

“International educational exchange is the most significant current project designed to continue the process of humanizing mankind to the point, we would hope, that people can learn to live in peace.... We must try to expand the boundaries of human wisdom, empathy and perception, and there is no way of doing that except through education.”

—J. William Fulbright, from *The Price of Empire*

LETTER FROM THE CHAIRMAN



IT IS WITH GREAT PLEASURE THAT I SUBMIT THE ANNUAL REPORT of the J. William Fulbright Foreign Scholarship Board for 1999. As the Report makes clear, the last year of the century was a momentous one for the Fulbright Program.

Approximately 6,000 American and foreign students, scholars, and professionals received grants from the Program to study, teach, and do research in the U.S. and abroad. Since the Fulbright Program is highly competitive, an enormous amount of effort by many individuals goes into the process of evaluating applicants, selecting grantees, and placing them at institutions in the U.S. and foreign countries. Winning a Fulbright scholarship remains, as it has in the past, one of the greatest honors offