuts in international educational exchange budgets are made by Congress, as now appears likely, the J. William Fulbright Foreign Scholarship Board recommends that reductions in the various programs under the Board's supervision should be sensitive to the following:

F U L B R I G H T
P R O G R A M

Student grants are the core of the Fulbright Program and should be given the highest priority. The Program should maintain to the maximum extent possible its focus on 1) identifying young Americans who have the potential to become future leaders and providing them with an in-depth educational experience in a foreign culture and, 2) foreigners who have the potential to become leaders in their countries and giving them an in-depth educational experience in the United States.

The Senior Scholar, Lecturer and Professional Program is a valuable component of the Fulbright Program, since it encourages international awareness, sensitivity, and learning. The Teacher Exchange Program also enhances international understanding and has a significant multiplier effect on the students of teachers who have participated. Any reordering of priorities should be sensitive to the fact that binational commissions may have different views concerning the importance of the various components of the Fulbright Program. The participating countries have different needs, and the Program should remain sufficiently flexible to respond to their distinctive concerns. The Board believes the value of the Fulbright Program will be enhanced by continuing the activities and involvement of the binational commissions and the thousands of Americans and foreign nationals around the globe who serve on selection committees and as hosts to Fulbright grantees on behalf of the ideal of furthering mutual understanding.

Received September 8, 1995 by unanimous resolution of the Fulbright Scholarship Board.

Essentially, the priority resolution made two recommendations, one of substance and one of procedure, and each reflected deep convictions of the Board concerning fundamental principles of the Fulbright Program. The recommendation of substance asked that student grants be maintained to the maximum extent possible. While commending Fulbright grants to senior scholars, lecturers and professionals, as well as the teacher exchange program, the Board identified student grants as the Program's essential core:

"Student grants are the core of the Fulbright

Program and should be given the highest priority. The Program should maintain to the maximum extent possible its focus on 1) identifying young Americans who have the potential to become future leaders and providing them with an in-depth educational experience in a foreign culture, and 2) foreigners who have the potential to become leaders in their countries and giving them an in-depth educational experience in the United States."

The recommendation of procedure reflected the Board's conviction that the essence of the Fulbright Program is binationalism. It asked that any downsizing be sensitive to the views of binational commissions and the concerns of partner nations. As the Board put it:

"Any reordering of priorities should be sensitive to the fact that binational commissions may have different views concerning the importance of the various components of the Fulbright Program. The participating countries have different needs, and the Program should remain sufficiently flexible to respond to their distinctive concerns."

The Board was gratified to receive Director Duffey's responding acknowledgment that the resolution "is timely and certainly will be weighed carefully as the Agency approaches decisions about program priorities in the near future." Concerning the recommended priority for student grants Dr. Duffey stated: "I appreciate the Board's reiteration of the earlier emphasis placed on the Fulbright student program. This approach, as you know, is generally in line with the Agency's own thinking on priorities."

PLANNING THE 50TH ANNIVERSARY

Half-centuries do not happen very often. With that sobering thought in mind, the Fulbright Board began its 50th Anniversary preparations two years in advance with the appointment of Board members Victoria Murphy (chair), Charles Horner and Robert Rose as a planning committee.

As responsibilities multiplied, the Board's efforts were expanded to a "committee of the whole" with overall coordination by Hoy Purvis (then Vice Chairman of the Board, later its Chairman) and sector liaison by Board members Harriet Fulbright (arts groups and non-governmental organizations), Alan Schechter (academic community) and Caroline Yang (international groups and binational commissions).

The Board's first concern was to combine its planning with that of the U.S. Information Agency and the Fulbright Association of U.S. alumni. Both responded enthusiastically. Within USA, Director Joseph Duffey assigned chief planning responsibility initially to Associate Director John P. Loiello and subsequently to Edward McBride, Director of the Office of Academic Programs. Philip O. Geier, President of The Armand Hammer United World College, and Stanley N. Katz, President of the American Council of Learned Societies, served as 50th Anniversary co-chairs for the Fulbright Association. Planning meetings also benefited from the contributions of Jane L. Anderson, Executive Director of the Fullbright Association and, representing the Fulbright Program's principal contract agencies, Jody Olsen, Executive Director of the Council for International Exchange of Scholars, and Thomas Farrell, Vice President of the Institute of International Education.

Beyond that planning center other allegiances were formed. Invitations from President Clinton and Director Duffey enlisted a Fulbright 50th Anniversary Committee of fifty distinguished Americans led by President Clinton as Honorary Chair and, as Co-Chairs, Director Duffey and George Soros, Chairman of the Open Society Institute. Caroline Yang invited executive directors of the world's

binational Fulbright commissions to schedule their 50th Anniversary activities. Through Alan Schechter's efforts, a joint letter from the Board and USIA extended a similar invitation to some 2,500 college and university presidents and foreign student advisors throughout the United States. By letter published in the Fulbright Association's newsletter, Chairman Murphy of the Fulbright Board and Maurizio A. Gianturo, President of the Fulbright Association, encouraged regional alumni events.

From those initiatives emerged three focal points of the 50th Anniversary celebrations, each symbolic of the world-encircling network of binational Fulbright relationships. One is a commemorative U.S. postage stamp, for which the Board's request to the Citizens' Stamp Advisory Committee was supplemented by Director Duffy's recommendation to the Postmaster General and the active endorsement of several members of Congress and many Fulbright alumni. The second is an exchange of lectures by some fifty 50th Anniversary Distinguished Fellows, half from partner nations and half from the United States. The third is the first worldwide conference of executive directors of all binational Fulbright commissions, to be held in Washington, D.C. and to include management training for the second Fulbright half-century.

As this report is written, other 50th Anniversary celebrations are blossoming throughout the world. In the United States, plans include a nationwide student essay contest and, tentatively, a concert by Fulbright alumni at Kennedy Center in Washington with a Fulbright poster exhibit that USIA will later circulate to other nations. In Argentina, Australia, Brazil, Bulgaria, Ecuador, Germany, Hungary, Japan, Nepal, New Zealand, Norway, Peru, Poland, South Africa, Venezuela and other partner nations, scores of lectures, concerts, memorial dedications and other events will honor the Fulbright ethos. All of those commemorations, fittingly, were inaugurated by a symposium in Senator Fulbright's own hometown of Fayetteville, Arkansas on the theme of "Promoting Global Understanding."

The Fayetteville symposium was organized by The Fulbright Institute of International Relations, of which the Board's newly elected Chairman, Hoyt Purvis, is Director. It featured the First Day Issue ceremony for the Fulbright commemorative stamp by the U.S. Postal Service, a historical archives exhibit of the Fulbright Program, and three days of lectures and colloquia at the University of Arkansas.

Dr. Joseph Duffy, Director of the U.S. Information Agency, made the keynote speech at the Fayetteville symposium. The following facets, in particular, of his memorable address brilliantly capture the illumination of Senator Fulbright's legacy to the world.

On September 27, 1945, the freshman Senator from Arkansas rose on the floor of the Senate, and to a nearly-empty chamber asked unanimous consent to use credits from war reparations and foreign loan repayments to fund an academic exchange program.

The legislation slipped by almost unnoticed through Congress, receiving unanimous votes at every turn.

Standing at President Truman's side in August 1946 Senator Fulbright witnessed the signing of the piece of legislation that would make his name synonymous with international goodwill and intellectual openness across borders....

Senator Fulbright envisioned a Program that would inspire the leading figures of society to promote peace and understanding between nations; but he also viewed the Program as one that would continue to ripple throughout society as its participants related their experiences to an ever-widening circle of people. He had no doubt that the lessons learned by contact with foreign peoples and cultures would create not only a willingness among its participants to share the broader vistas learned from what has come to be known as "the Fulbright experience," but indeed, would inspire a driving passion to persuade others of that experience's importance....



B I N A T I O N A L***Date Signed***

C O U N T R Y	D A T E	S I G N E D
Afghanistan (inactive)	August 20, 1963	
Argentina	November 5, 1956	
Australia	November 26, 1949	
June 6, 1950		
Belgium and Luxembourg	October 8, 1948	
Brazil	November 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 Republic	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	
Jordan	May 12, 1993	
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, 1919	
New Zealand	September 14, 1918	
Norway	May 25, 1949	
Pakistan	September 23, 1950	
Paraguay (inactive)	April 4, 1957	
Peru	May 3, 1956	
Philippines	March 23, 1948	
Poland	October 20, 1995	
Portugal	March 19, 1960	
Romania	July 30, 1992	
South Africa (inactive)	March 26, 1952	
Slovak Republic	September 22, 1994	
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	

It was Senator Fulbright's conviction that the wisdom necessary to maintain democracy's fiber can only be maintained through a strong system of civil education. Senator Fulbright's support for an international exchange program was but one facet of this belief: by making people less strange to one another, one could overcome prejudice and suspicion and encourage in its place a mutual understanding among people....

But even while maintaining a great faith in democracy's appeal when allowed to compete openly with other ideologies, Senator Fulbright never conceived of the exchange program as a promotional campaign for American values. He believed that faith to America's highest ideals also called upon lovers of America at times to be critics of America, if necessary....

Part of the inspiration behind the Fulbright Exchange Program was not only to alert the world to America's great achievements and potential, but as well to encourage Americans to explore alternative visions of the good life in other cultures.

**T H E F U L B R I G H T
P R O G R A M**



**C H A N G I N G
O F
T H E
G U A R D**

Executive Directors of Fulbright Commissions
Arriving and Departing during 1995

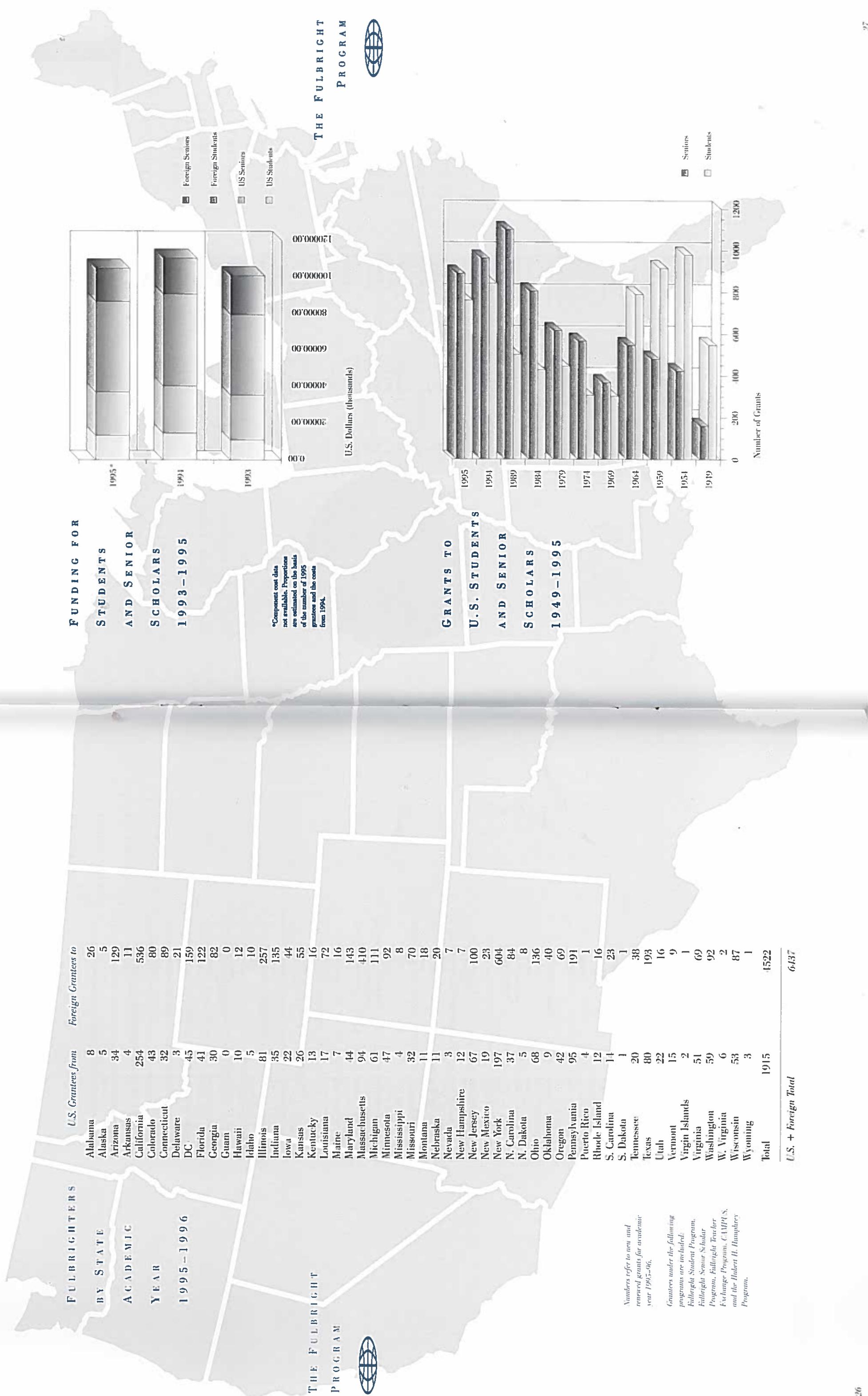
Departures

Daniel Krauskyf, Israel
Václav Havel, Czech Republic

Arrivals

Ronée Taft, Israel
Nora Iluzkova, Slovak Republic
Hana Ripka, Czech Republic

*The U.S. recognizes the Government of the People's Republic of China as the sole legal government of China. Within this context, the U.S. maintains unofficial relations with the people of Taiwan.



Funding for the Fullbright Program

FOR EIGN C O NTRIBUTIONS	COUNTRY	DIRECT FINANCIAL SUPPORT BY FOREIGN GOVERNMENTS	ENDOWMENTS, CONTRIBUTIONS, IN-KIND SUPPORT
TO THE F U L B R I G H T P R O G R A M	Argentina	200,000	122,685
	Australia	363,933	320,140
	Austria	526,894	117,001
	Belgium	375,474	7,686
	Brazil	541,513	93,055
	Bulgaria	0	13,200
	Canada	200,000	444,000
	Chile	0	199,195
	Colombia	34,650	8,100
	Cyprus	215,000	700,000
	Czech Republic	131,788	132,790
	Denmark	428,730	333,353
	Ecuador	0	8,525
	Egypt	0	239,015
	EU	77,626	0
	Finland	214,052	922,351
	France	656,301	270,235
	Germany	5,420,600	560,380
	Greece	105,000	304,705
	Hungary	131,438	8,166
	Iceland	85,364	18,950
	India	0	27,296
	Indonesia	0	109,620
	Ireland	0	45,000
	Israel	70,681	372,045
	Italy	930,521	0
	Japan	3,590,683	1,013,262
	Jordan	100,000	0
	Korea	780,750	0
	Malaysia	0	42,520
	Malta	0	23,000
	Mexico	1,200,000	75,000
	Morocco	924,000	0
	Nepal	0	0
	Netherlands	518,293	38,034
	New Zealand	181,334	51,216
	Norway	849,206	215,000
	Pakistan	13,528	4,305
	Peru	0	33,610
	Phillipines	35,416	6,415
	Poland	0	150,000
	Portugal	50,354	179,600
	Romania	103,031	130,000
	Slovak Republic	0	0
	Spain	2,255,014	707,060
	Sri Lanka	1,110	0
	Sweden	381,077	0
	Switzerland	0	30,000
	Taiwan*	—	—
	Thailand	80,000	75,282
	Turkey	241,285	65,250
	United Kingdom	635,824	537,120
	Uruguay	26,673	0
Total		\$22,677,173	\$8,754,477

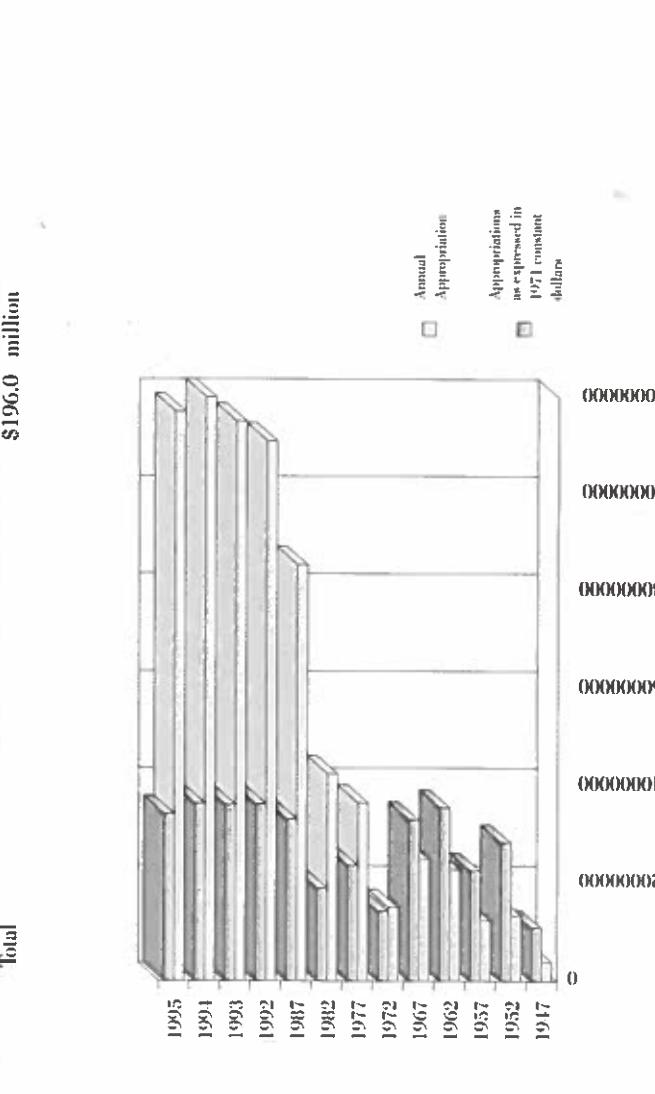
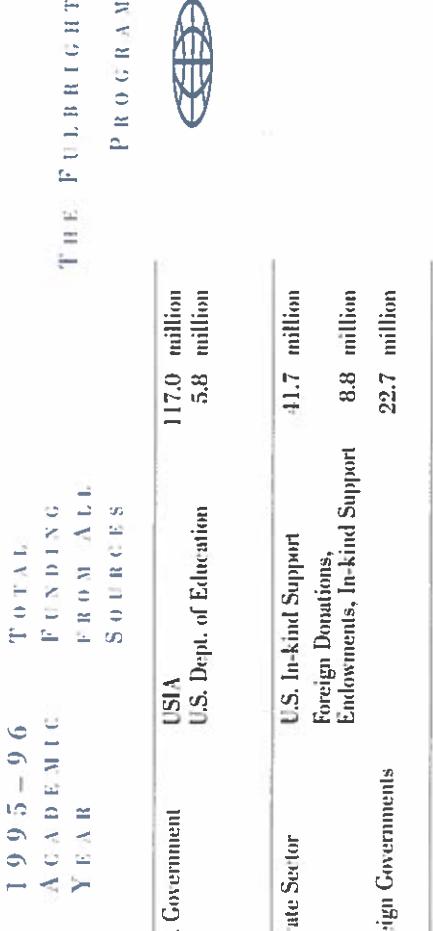
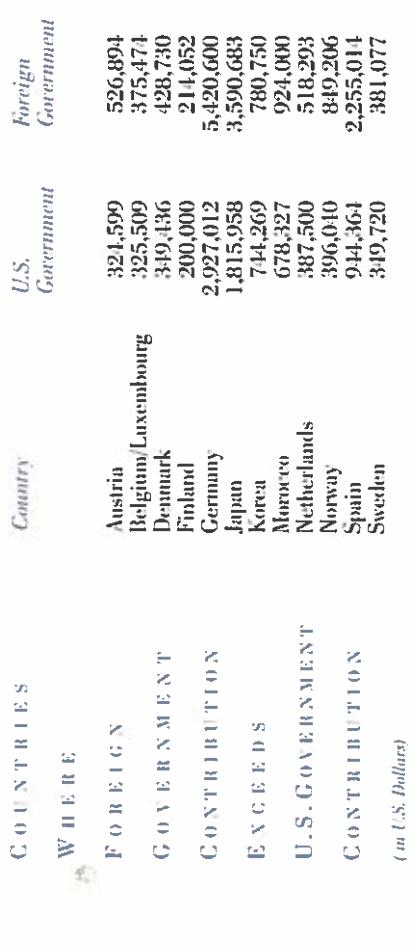
*The U.S. recognizes the Government of the People's Republic of China as the sole legal government of China. Within this context, the U.S. maintains unofficial relations with the people of Taiwan. Revenues listed to be included in the above table, the contribution from the Taiwan government was \$621,092 and that from the Taiwan private sector was \$163,710.

†SIA funding only.

‡Total U.S. Government funds 1977-1995*;

\$1,913,183,766

§U.S. Dollars



Annual Appropriation
Appropriations as expressed in 1971 constant dollars

The U.S. recognizes the Government of the People's Republic of China as the sole legal government of China. Within this context, the U.S. maintains unofficial relations with the people of Taiwan. Revenues listed to be included in the above table, the contribution from the Taiwan government was \$621,092 and that from the Taiwan private sector was \$163,710.

*SIA funding only.

†SIA funding only.

U.S. Dollars

Facts and Figures of the Fulbright Program

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.

THE FULBRIGHT PROGRAM



THE FULBRIGHT PROGRAM

Fulbright Student Grants are offered to American and foreign graduate students and graduating seniors. In 1995-96, about 760 Americans studied abroad with either full or partial support from the Fulbright Program. Some 1,630 new awards are offered yearly to foreign graduate students for support at U.S. universities; about 820 renewal awards are also offered.

The American Scholar Program sends nearly 900 scholars and professionals a year to more than 125 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.

The Visiting Scholar Program awards grants to foreign scholars to come to the U.S. to lecture or conduct post-doctoral research. About 900 scholars come yearly for an academic year or term.

The Fulbright Teacher Exchange Program involves about 430 American and foreign elementary, secondary and post-secondary teachers each year, mostly on a one-for-one exchange basis.

The Hubert Humphrey Fellowship Program was established in 1979 to bring accomplished mid-career professionals from developing countries to the United States at a mid-point 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 2,250 fellows have participated in the program, representing more than 100 countries. During the 1995-96 academic year, there were 166 Humphrey Fellows in the United States.

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 1995 the Congressional appropriation to USIA for the Fulbright Program was \$117 million. Foreign governments, through direct contribution to binational commissions, added \$22.7 million more.

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

THE UNIVERSITY AFFILIATIONS 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 1995, the program awarded 18 grants of up



The Fulbright Program

Experiencing the World

to \$120,000 each, to be spent over a three year period. These exchanges focus on the social sciences, humanities, business administration, and the arts. Since the program's inception, over 343 grants have been awarded.

The Modern Foreign Language Training and Area Studies 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 1995 was about \$5.8 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 795 Americans in 1995, 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 departments 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 majority of these seminars have been initiated through bilateral agreements between the Department of Education and selected education ministries abroad.





The preservation of our free society in the years and decades to come will depend ultimately on whether we succeed or fail in directing the enormous power of human knowledge to the enrichment of our own lives and to the shaping of a rational and civilized world order. . . . It is the task of education, more than of any other instrument of public policy, to help close the dangerous gap between the economic and technological interdependence of the peoples of the world and their psychological, political, and spiritual alienation.

J. William Fullbright
I 963

This section captures in words and pictures 50 years of Fullbright student, teacher, and scholar exchanges. It is a tribute as well to the many individuals in the United States and abroad who have over the years, devoted their time and energy to the work of the Fullbright Program.

The material in this section derives from a 50th anniversary exhibit created by the Bureau of Information, USAID, in April 1996 for use by USIS offices and International Fullbright Commissions abroad.

Ralph H. Vogel
Staff Director
Fullbright Scholarships Board



Why not create a program that would take in the whole world, with students from as many countries as possible studying in the United States and young Americans studying—and living and getting to know the people—in Europe, Asia, Africa, the rest of the Western Hemisphere, and the Pacific?

The Beginning

F U L B R I G H T
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F U L B R I G H T
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Opposite: President Harry S. Truman on August 1, 1946, signs legislation creating the Fulbright Program as Senator J. William Fulbright looks on. Inset: Senator Fulbright and grantees from Benin, Côte d'Ivoire, and Nigeria discuss the future of the program at a 1986 Washington conference for Fulbright scholars from abroad.

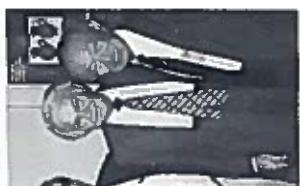
September 1945. The war that had swept across the world, leaving few of its inhabitants untouched, had finally come to an end. Leaders of the victorious countries were searching for ways to pick up the pieces—to create, if at all possible, a more peaceful and prosperous future for all nations. A young U.S. senator from the state of Arkansas, J. William Fulbright, had an idea.

"The prejudices and misconceptions which exist in every country regarding foreign people," he told a friend, "are the great barrier to any system of government." If, however, the peoples of the world could get to know each other better, live together and learn side by side, maybe they would be more inclined to cooperate and less willing to go off and kill each other.

Fulbright had traveled throughout Eastern Europe and had been at Oxford University in England as a Rhodes scholar, experiences that had broadened his horizons and made him a citizen of the world. From his time in England, he knew the value of educational exchanges firsthand. Why not create a program that would take in the whole world, with students from as many countries as possible studying in the United States and young Americans studying—and living and getting to know the people—in Europe, Asia, Africa, the rest of the Western Hemisphere, and the Pacific?

A measure that Fulbright introduced to the U.S. Congress that autumn, "for the promotion of international goodwill through the exchange of students in the fields of education, culture, and science," was passed by the Congress and signed on August 1, 1946, by President Harry S. Truman.

The program that historian Arnold Toynbee would call "one of the really generous and imaginative things that have been done in the world since World War II," and that the U.S. State Department would call "the most fabulously profitable investment ever authorized by Congress" was about to begin.



The first Fullbright exchanges took place in 1948, when 35 students and one professor traveled to the United States and 65 Americans went overseas. Today, nearly a quarter of a million people from 150 countries and every imaginable discipline have benefited from a "Fullbright experience."

After World War II

ended, millions of pieces of surplus property were left in warehouses and supply depots all over the world. These materials had been supplied by the United States as part of the Lend-Lease program; the countries to which they had been loaned were supposed to repay the United States for them. The situation prompted Senator Fulbright to introduce an ingenious way to fund his exchange program. Why not let each country buy surplus property in its own currency, and then use this money to pay for the expenses of U.S. citizens studying in that country and for the transportation of the country's own young people to the United States for study there?

The plan worked extremely well. The first Fulbright exchanges took place in 1948, when 35 students and one professor traveled to the United States and 65 Americans went overseas. Today, nearly a quarter of a million people from 150 nations and every imaginable discipline have benefited from a "Fulbright experience." These individuals have contributed in ways both small and great, directly and indirectly, to a lessening of the political tensions of the post-World War II era. Their achievements are testimony to the importance of the dissemination of knowledge and the exchange of ideas in the resolution of human problems.

The hallmark of the Fulbright Program is its binational nature. In every nation where the program thrives, it is the joint responsibility of the U.S. government and the host-country government. In each nation, it is administered through a shared voice. Today's Fulbright scholars, students, and teachers are—as they were 50 years ago—selected on the basis of academic merit and excellence reflecting the mutual interests of the partner nations.

J. William Fulbright died in February 1995. On hearing of Senator Fulbright's death, President Bill Clinton stated, "I am just profoundly grateful today for the conviction that he imparted to me when I was a young man, that we could make peace with the world if we seek better understanding, if we promote the exchanges among people, if we advance the cause of global education."



The early days . . . Opposite top left: American Fulbright Grantee Wayne Freeman (fifth from right) getting together with fellow Heidelberg University students; top right: Senator J. William Fulbright meeting with Sam Fischer, a Fulbright scholar to Italy in 1953. Middle: The first American grantees to Italy arriving in Genoa on August 11, 1953. Bottom left: The first grantees to Chile departing at Los Cerrillos Airport in Santiago on July 20, 1956. Bottom right: Fulbright grantees from Germany heading into New York City aboard the Ile de la Reunion on September 18, 1956.

The Sciences

The Fulbright Program provides a powerful opportunity for cross-cultural fertilization in scientific research. The benefit of viewing scientific problems through a new cultural lens, learning different analytical and clinical techniques, exchanging scientific findings, and initiating ongoing dialogue is immeasurable. The significant by-products of Fulbright grants have improved the lives of people around the globe.



THE FULBRIGHT PROGRAM



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In the sciences... Above: Nobel Prize-winning economist and Fulbright grantee Milton Friedman. Opposite, top: Geologist Samuel Treves (second from left), a Fulbrighter to New Zealand in 1953-54, shown here on a study expedition to Antarctica. Middle: Astronaut—and later U.S. Senator—Harrison Schmitt standing next to a lunar boulder during the Apollo 17 mission to the moon in 1972. Bottom left: An American Fulbright grantee to Kenya staging a unique demonstration of a personal computer. Bottom right: British engineering grantee Caroline Bartram, who studied design at Harvard University in the United States.

For Deborah Christie, a London neuropsychologist who did post-doctoral work in the United States on a Fulbright in the mid-1980s, “Fulbright means the development of special relationships with a country and its people through deep immersion over time and shoulder-to-shoulder work on important problems. Fulbright means a spirit and a vision...It means confidence, it means touching people, it means changing other people’s lives and one’s own.”

Harrison H. Schmitt, who as an astronaut went to the moon and later served as a U.S. senator from New Mexico, studied geology in Norway on a Fulbright grant in 1957. “One did not have to spend many weeks in Norway,” he recalls, “to recognize that its pre-university educational system was vastly superior to that in the United States. This realization, indeed shock, catalyzed a continuing involvement in the struggle to create an educational system for young Americans that is compatible with their future responsibilities to themselves, their country, and to freedom....The Fulbright Program is many things to many fortunate people. For me, the Fulbright experience clearly shaped the broad framework of my life.”

“When I left India on a Fulbright,” recalls Dr. D. Raj Mahajan, a cardiac surgeon whose grant brought him to study in the United States, “we performed only limited surgery in my specialty, cardiac surgery. I had experience in Cornell Medical Center and Memorial Sloan-Kettering Institute in New York.... Now, we are doing in India all the open-heart procedures, including very highly sophisticated, high-technology procedures.”

The Arts

For those in the arts, the Fulbright Program offers extraordinary exposure to fresh ideas, to new colors and shapes, to unexpected ways of seeing and hearing. Being immersed in

the language, history, cuisine, political and social life of another culture profoundly enriches artists' understanding and appreciation for both their native and their host country's artistic gifts.

American composer Philip Glass went to Paris in 1964 on a Fulbright grant to study harmony and counterpoint with renowned teacher Nadia Boulanger. While there, he met Ravi Shankar, the Indian master of the sitar. After that, as Glass has recounted, his own compositions were never the same. "In Western music, we take a large unit and divide it, whole notes into half notes, then into quarter notes, and so on... In Eastern music, they begin with small units and add them together. We divide, they add. It's a different point of view." When he returned to New York City, he started creating what he thought of as a new "world music"—pure sound free of dramatic structure. "It was like totally clearing all my decks, and overnight I began writing a completely different kind of music."

Zimbabwe hosted American choreographer Kariamu Welsh Asante and her husband, communications specialist Molefi Kete Asante, on Fulbright grants in the early 1980s. "Intercultural communication...is, at its most practical level, the give and take of a true intercultural interaction such as made possible by the Fulbright Awards," say the Asantes. "We entered the country with limited knowledge of the two predominantly African cultures in the nation and left with a high degree of understanding and appreciation for cultural difference."

Soprano Anna Moffo, the daughter of a shoemaker from a small town in Pennsylvania and a graduate of the Curtis Institute of Music in Philadelphia, visited Rome on a Fulbright grant. When an Italian singer was suddenly taken ill, Moffo filled in and was an instantaneous success. Back in the United States, she became one of at least a dozen former Fulbright students who have sung at New York's Metropolitan Opera. When interviewers compliment her on her beautiful voice and outstanding singing career, she responds, "Most of all, I thank God for my Fulbright."



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In the arts Below:
American composer Philip Glass; Opposite, top left:
New Zealander Ian Trimmer with the Royal New Zealand Ballet; top right:
American soprano Anna Moffo as Violetta in Verdi's *La Traviata*; Middle:
left American conductor Lorin Maazel; middle right:
American dancer Eleanor King; Bottom left: the late American sculptor Nancy Graves; bottom right:
clockwise from upper left:
American film producer Larry Hott; violinist Elisabeth Matthesen; conductor Leon Thompson; and graphic designer Milton Glaser.

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Education

The effect of the Fulbright Program on education around the world, at all levels, has been without precedent. Fulbrighters have taught in elementary schools, secondary schools, and colleges and universities back home, spreading wide the effects of their experiences.

As Senator Fulbright once said, "For every university professor whose outlook has been broadened by study in another country, many thousands of students will gain some measure of intercultural perspective."

Robin Winks, Yale University historian, was a Fulbright graduate student in New Zealand in 1952 and a Fulbright professor in Malaysia in 1962. His year in New Zealand was, in his words, "a transforming experience for me.... We can better understand ourselves through a foreign experience.... The Fulbright Program is not some form of aid or cultural imperialism or carrying American expertise to a foreign country (though it does that too), but it is also setting up a large body of people who have acquired not only knowledge about this foreign country to which they go, but far deeper knowledge about our own country, to return here to teach or do research."

"A teacher can get whatever he or she wants from a Fulbright Teacher Exchange. That can be lifelong friends, or an enduring pedagogical exchange, or a new perspective on education in the United States," says American Brian Fitzpatrick, who taught in Colombia in 1992. "My assignment was to teach English. The strategy I used was to call on the enormous vitality of our nation. U.S. music, sports, history, and geography make for thrilling classes... The students had such a thirst for our culture that it made my curriculum endless."

"I visited the United States in 1969-70 and taught senior students physics and mathematics in a senior high school in southern Missouri," says G. K. Kapoor of New Delhi. "It helped me become a better teacher, and, for the past 10 years, principal of a large school here. The aim of the Fulbright Program—increasing understanding between nations and strengthening their relationship—has given me a mature view of the relationship between the United States and India. I understand the United States better, and I understand my own country better."



THE FULBRIGHT
PROGRAM



In education. Above: U.S. teachers Lydia Wilson (at left) and Jill Kirkstaed before departing for Senegal and Turkey, respectively, for the 1993-94 school year. Opposite, top: Fulbright students at the Columbia University Library in New York City. Middle, left to right: Former Harvard University president Derek Bok; director of Radcliffe College's Schlesinger Library and former President of Smith College Mary Dunn; Yale University historian Robin Winks. Bottom, left: In Birmingham, England, Edward Waneta giving an art lesson. 1959; bottom right: Stephen C. Bloyer conducting a class in Venetian Lato, during the 1964-65 school year.



Literature

For 50 years the Fulbright Program has offered writers, poets, and students from around the world the opportunity to expand their horizons through dialogue—with each other and with citizens of their respective countries—in the interest of greater mutual understanding.

Putu Wijaya, Indonesian short story writer, film-maker, and magazine editor, visited the United States on a Fulbright in 1985. "The years in America made me feel more open," he says. "I realized you never know everything. You learn every day....That affected my writing a lot. It made it more wise; some might say more obscure, more open-ended, allowing for more interpretation." Now, says Wijaya, "I don't want to speak only to my own people. I want to use the international idiom to speak to the world. And the Fulbright contributed to that importantly."

For American Roy Bird of Fairbanks, Alaska, a Fulbright grant took him to Romania to teach American literature in 1992. "I want to stress the importance of the Fulbright experience in general and in Romania in particular as a contributor to international understanding," says Bird. "I think most Americans are extremely provincial in our outlook, so it does us good to get out and see how things are in other parts of the world. On the other side of the coin, during this difficult time of transition, it is extremely important for Romanians to have as much contact as possible with the outside world."

Noted American author Eudora Welty visited Britain in 1954 on a Fulbright grant, an event that focused her life. In her memoir *One Writer's Beginnings*, Welty notes, "Through travel I first became aware of the outside world; it was through travel that I found my own retrospective way into becoming part of it."

In Literature—Above:
Noted American author
Eudora Welty. Opposite, top
left: American poet and
dramatist Maya Angelou;
top right: American writer
John Updike. Middle left:
U.S. poet Bureste Rita
Dove; middle right: Her-
bert Kukliz, who received
the (U.S.) National Book
Award in 1956 for *American
in Italy*, a book based on
his Fulbright experiences.
Bottom left: French writer
Dominique LaPierre; bot-
tom right: Italian writer
Umberto Eco.



THE FULBRIGHT
PROGRAM



THE FULBRIGHT
PROGRAM



BUSINESS

In the world of business, Fulbrighters can break down cultural and economic barriers, build bridges of cooperation, open doors for competition, and initiate growth in every aspect of development.

American Byron Lane, associate professor of management at Pepperdine University, taught in Latvia in 1993. "All the stories I heard from former Fulbrighters about how the experience changed their views of the world seemed so unreal," says Lane. "Now I'm the one who's telling the stories. I really thought I was an experienced world traveler, but I never knew what a difference living abroad could make..."

I will never be quite the same again."

Alberto Vitale, a Fulbrighter from Italy to the United States in 1967 and now chairman of Random House, says the Fulbright Program is "one of the most enlightened initiatives that the United States has undertaken in the field of education and international relations." The nations of the world may be good at trading with one another, Vitale adds, but when it comes to communicating in other areas, there is plenty of room for improvement. "Indeed, most of the major problems that the West has been facing are in large part related to a lack of understanding of our own respective cultural differences."

"I believe the Fulbright experience left quite an impression on my outlook towards life," says Malaysia's Tan Sri Ani Aropé, whose Fulbright grant in 1964-66 took him to the University of Vermont. Says Ani Aropé, who is now executive chairman of Tenaga Nasional (National Energy Corporation), "I realize today that I am more tolerant towards the many different races and religions in my own country because of my time in Vermont."



THE FULBRIGHT PROGRAM



THE FULBRIGHT PROGRAM



In business... Above: Alberto Vitale of Random House. Opposite, top: The University of Pennsylvania's Wharton School of Business welcomed Scottish Fulbrighter Tracey Boaler. Middle, left to right: Beth Iehem Steels' Curtis H. Barnes, today and as a Fulbright student in Britain in 1956-57; Ioru Hashimoto, president of Fuji Bank, Japan; Sarah Laverty, from Northern Ireland, who studied regional planning at the University of Massachusetts. Bottom: American Patrick McDonnell, a student of manufacturing control and software construction techniques at Loughborough University of Technology.

The Vedda

Immersion in the culture of another country gives Fullbrighters a deeper appreciation for the complexities of international affairs and a greater understanding of the commonalities of hardship and hope across borders.

For many of them, it is this understanding of the people involved as well as the politics that allows them to report and comment intelligently on world events.

Says American Delin Cormeny, a Fullbrighter from Overland, Kansas, of his Fullbright experience in Zimbabwe in 1993, "Professionally, I've had a peek at the world from a different vantage point—exactly what I'd hoped for. In journalism, this is extremely hard to see and invaluable after learned. This alone will carry me far in my career—a career aimed at communicating different perspectives and promoting fuller understanding of the political and cultural 'whys' and 'why-nots' in the world."

Joseph Lelyveld, executive editor of the *New York Times*, had a Fullbright grant to Burma 35 years ago, when he was a young graduate student. "It was a wonderful year in my life...." he says, "the most intense experience of a foreign culture I probably ever had....If I had been just a correspondent who had not had the experience of really coming to terms with foreign culture in a grass-roots kind of way, but had just sailed in under the banner of the *New York Times*, I would have had much more superficial experience in the countries in which I lived."

Kenichi Takemura, a leading critic and commentator on Japanese television and radio, visited the United States in 1953 on a Fullbright grant. His two semesters at Syracuse University's School of Journalism, he says, "influenced my whole career. The bigger thing: I never doubt the goodness of the American people, whatever their government does." As a result, "one aim of the Fullbright Program has been quite well achieved in me. I am considered one of the staunchest allies of the United States."

Kristiana Helmick of the *Christian Science Monitor* studied in Austria on a Fullbright grant in 1991-92. In her view, "The unofficial ambassadors who travel overseas with Fulbright grants are a clear preemptive strike against intolerance and prejudice....With his growing crew of students and teachers, [Senator] Fulbright made it a little less likely that nations would go to war."



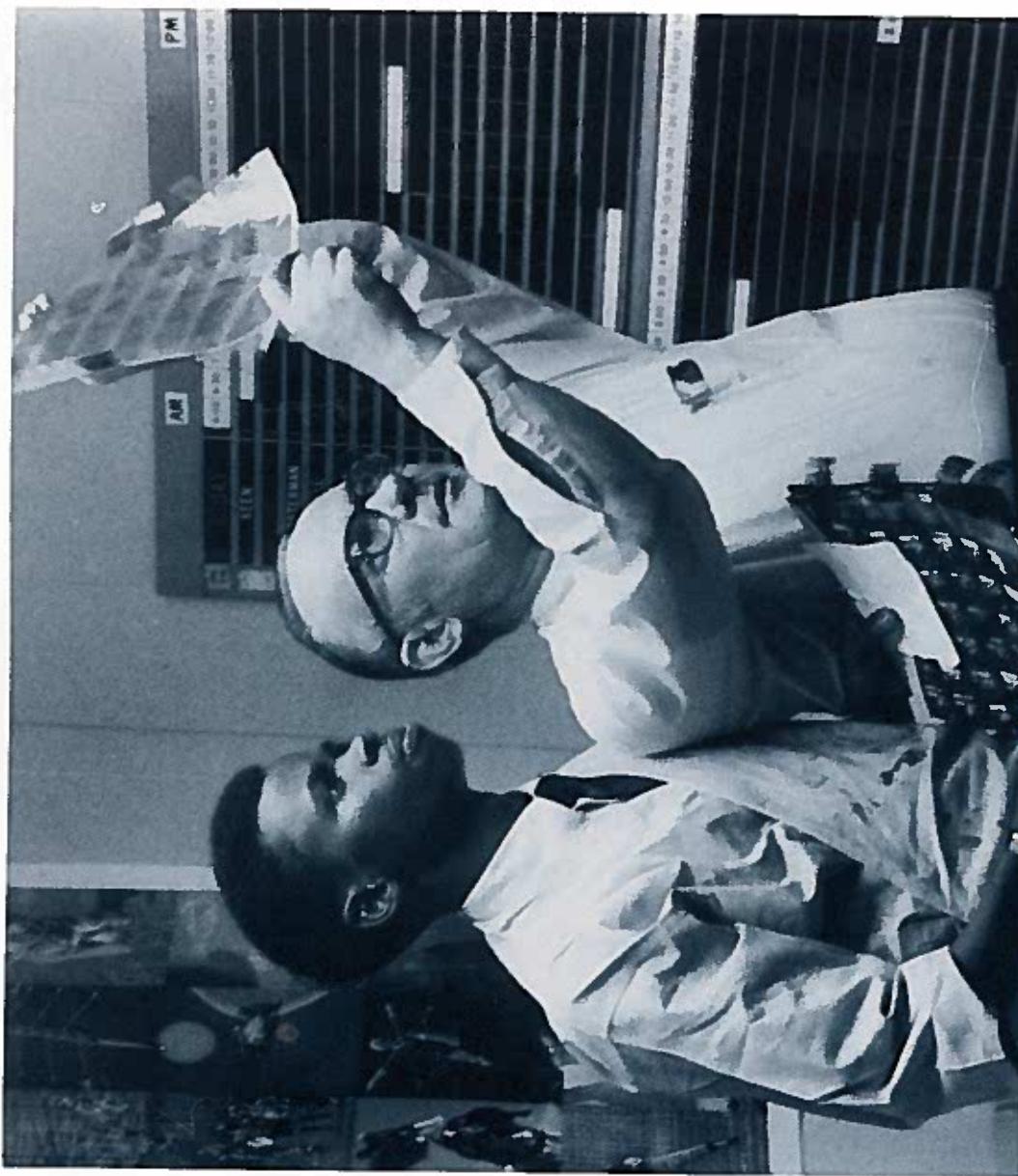
F U L B R I G H T
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F U L B R I G H T
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In the media. Above: American Kristiana Helmick (second from left) with fellow Fullbright grantees during orientation in Austria in 1991. Opposite, top: Anacleto Revezaura, a 1969 grantee from Tanzania, learning photography at the Louisville (Kentucky) Camera Journal. Middle left: Fullbright scholar and ABC News Political Director Hal Bruno (standing at right); middle right: Garrick Utley, ABC News chief foreign correspondent on location in Moscow. Bottom, left to right: Joseph Lelyveld, executive editor of the *New York Times* today and a 1959 Fullbright grantee in Burma in 1961; Barbara Crostete, United Nations correspondent for the *New York Times*.



Governme

The Fulbright Program has beckoned many who went on to lead countries in every corner of the globe to risk abandoning their own vision of how the world works—or should work—and to open their minds to a world shaped by other places and other cultures.

For diplomat Michael Armacost, former U.S. Ambassador to Japan, the Fulbright Program weighed heavily in his choice of careers. Recalls Armacost: "In 1958, I was lucky enough to earn a Fulbright to Germany...the experience and the self-confidence it inspired were valuable to me. So was the exposure to life in a foreign country. It kindled my interest in international affairs and American foreign policy."

American Jeffrey Golden, a recent Fulbright grantee in Venezuela from Boise, Idaho, says, "I gained tremendous insights into the deficiencies and positive qualities of both Venezuela and American societies, and strengthened my resolve to confront the grave problems of political and economic injustice in both countries." Guglielmo Negri, a former Fulbrighter who became legal counselor to the President of Italy, believes the Fulbright Program is of "historic importance....I saw the melting pot, from a spiritual point of view, as astonishing. From the world view, it is the most important basis of American politics—it supports not the military approach but the Fulbright approach."

For United Nations Secretary-General Boutros Ghali, whose Fulbright scholarship took him from Egypt to Columbia University in New York in 1954–55, Senator Fulbright's name is "synonymous with international understanding."

Javier Solana, Spain's former Minister of Foreign Affairs and the present Secretary-General of the North Atlantic Treaty Organization, bottom right; click clockwise from upper left: President Fernando Henrique Cardoso of Brazil; Israeli Ambassador to the United States Tamara Rabinovich, Prime Minister of the Republic of Poland Włodzimierz Cimoszewicz, and Deputy Administrator of the U.S. Agency for International Development Carol Lancaster.



F U L B R I G H T
P R O G R A M



F U L B R I G H T
P R O G R A M

In government: Above: United Nations Secretary-General Boutros Boutros-Ghali; Opposite, top left: U.S. Senator Daniel Patrick Moynihan; top right: Prime Minister of Sweden Ingvar Carlsson. Middle left: Ginko Saito, former Japanese ambassador to Kenya, with Kenyan President Daniel arap Moi; middle right: the late Sir Wallace Rawlings, former prime minister of New Zealand. Bottom left: Javier Solana, Secretary-General of the North Atlantic Treaty Organization; bottom right: click clockwise from upper left: President Fernando Henrique Cardoso of Brazil; Israeli Ambassador to the United States Tamara Rabinovich, Prime Minister of the Republic of Poland Włodzimierz Cimoszewicz, and Deputy Administrator of the U.S. Agency for International Development Carol Lancaster.

The Future

The Fulbright Program was born of war in the hope that fostering exchange between the people of the United States and those of other nations would nurture an understanding and tolerance that would remove the grounds for future conflict. It was a bold and visionary experiment, and, for 50 years, it has been an unequivocally successful one.

The world has changed much in the past 50 years, grown smaller as jet propulsion, satellites, and computer links have made travel far easier and communication almost instantaneous. Still, immersion in the culture of a foreign country—living in one of its towns or cities, walking down its streets, shopping in its markets, talking over a cup of coffee with someone who grew up there—cannot be replaced by a computer screen. Exchange of information from one side of the world to the other can take place in the blink of an eye through fiber-optic wires; the exchange of real understanding about the forces of our own time—political, social, economic, cultural—still requires time and the physical presence of two people with inquisitive minds and open hearts, the active and committed engagement of human actors for whom ideas, not merely data, are what ultimately matters.

At the heart of the Fulbright Program is the belief that free and responsible individuals can make a difference in the world, and that it is the proper business of the governments of free men and women to promote and encourage such possibilities. It is individuals who must decipher and map the world, interpreting its significance with others through inquiry and reflection. Fulbright scholars, individual by individual, person to person, must therefore be counted among the essential players in the continuing attempt of the people of all nations to understand one another.

Whether we are public policy-makers or private citizens, our understanding of the world beyond our own borders—and the world's understanding of us—is critical to securing democracy and economic prosperity for all peoples.

In 1965, Senator J. William Fulbright said the aim of the program that bears his name was "to bring a little more knowledge, a little more reason, and a little more compassion into world affairs and thereby to increase the chance that nations will learn at last to live in peace and friendship."

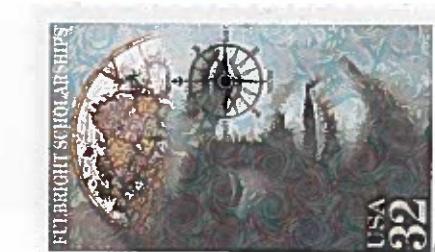
That is still its aim today.



F U L B R I G H T
P R O G R A M



Above: A 1996 U.S. postage stamp commemorating the 50th anniversary of the Fulbright Program. Opposite, top: Fulbright grantees from around the world enjoying a sailboat trip on Biscayne Bay, Florida, in 1994. Middle left: An on-campus orientation for Fulbright exchange teachers; middle right: U.S. President Bill Clinton with Senator J. William Fulbright after presenting the Senator with the Medal of Freedom in May 1993. Bottom left to right: 1992 Fulbright fellow Ahava Takada of Japan, at Columbia University; campus scene; exchange teacher Kotsan Nambiar of Cyprus (at far right) with two of her students in Washington, D.C., during the 1991-92 school year.



F U L B
R I G H T
P R O G R A M



FULBRIGHTERS
WHO HAVE BEEN
AWARDED NOBEL
PRIZES IN THE
SCIENCES AND
SOCIAL SCIENCES

AMONG
FULBRIGHTERS
IN THE
ARTS
EDUCATIONAL
INSTITUTIONS

HANS BETHE
PHYSICS, 1967
PAULO BETTI
THEATER DIRECTOR AND ACTOR
BRAZIL
JAMES BUCHANAN
ECONOMICS, 1986
MILTON FRIEDMAN
ECONOMICS, 1976
TRYGVE HAAVELMO
ECONOMICS, 1989
JOSHUA LEDERBERG
MEDICINE, 1958
WASSILY LEONTIEF
ECONOMICS, 1973
EDWIN NEHER
MEDICINE, 1991
FRANCO MODIGLIANI
ECONOMICS, 1985
PAUL SAMUELSON
ECONOMICS, 1970
EMILIO SEGRÈ
PHYSICS, 1959
CHARLES TOWNES
PHYSICS, 1964
JAMES WATSON
MEDICINE, 1962
ROSALYN YALOW
MEDICINE, 1977

MORTIMER APPLEY
CLARK UNIVERSITY
UNITED STATES
AKITO ARIMA
TOKYO UNIVERSITY, JAPAN
DEREK BOK
HARVARD UNIVERSITY
UNITED STATES
MARY M. DUNN
SMITH COLLEGE
UNITED STATES
ANA GRISelda HINE
ARTIST
COSTA RICA
JOSE JOYA
PAINTER AND FORMER DEAN
COLLEGE OF FINE ARTS
UNIVERSITY OF THE PHILIPPINES
THE PHILIPPINES
STACY KEACH
ACTOR
UNITED STATES
BURTON KRAMER
GRAPHIC DESIGNER
CANADA
LORIN MAAZEL
ORCHESTRA CONDUCTOR
UNITED STATES
JORGE MARTINEZ
JAZZ PIANIST
PARAGUAY
KRSTO PAPIC
FILM DIRECTOR
CROATIA
PHILIP PEARLSTEIN
PAINTER
UNITED STATES

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UNIVERSITY OF TEXAS, EL PASO
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GEorgetown UNIVERSITY
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MANUEL PACHECO
UNIVERSITY OF ARIZONA
UNITED STATES
NICANOR PARRA
POET
CHILE
A. B. YEHOOSHUA
WRITER
ISRAEL

J. G. F. VELDHUIS
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THE NETHERLANDS

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The following are the principal agencies that currently assist in the Fullbright 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 outlines 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.

In U.S. Embassies abroad, Agency program activities are the overall responsibility of a Public Affairs Officer. A Cultural Affairs Officer, or an Educational Exchange Officer, where assigned, is responsible for exchange activities. At least one of these is a member of the local binational commission and maintains for the Agency the liaison with the commission on policy and program matters. In countries

THE FULBRIGHT
PROGRAM



THE FULBRIGHT
PROGRAM



Major Activities of the Board

S O M E	Angel Alcala (Philippines)	Appointed Secretary of Higher Education
F U L B R I G H T	Abdul Aziz Al-Saqqa (Yemen)	Recipient of National Press Club (Washington, D.C.) Press Freedom award
A U M N I	Timothy Charpa (U.S.)	Appointed U.S. Ambassador to Singapore
H O N O R E D	Juan Carlos Esguerra (Colombia)	Appointed Minister of Defense
I N 1995	John Hope Franklin (U.S.)	Awarded Presidential Medal of Freedom by President Clinton
	John Carlos Esguerra (Colombia)	Named U.S. Ambassador to Sierra Leone
T H E F U L B R I G H T P R O G R A M	Koenjaramingrat (Indonesia)	Winner of a 1995 Fukuoka Asian Cultural Prize (Japan) for his scientific writings on anthropology
	Celso Lafer (Brazil)	Appointed Brazilian Ambassador to the U.N. European Headquarters in Geneva
	Prakash Chandra Lohani (Nepal)	Appointed Minister of Foreign Affairs
	Ram Sharan Mahat (Nepal)	Appointed Minister of Finance
	Rui Vieira Nery (Portugal)	Appointed Secretary of State for Culture
	William Padolina (Philippines)	Appointed Secretary of Science and Technology
	C. Rangarajan (India)	Appointed Governor of the Reserve Bank of India
	Anne Salmond (New Zealand)	Made Dame Commander of the Order of the British Empire
	Fernando Teixeira dos Santos (Portugal)	Appointed Secretary of State for Finance
	Abhimanyu Singh (India)	Appointed Joint Secretary, Indian Department of Education
	Javier Solana (Spain)	Confirmed as NATO Secretary-General
	Melchior Wathelet (Belgium)	Appointed to the European Court of Justice

Since its last report, the Board has taken the following actions:

S E L E C T E D approximately 5,400 individuals for new grants in academic year 1995-96, including more than

4,600 through USIA and about 800 through the U.S. Department of Education.

W E L C O M E D new Board members Harriet Mayor Fullbright, Alan Schechter, Caroline Yang, and Birch Bayh, Jr., appointed by President Clinton to succeed Mark Blitz, Daniel Pipes, Katherine Super, and George Heyer.

C O N T I N U E D preparations for celebration of the 50th Anniversary of the Fulbright Program in 1996 by a) planning to hold the first quarterly Board meeting of 1996 in Fayetteville, Arkansas; b) coordinating that meeting with the issuance by the U.S. Postal Service of a commemorative stamp in honor of the 50th Anniversary; and c) planning other special events with USIA and various other organizations.

R E V I S E D Chapter 900 of the Board's Policy Statements (dealing with Teachers from Partner Countries) and distributed it for comment and for implementation worldwide.

D R A F T E D a proposed revision of Chapter 500 of the Board's Policy Statements (Students from Participating Countries) and sent it to binational Commissions for comment.

I N V I T E D CIES, IIE, the Fulbright Association and other organizations to attend meetings of the Board as participants and observers.



ESTABLISHED a three-person committee of the Board to work with USIA and cooperating agencies to streamline the process of selecting grantees.

RE-ELECTED in early 1995 Ewell Murphy, Jr. as Chairman and elected Hoyt Purvis as Vice Chairman.

WELOVED visiting Fulbright Commission Executive Directors: John Lake (Australia), Maria Jesus Pablos (Spain), Pierre Collombet (France), Mercedes Jimenez de Arechaga (Uruguay), Huba Bruckner (Hungary), Gonzalo Cartagena (Ecuador), Abdullah Dahana (Indonesia), Peter Dodd (Pakistan), Norma Gonzalez (Argentina), Barbara Ischinger (Germany), Victor Konrad (Canada), Alain McNamara (Jordan), James Moore (U.K.), Leila Mustanaja (Finland), Patamaka Sukontanarn (Thailand), Ann Radwan (Egypt), Christopher Low (Morocco), and Renee Taft (Israel).

Held a one-day retreat at the Library of Congress to discuss critical issues facing the Fulbright Program.

DISCUSED the future of the Fulbright Program with former Board member Jeffrey Gaynor, author of the Heritage Foundation's report, "The Fulbright Program after 50 Years."

ADOPTEO a resolution recommending priorities that should be followed in any budget downsizing of the Fulbright Program, and sent it to USIA Director Joseph Duffy.

APROVVED a statement on "The Fulbright program in the National Interest" and sent it to key members of Congress.

REQUESTED that all 50 Commissions register the Fulbright logo for trademark protection in the name of the Board in their respective countries.

EXPRESSSED appreciation to USIA Director Joseph Duffy for his favorable response to the Board's resolution recommending priorities that should be followed in budget downsizing.

BADE farewell to Norma Williamson as deputy staff director and to Krista Ricks as a secretary to the Board staff.

BOARD TRAVEL: Chairman Ewell Murphy and Board member Margarita Tonkinson attended the regional conference in Quito of Fulbright executive directors of the American Republics. Chairman Murphy was the featured speaker at the inaugural dinner of the Irish Fulbright Association in Dublin. Vice Chairman Hoyt Purvis and deputy staff director Norma Williamson represented the Board at the regional conference in Manila of Fulbright program officials at the East Asia/Pacific region Fulbright conference and workshop. Board member Harriet Fulbright was honored at meetings of Fulbright alumni in Egypt, Italy, and Greece. Board member Victoria McCannon Murphy visited the Fulbright Commission in Indonesia and Malaysia.

THE FULBRIGHT PROGRAM



THE FULBRIGHT PROGRAM
PROGRAM



Fulbright Highlights

Fulbright Grants Awarded 1995

JANUARY

EAST Asia Fulbright Program regional meeting held in Manila.

USEF-INDIA opens a traveling photo exhibition in Calcutta on 45 years of the Fulbright Program in India.

USEF-INDIA signs an agreement with the Confederation of Indian Industry to establish a joint fellowship for Leadership in Management.

CYPRUS Fulbright Commission and USIS Nicosia host talk on conflict resolution by Dr. Herbert Kelman (Harvard University) to audience of Greek and Turkish Cypriot community leaders.

COMMEMORATION at Fulbright House, New Delhi on the 45th anniversary of the signing of the U.S.-India bilateral agreement.

BRATISLAVA: US-Slovak Fulbright Commission board holds its inaugural meeting.

APRIL Senator Fulbright.

INAUGURATION of the Irish Fulbright Association.

ASSOCIATE Director Lodiello and Education Secretary Riley initial U.S.-EU education exchange agreement with EU counterparts.

DIPLOMA awarding ceremony held for Colombian Commission grantees in Bogota, hosted by the U.S. Ambassador.

USEF-INDIA signs an agreement with the Confederation of Indian Industry to implement Project INSPIRE, designed to bring Indian professionals back to India from the U.S.

POLISH Fulbright Commission and USIS sponsor international conference on education and economics.

USIS CARAGAS Fulbright Scholarship Fund pledges for 1996 top \$500,000.

PHILIPPINE Fulbright Scholars Association inaugurates the J. William Fulbright Memorial Lecture Series with two lectures in 1995 by Fulbright alumni. Series to continue in 1996 and beyond.

U.S.-POLAND Fulbright Agreement signed in Warsaw. AMERICAN Republics Fulbright Program regional conference held in Quito, Ecuador.

WASHINGTON, D.C.: Fulbright Alumni Association annual conference on theme of academic exchanges and economic linkages. FULBRIGHT Prize for International Understanding to Austrian Chancellor Franz Vranitzky.

EGYPT Commission creates a memorial fund for Sen. Fulbright and two others, Dr. Salah El Din Morsi Mohamed (former member of Egypt Fulbright Board) and Gil Sherman (former USIS GAO Cairo).

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The tables on the following pages provide a detailed count of Fulbright awards for academic year 1995-96, as well as cumulative totals for 1949-95, 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. This year's report also contains a corrected version of the 1994 Department of Education tables.



Officer	American Republics	East Asia/ Pacific	Europe	Near East/ South Asia	Total
U S I A					
FOREIGN NATIONALS	1995 1994-1995	201 6,246	568 19,391	308 18,612	1,489 74,268
U.S. CITIZENS	1995 1994-1995	143 2,577	290 7,809	183 8,062	1,097 48,944
DEPARTMENT OF EDUCATION	1995	164	118	252 6,414	116 8,055
U S I A					
FOREIGN NATIONALS	1995 1994-1995	1,579	814	210 26,264	69 20,551
U.S. CITIZENS	1995 1994-1995	73,397	26,264	6,715	0 2,253
DEPARTMENT OF EDUCATION	1995	761	298	10,166 12,572	161 21,077
U S I A					
UNIVERSITY STUDIES	Advanced Research	Teaching or Educational Seminars	University Literature	Practical Experience & Training	Hubert H. Humphrey Scholars
U.S. CITIZENS	1995 1994-1995	164	2,769	6,414	161 2,324
DEPARTMENT OF EDUCATION	1995	2,987	2,769	8,055	9,936 30,161
U S I A					
FOREIGN NATIONALS	1995 1994-1995	1,579	814	210 26,264	69 20,551
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Africa

Grants to Foreign Nationals 1995 Grants to U.S. Citizens 1995

Country	University Study	Advanced Research	Education Seminars	Lectures	Seminars	Study	University Seminars	Humanity Lectures	University Seminars	Total US.	US. and Foreign
Burkina Faso	22	1	2	2	1	1	1	1	1	0	0
Burundi	035	102	100	034	105	152	085	102	105	100	100
C.A.R.	0	10	18	10	0	10	0	10	0	10	0
Chad	0	0	0	0	0	0	0	0	0	0	0
Egypt	34	5	2	2	2	2	1	1	1	0	0
Guinea	0	0	0	0	0	0	0	0	0	0	0
Ivory Coast	33	2	2	2	2	2	1	1	1	0	0
Kenya	0	0	0	0	0	0	0	0	0	0	0
Liberia	0	0	0	0	0	0	0	0	0	0	0
Madagascar	0	0	0	0	0	0	0	0	0	0	0
Mali	0	0	0	0	0	0	0	0	0	0	0
Mauritius	0	0	0	0	0	0	0	0	0	0	0
Mozambique	0	0	0	0	0	0	0	0	0	0	0
Niger	0	0	0	0	0	0	0	0	0	0	0
Rwanda	0	0	0	0	0	0	0	0	0	0	0
Sao Tome	0	0	0	0	0	0	0	0	0	0	0
Senegal	0	0	0	0	0	0	0	0	0	0	0
Sierra Leone	0	0	0	0	0	0	0	0	0	0	0
Togo	0	0	0	0	0	0	0	0	0	0	0
Tunisia	0	0	0	0	0	0	0	0	0	0	0
Zambia	0	0	0	0	0	0	0	0	0	0	0
Zimbabwe	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	10	42	93	143	34	143	10	42	93	143

Africa

Grants to U.S. Citizens 1949-1995 Foreign Nationals 1949-1995

Country	University	Study	Advocacy	Research	Democracy	Education or Training	Humanity	Scholarship	Total	U.S. and Foreign
Angola	Benini	Burkina Faso	0	0	31	14	14	15	6	35
Bolivia	39	39	0	0	10	10	10	10	4	27
Burundi	6	11	0	0	17	9	9	9	47	123
Cape Verde	68	68	0	0	17	9	9	9	47	123
Central African Rep	14	14	0	0	10	10	10	10	4	11
Chad	19	19	0	0	10	10	10	10	4	11
Congo	5	10	0	0	10	10	10	10	0	0
Djibouti	5	1	0	0	10	10	10	10	0	0
Ecuador	119	119	0	0	10	10	10	10	0	0
Gabon	16	12	0	0	10	10	10	10	0	0
Ghana	227	227	0	0	10	10	10	10	0	0
Guinea	9	1	0	0	10	10	10	10	0	0
Ivory Coast	331	331	0	0	10	10	10	10	0	0
Kenya	67	67	0	0	10	10	10	10	0	0
Liberia	182	182	0	0	10	10	10	10	0	0
Mali	24	24	0	0	10	10	10	10	0	0
Mauritius	44	44	0	0	10	10	10	10	0	0
Mozambique	18	18	0	0	10	10	10	10	0	0
Niger	242	242	0	0	10	10	10	10	0	0
Rwanda	122	122	0	0	10	10	10	10	0	0
Sao Tome	736	736	0	0	10	10	10	10	0	0
Senegal	64	64	0	0	10	10	10	10	0	0
Sierra Leone	299	299	0	0	10	10	10	10	0	0
South Africa	4	4	0	0	10	10	10	10	0	0
Togo	239	239	0	0	10	10	10	10	0	0
Zambia	142	142	0	0	10	10	10	10	0	0
Zimbabwe	159	159	0	0	10	10	10	10	0	0
Zimbabwe	145	145	0	0	10	10	10	10	0	0
Zimbabwe	147	147	0	0	10	10	10	10	0	0
Zimbabwe	236	236	0	0	10	10	10	10	0	0
Zimbabwe	71	71	0	0	10	10	10	10	0	0
Zimbabwe	153	153	0	0	10	10	10	10	0	0
Zimbabwe	353	353	0	0	10	10	10	10	0	0
Zimbabwe	376	376	0	0	10	10	10	10	0	0
Zimbabwe	355	355	0	0	10	10	10	10	0	0
Zimbabwe	29	29	0	0	10	10	10	10	0	0
Zimbabwe	125	125	0	0	10	10	10	10	0	0
Zimbabwe	166	166	0	0	10	10	10	10	0	0
Zimbabwe	156	156	0	0	10	10	10	10	0	0
Zimbabwe	104	104	0	0	10	10	10	10	0	0
Zimbabwe	879	879	0	0	10	10	10	10	0	0
Zimbabwe	62	62	0	0	10	10	10	10	0	0
Zimbabwe	168	168	0	0	10	10	10	10	0	0
Zimbabwe	139	139	0	0	10	10	10	10	0	0
Zimbabwe	113	113	0	0	10	10	10	10	0	0
Zimbabwe	74	74	0	0	10	10	10	10	0	0
Zimbabwe	25	25	0	0	10	10	10	10	0	0
Zimbabwe	121	121	0	0	10	10	10	10	0	0
Zimbabwe	69	69	0	0	10	10	10	10	0	0
Zimbabwe	165	165	0	0	10	10	10	10	0	0
Zimbabwe	120	120	0	0	10	10	10	10	0	0
Zimbabwe	141	141	0	0	10	10	10	10	0	0
Zimbabwe	143	143	0	0	10	10	10	10	0	0
Zimbabwe	145	145	0	0	10	10	10	10	0	0
Zimbabwe	147	147	0	0	10	10	10	10	0	0
Zimbabwe	149	149	0	0	10	10	10	10	0	0
Zimbabwe	151	151	0	0	10	10	10	10	0	0
Zimbabwe	153	153	0	0	10	10	10	10	0	0
Zimbabwe	155	155	0	0	10	10	10	10	0	0
Zimbabwe	157	157	0	0	10	10	10	10	0	0
Zimbabwe	159	159	0	0	10	10	10	10	0	0
Zimbabwe	161	161	0	0	10	10	10	10	0	0
Zimbabwe	163	163	0	0	10	10	10	10	0	0
Zimbabwe	165	165	0	0	10	10	10	10	0	0
Zimbabwe	167	167	0	0	10	10	10	10	0	0
Zimbabwe	169	169	0	0	10	10	10	10	0	0
Zimbabwe	171	171	0	0	10	10	10	10	0	0
Zimbabwe	173	173	0	0	10	10	10	10	0	0
Zimbabwe	175	175	0	0	10	10	10	10	0	0
Zimbabwe	177	177	0	0	10	10	10	10	0	0
Zimbabwe	179	179	0	0	10	10	10	10	0	0
Zimbabwe	181	181	0	0	10	10	10	10	0	0
Zimbabwe	183	183	0	0	10	10	10	10	0	0
Zimbabwe	185	185	0	0	10	10	10	10	0	0
Zimbabwe	187	187	0	0	10	10	10	10	0	0
Zimbabwe	189	189	0	0	10	10	10	10	0	0
Zimbabwe	191	191	0	0	10	10	10	10	0	0
Zimbabwe	193	193	0	0	10	10	10	10	0	0
Zimbabwe	195	195	0	0	10	10	10	10	0	0
Zimbabwe	197	197	0	0	10	10	10	10	0	0
Zimbabwe	199	199	0	0	10	10	10	10	0	0
Zimbabwe	201	201	0	0	10	10	10	10	0	0
Zimbabwe	203	203	0	0	10	10	10	10	0	0
Zimbabwe	205	205	0	0	10	10	10	10	0	0
Zimbabwe	207	207	0	0	10	10	10	10	0	0
Zimbabwe	209	209	0	0	10	10	10	10	0	0
Zimbabwe	211	211	0	0	10	10	10	10	0	0
Zimbabwe	213	213	0	0	10	10	10	10	0	0
Zimbabwe	215	215	0	0	10	10	10	10	0	0
Zimbabwe	217	217	0	0	10	10	10	10	0	0
Zimbabwe	219	219	0	0	10	10	10	10	0	0
Zimbabwe	221	221	0	0	10	10	10	10	0	0
Zimbabwe	223	223	0	0	10	10	10	10	0	0
Zimbabwe	225	225	0	0	10	10	10	10	0	0
Zimbabwe	227	227	0	0	10	10	10	10	0	0
Zimbabwe	229	229	0	0	10	10	10	10	0	0
Zimbabwe	231	231	0	0	10	10	10	10	0	0
Zimbabwe	233	233	0	0	10	10	10	10	0	0
Zimbabwe	235	235	0	0	10	10	10	10	0	0
Zimbabwe	237	237	0	0	10	10	10	10	0	0
Zimbabwe	239	239	0	0	10	10	10	10	0	0
Zimbabwe	241	241	0	0	10	10	10	10	0	0
Zimbabwe	243	243	0	0	10	10	10	10	0	0
Zimbabwe	245	245	0	0	10	10	10	10	0	0
Zimbabwe	247	247	0	0	10	10	10	10	0	0
Zimbabwe	249	249	0	0	10	10	10	10	0	0
Zimbabwe	251	251	0	0	10	10	10	10	0	0
Zimbabwe	253	253	0	0	10	10	10	10	0	0
Zimbabwe	255	255	0	0	10	10	10	10	0	0
Zimbabwe	257	257	0	0	10	10	10	10	0	0
Zimbabwe	259	259	0	0	10	10	10	10	0	0
Zimbabwe	261	261	0	0	10	10	10	10	0	0
Zimbabwe	263	263	0	0	10	10	10	10	0	0
Zimbabwe	265	265	0	0	10	10	10	10	0	0
Zimbabwe	267	267	0	0	10	10	10	10	0	0
Zimbabwe	269	269	0	0	10	10	10	10	0	0
Zimbabwe	271	271	0	0	10	10	10	10	0	0
Zimbabwe	273	273	0	0	10	10	10	10	0	0
Zimbabwe	275	275	0	0	10	10	10	10	0	0
Zimbabwe	277	277	0	0	10	10	10	10	0	0
Zimbabwe	279	279	0	0	10	10	10	10	0	0
Zimbabwe	281	281	0	0	10	10	10	10	0	0
Zimbabwe	283	283	0	0	10	10	10	10	0	0
Zimbabwe	285	285	0	0	10	10	10	10	0	0
Zimbabwe	287	287	0	0	10	10	10	10	0	0
Zimbabwe	289	289	0	0	10	10	10	10	0	0
Zimbabwe	291	291	0	0	10	10	10	10	0	0
Zimbabwe	293	293	0	0	10	10	10	10	0	0
Zimbabwe	295	295	0	0	10	10	10	10	0	0
Zimbabwe	297	297	0	0	10	10	10	10	0	0
Zimbabwe	299	299	0	0	10	10	10	10	0	0
Zimbabwe	301	301	0	0	10	10	10	10	0	0
Zimbabwe	303	303	0	0	10	10	10	10	0	0
Zimbabwe	305	305	0	0	10	10	10	10	0	0
Zimbabwe	307	307	0	0	10	10	10	10	0	0
Zimbabwe	309	309	0	0	10	10	10	10	0	0
Zimbabwe	311	311	0	0	10	10	10	10	0	0
Zimbabwe	313	313	0	0	10	10	10	10	0	0
Zimbabwe	315	315	0	0	10	10	10	10	0	0
Zimbabwe	317	317	0	0	10	10	10	10	0	0
Zimbabwe	319	319	0	0	10	10	10	10	0	0
Zimbabwe	321	321	0	0	10	10	10	10	0	0
Zimbabwe	323	323	0	0	10	10	10	10	0	0
Zimbabwe	325	325	0	0	10	10	10	10	0	0
Zimbabwe	327	327	0	0	10	10	10	10	0	0
Zimbabwe	329	329	0	0	10	10	10	10	0	0
Zimbabwe	331	331	0	0	10	10	10	10	0	0
Zimbabwe	333	333	0	0	10	10	10	10	0	0
Zimbabwe	335	335	0	0	10	10	10	10	0	0
Zimbabwe	337	337	0	0	10	10	10	10	0	0
Zimbabwe	339	339	0	0	10	10	10	10	0	0
Zimbabwe	341	341	0	0	10	10	10	10	0	0
Zimbabwe	343	343	0	0	10	10	10	10	0	0
Zimbabwe	345	345	0	0	10	10	10	10	0</td	

American Republics

Grants to Foreign Nationals 1949-1995 Grants to U.S. Citizens 1949-1995

American Republics

Country	University Study	Advanced Research	Teaching or Seminars	Educational Lectures	Humphrey Seminars	Total	University	Study	Advanced Research	Seminars	Lectures	Total U.S.	Total U.S. and Foreign
Australia	Brunel	12	9	21	Australia	17	7	6	30	51	51	107	107
Burma	China (PRC)	5	4	4	Burma	14	1	1	0	0	0	10	10
Cambodia	Burma	5	1	1	Cambodia	36	6	3	17	17	17	53	53
China (PRC)	Burma	5	4	4	China (PRC)	36	6	3	17	17	17	53	53
Hong Kong	Fiji	2	2	1	Hong Kong	14	1	1	0	0	0	10	10
Indonesia	Hong Kong	2	2	1	Indonesia	15	8	8	3	3	3	30	30
Japan	Indonesia	11	1	1	Japan	10	1	1	0	0	0	11	11
Korea	Japan	130	211	12	Burma	19	0	0	42	42	42	180	180
Malaysia	Korea	169	90	5	Cambodia	19	0	0	42	42	42	180	180
Philippines	Malaysia	296	97	1	Burma	8	6	3	319	319	319	938	938
Taiwan	Philippines	110	1	0	China (PRC)	1	1	0	42	42	42	227	227
Vietnam	Taiwan	169	90	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Vietnam	296	97	0	Hong Kong	17	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Indonesia	15	8	8	319	319	319	938	938
Philippines	Philippines	110	1	0	Japan	10	1	1	0	0	0	11	11
Philippines	Philippines	110	1	0	Korea	8	6	3	319	319	319	938	938
Philippines	Philippines	110	1	0	China (PRC)	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Hong Kong	17	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Indonesia	15	8	8	319	319	319	938	938
Philippines	Philippines	110	1	0	Japan	10	1	1	0	0	0	11	11
Philippines	Philippines	110	1	0	Korea	8	6	3	319	319	319	938	938
Philippines	Philippines	110	1	0	China (PRC)	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Hong Kong	17	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Indonesia	15	8	8	319	319	319	938	938
Philippines	Philippines	110	1	0	Japan	10	1	1	0	0	0	11	11
Philippines	Philippines	110	1	0	Korea	8	6	3	319	319	319	938	938
Philippines	Philippines	110	1	0	China (PRC)	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Hong Kong	17	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Indonesia	15	8	8	319	319	319	938	938
Philippines	Philippines	110	1	0	Japan	10	1	1	0	0	0	11	11
Philippines	Philippines	110	1	0	Korea	8	6	3	319	319	319	938	938
Philippines	Philippines	110	1	0	China (PRC)	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Hong Kong	17	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Indonesia	15	8	8	319	319	319	938	938
Philippines	Philippines	110	1	0	Japan	10	1	1	0	0	0	11	11
Philippines	Philippines	110	1	0	Korea	8	6	3	319	319	319	938	938
Philippines	Philippines	110	1	0	China (PRC)	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Hong Kong	17	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Indonesia	15	8	8	319	319	319	938	938
Philippines	Philippines	110	1	0	Japan	10	1	1	0	0	0	11	11
Philippines	Philippines	110	1	0	Korea	8	6	3	319	319	319	938	938
Philippines	Philippines	110	1	0	China (PRC)	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Hong Kong	17	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Indonesia	15	8	8	319	319	319	938	938
Philippines	Philippines	110	1	0	Japan	10	1	1	0	0	0	11	11
Philippines	Philippines	110	1	0	Korea	8	6	3	319	319	319	938	938
Philippines	Philippines	110	1	0	China (PRC)	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Hong Kong	17	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Indonesia	15	8	8	319	319	319	938	938
Philippines	Philippines	110	1	0	Japan	10	1	1	0	0	0	11	11
Philippines	Philippines	110	1	0	Korea	8	6	3	319	319	319	938	938
Philippines	Philippines	110	1	0	China (PRC)	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Hong Kong	17	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Indonesia	15	8	8	319	319	319	938	938
Philippines	Philippines	110	1	0	Japan	10	1	1	0	0	0	11	11
Philippines	Philippines	110	1	0	Korea	8	6	3	319	319	319	938	938
Philippines	Philippines	110	1	0	China (PRC)	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Hong Kong	17	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Indonesia	15	8	8	319	319	319	938	938
Philippines	Philippines	110	1	0	Japan	10	1	1	0	0	0	11	11
Philippines	Philippines	110	1	0	Korea	8	6	3	319	319	319	938	938
Philippines	Philippines	110	1	0	China (PRC)	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Fiji	1	0	0	42	42	42	180	180
Philippines	Philippines	110	1	0	Hong Kong	17	0	0	42	42	42	180	180

Eastern Europe

Grants to Foreign Nationals 1949-1995 Grants to U.S. Citizens 1949-1995

Eastern Europe

Grants to Foreign Nationals 1995 Grants to U.S. Citizens 1995

Western Europe

Grants to Foreign Nationals 1949-1995 Grants to U.S. Citizens 1949-1995

Country	University	Study	Advanced Research	University Seminars	Experiments	Hypothesis Testing	Qualitative Research	Case Study	Quantitative Research	Surveys	Interviews	Case Studies	Total U.S. and Foreign
Australia	1945	500	123	119	0	2924	Australia	1122	157	155	1425	424	1791
Belgium	1017	420	274	13	0	1785	Belgium	88	88	93	173	176	449
Canada	60	20	177	11	1	0	Canada	155	155	155	155	155	4715
Denmark	995	389	88	37	34	0	268	25	24	25	24	25	2634
Europe Union	11001	1412	1288	30	327	0	1890	123	114	114	114	114	1027
Finland	1265	518	0	0	0	0	1890	356	356	356	356	356	1027
France	1467	1580	1412	30	327	0	1808	73	73	73	73	73	1350
Germany	11001	1412	1288	30	327	0	1808	9119	9119	9119	9119	9119	1350
Greece	1326	373	16	0	0	0	15130	6544	6544	6544	6544	6544	16051
Iceland	490	45	69	0	0	0	16	29	29	29	29	29	2592
Ireland	2800	80	42	42	42	0	646	37	37	37	37	37	3001
Italy	0	0	0	0	0	0	1971	194	194	194	194	194	2
Luxembourg	1352	647	7	23	23	0	16	4	4	4	4	4	1132
Malta	45	2	2	23	23	0	16	0	0	0	0	0	2
Netherlands	13	0	0	0	0	0	16	1	1	1	1	1	79
Norway	1780	570	201	100	100	0	132	4	4	4	4	4	125
Portugal	1455	1224	70	20	20	0	80	15	15	15	15	15	1231
Sweden	82	329	72	71	71	0	63	809	809	809	809	809	1231
Switzerland	1137	441	1	2	2	0	13	46	48	48	48	48	1815
Turkey	3622	2246	196	33	2	0	27	11	11	11	11	11	21377
United Kingdom	0	0	0	0	0	0	23	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	9467
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
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United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
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United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
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United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
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United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
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United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	2636
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	21377
United Kingdom	119	5028	987	987	987	0	27	0	0	0	0	0	26

Western Europe

Grants to Foreign Nationals 1995 Grants to U.S. Citizens 1995

Country	University Study	Advanced Research	Teaching or Seminars	Universities Lectures	Humanity Seminars	Humanity Lectures	Humanity Seminars	Humanity Lectures	Humanity Seminars	Humanity Lectures	Total U.S. and Foreign
Afghanistan	1	3	20	1	1	0	0	0	0	0	0
Bahrain	4	3	1	1	1	1	1	1	1	1	1
Bangladesh	4	2	1	1	1	1	1	1	1	1	1
Algeria	1	1	1	1	1	1	1	1	1	1	1
Bahrain	1	1	1	1	1	1	1	1	1	1	1
Bangladesh	1	1	1	1	1	1	1	1	1	1	1
Egypt	23	20	43	13	13	14	10	14	1	1	1
Egypt	24	26	44	13	13	14	10	14	1	1	1
Egypt	25	20	42	13	13	14	10	14	1	1	1
Egypt	26	22	44	13	13	14	10	14	1	1	1
Egypt	27	22	44	13	13	14	10	14	1	1	1
Egypt	28	22	44	13	13	14	10	14	1	1	1
Egypt	29	22	44	13	13	14	10	14	1	1	1
Egypt	30	22	44	13	13	14	10	14	1	1	1
Egypt	31	22	44	13	13	14	10	14	1	1	1
Egypt	32	22	44	13	13	14	10	14	1	1	1
Egypt	33	22	44	13	13	14	10	14	1	1	1
Egypt	34	22	44	13	13	14	10	14	1	1	1
Egypt	35	22	44	13	13	14	10	14	1	1	1
Egypt	36	22	44	13	13	14	10	14	1	1	1
Egypt	37	22	44	13	13	14	10	14	1	1	1
Egypt	38	22	44	13	13	14	10	14	1	1	1
Egypt	39	22	44	13	13	14	10	14	1	1	1
Egypt	40	22	44	13	13	14	10	14	1	1	1
Egypt	41	22	44	13	13	14	10	14	1	1	1
Egypt	42	22	44	13	13	14	10	14	1	1	1
Egypt	43	22	44	13	13	14	10	14	1	1	1
Egypt	44	22	44	13	13	14	10	14	1	1	1
Egypt	45	22	44	13	13	14	10	14	1	1	1
Egypt	46	22	44	13	13	14	10	14	1	1	1
Egypt	47	22	44	13	13	14	10	14	1	1	1
Egypt	48	22	44	13	13	14	10	14	1	1	1
Egypt	49	22	44	13	13	14	10	14	1	1	1
Egypt	50	22	44	13	13	14	10	14	1	1	1
Egypt	51	22	44	13	13	14	10	14	1	1	1
Egypt	52	22	44	13	13	14	10	14	1	1	1
Egypt	53	22	44	13	13	14	10	14	1	1	1
Egypt	54	22	44	13	13	14	10	14	1	1	1
Egypt	55	22	44	13	13	14	10	14	1	1	1
Egypt	56	22	44	13	13	14	10	14	1	1	1
Egypt	57	22	44	13	13	14	10	14	1	1	1
Egypt	58	22	44	13	13	14	10	14	1	1	1
Egypt	59	22	44	13	13	14	10	14	1	1	1
Egypt	60	22	44	13	13	14	10	14	1	1	1
Egypt	61	22	44	13	13	14	10	14	1	1	1
Egypt	62	22	44	13	13	14	10	14	1	1	1
Egypt	63	22	44	13	13	14	10	14	1	1	1
Egypt	64	22	44	13	13	14	10	14	1	1	1
Egypt	65	22	44	13	13	14	10	14	1	1	1
Egypt	66	22	44	13	13	14	10	14	1	1	1
Egypt	67	22	44	13	13	14	10	14	1	1	1
Egypt	68	22	44	13	13	14	10	14	1	1	1
Egypt	69	22	44	13	13	14	10	14	1	1	1
Egypt	70	22	44	13	13	14	10	14	1	1	1
Egypt	71	22	44	13	13	14	10	14	1	1	1
Egypt	72	22	44	13	13	14	10	14	1	1	1
Egypt	73	22	44	13	13	14	10	14	1	1	1
Egypt	74	22	44	13	13	14	10	14	1	1	1
Egypt	75	22	44	13	13	14	10	14	1	1	1
Egypt	76	22	44	13	13	14	10	14	1	1	1
Egypt	77	22	44	13	13	14	10	14	1	1	1
Egypt	78	22	44	13	13	14	10	14	1	1	1
Egypt	79	22	44	13	13	14	10	14	1	1	1
Egypt	80	22	44	13	13	14	10	14	1	1	1
Egypt	81	22	44	13	13	14	10	14	1	1	1
Egypt	82	22	44	13	13	14	10	14	1	1	1
Egypt	83	22	44	13	13	14	10	14	1	1	1
Egypt	84	22	44	13	13	14	10	14	1	1	1
Egypt	85	22	44	13	13	14	10	14	1	1	1
Egypt	86	22	44	13	13	14	10	14	1	1	1
Egypt	87	22	44	13	13	14	10	14	1	1	1
Egypt	88	22	44	13	13	14	10	14	1	1	1
Egypt	89	22	44	13	13	14	10	14	1	1	1
Egypt	90	22	44	13	13	14	10	14	1	1	1
Egypt	91	22	44	13	13	14	10	14	1	1	1
Egypt	92	22	44	13	13	14	10	14	1	1	1
Egypt	93	22	44	13	13	14	10	14	1	1	1
Egypt	94	22	44	13	13	14	10	14	1	1	1
Egypt	95	22	44	13	13	14	10	14	1	1	1
Egypt	96	22	44	13	13	14	10	14	1	1	1
Egypt	97	22	44	13	13	14	10	14	1	1	1
Egypt	98	22	44	13	13	14	10	14	1	1	1
Egypt	99	22	44	13	13	14	10	14	1	1	1
Egypt	100	22	44	13	13	14	10	14	1	1	1
Egypt	101	22	44	13	13	14	10	14	1	1	1
Egypt	102	22	44	13	13	14	10	14	1	1	1
Egypt	103	22	44	13	13	14	10	14	1	1	1
Egypt	104	22	44	13</							

Country	Region	Subregion	Provinces	Projects	Alreded	Counties	Provinces	Regions	Counties	Alreded	Counties	Total
Argentina	Bahamas	Bahamas	0	0	4	0	0	0	0	0	0	122
Bolivia	Bolivia	Bolivia	0	0	40	0	0	0	0	0	0	144
Brazil	Brazil	Brazil	0	0	67	0	0	0	0	0	0	32
Chile	Chile	Chile	0	0	601	0	0	0	0	0	0	601
Costa Rica	Costa Rica	Costa Rica	0	0	201	0	0	0	0	0	0	201
Cuba	Dominican Republic	Dominica	0	0	268	0	0	0	0	0	0	268
Ecuador	Ecuador	Ecuador	0	0	56	0	0	0	0	0	0	56
Falkland Islands	Falkland Islands	Falkland Islands	0	0	17	0	0	0	0	0	0	17
Grenada	Grenada	Grenada	0	0	1	0	0	0	0	0	0	1
Haiti	Haiti	Haiti	0	0	27	0	0	0	0	0	0	27
Honduras	Honduras	Honduras	0	0	17	0	0	0	0	0	0	17
Jamaica	Jamaica	Jamaica	0	0	48	0	0	0	0	0	0	48
Martinique	Martinique	Martinique	0	0	48	0	0	0	0	0	0	48
Mexico	Mexico	Mexico	0	0	63	0	0	0	0	0	0	63
Nicaragua	Nicaragua	Nicaragua	0	0	142	0	0	0	0	0	0	142
Panama	Panama	Panama	0	0	142	0	0	0	0	0	0	142
Paraguay	Paraguay	Paraguay	0	0	142	0	0	0	0	0	0	142
Peru	Peru	Peru	0	0	142	0	0	0	0	0	0	142
SL. Lucia	SL. Lucia	SL. Lucia	0	0	16	0	0	0	0	0	0	16
Tobago	Tobago	Tobago	0	0	82	0	0	0	0	0	0	82
Venezuela	Venezuela	Venezuela	0	0	13	0	0	0	0	0	0	13
Uruguay	Uruguay	Uruguay	0	0	13	0	0	0	0	0	0	13
Timor-Leste & Tobrao	Timor-Leste & Tobrao	Timor-Leste & Tobrao	0	0	13	0	0	0	0	0	0	13
Uruguay	Uruguay	Uruguay	0	0	13	0	0	0	0	0	0	13
Venezuela	Venezuela	Venezuela	0	0	13	0	0	0	0	0	0	13
1	1	1	1	1	1	1	1	1	1	1	1	1
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11	11	11	11	11	11	11	11	11	11	11	11	11
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14	14	14	14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15	15	15	15	15	15
16	16	16	16	16	16	16	16	16	16	16	16	16
17	17	17	17	17	17	17	17	17	17	17	17	17
18	18	18	18	18	18	18	18	18	18	18	18	18
19	19	19	19	19	19	19	19	19	19	19	19	19
20	20	20	20	20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21	21	21	21	21
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23	23	23	23	23	23	23	23	23	23	23	23	23
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26	26	26	26	26	26	26	26	26	26	26	26	26
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36	36	36	36	36	36	36	36	36	36	36	36	36
37	37	37	37	37	37	37	37	37	37	37	37	37
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39	39	39	39	39	39	39	39	39	39	39	39	39
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42	42	42	42	42	42	42	42	42	42	42	42	42
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46	46	46	46	46	46	46	46	46	46	46	46	46
47	47	47	47	47	47	47	47	47	47	47	47	47
48	48	48	48	48	48	48	48	48	48	48	48	48
49	49	49	49	49	49	49	49	49	49	49	49	49
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62	62	62	62	62	62	62	62	62	62	62	62	62
63	63	63	63	63	63	63	63	63	63	63	63	63
64	64	64	64	64	64	64	64	64	64	64	64	64
65	65	65	65	65	65	65	65	65	65	65	65	65
66	66	66	66	66	66	66	66	66	66	66	66	66
67	67	67	67	67	67	67	67	67	67	67	67	67
68	68	68	68	68	68	68	68	68	68	68	68	68
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72	72	72	72	72	72	72	72	72	72	72	72	72
73	73	73	73	73	73	73	73	73	73	73	73	73
74	74	74	74	74	74	74	74	74	74	74	74	74
75	75	75	75	75	75	75	75	75	75	75	75	75
76	76	76	76	76	76	76	76	76	76	76	76	76
77	77	77	77	77	77	77	77	77	77	77	77	77
78	78	78	78	78	78	78	78	78	78	78	78	78
79	79	79	79	79	79	79	79	79	79	79	79	79
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84	84	84	84	84	84	84	84	84	84	84	84	84
85	85	85	85	85	85	85	85	85	85	85	85	85
86	86	86	86	86	86	86	86	86	86	86	86	86
87	87	87	87	87	87	87	87	87	87	87	87	87
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90	90	90	90	90	90	90	90	90	90	90	90	90
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92	92	92	92	92	92	92	92	92	92	92	92	92
93	93	93	93	93	93	93	93	93	93	93	93	93
94	94	94	94	94	94	94	94	94	94	94	94	94
95	95	95	95	95	95	95	95	95	95	95	95	95
96	96	96	96	96	96	96	96	96	96	96	96	96
97	97	97	97	97	97	97	97	97	97	97	97	97
98	98	98	98	98	98	98	98	98	98	98	98	98
99	99	99	99	99	99	99	99	99	99	99	99	99
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101	101	101	101	101	101	101	101	101	101	101	101	101
102	102	102	102	102	102	102	102	102	102	102	102	102
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107	107	107	107	107	107	107	107	107	107	107	107	107
108	108	108	108	108	108	108	108	108	108	108	108	108
109	109	109	109	109	109	109	109	109	109	109	109	109
110	110	110	110	110								

Department of Education 1995 Department of Education 1995

American Republics

Figure 2 Data provided by the Department of Education. Figures in parentheses indicate the number of group projects and summaries funded.

Department of Education 1964-1995

Africa

East Asia and Pacific

Department of Education 1995

Europe

Department of Education 1995

Near East and South Asia

Department of Education 1995 Department of Education 1995

Department of Education 1994

Africa

American Republics

Department of Education 1994-1995

East Asia and Pacific

Department of Education 1994

Europe

Department of Education 1994

Near East and South Asia

Note: Categories include, but are limited to historical purposes only. As of the 1992 and 1993 reports, grants have been made three times since 1992, when grants were first reported under the names of the successor states.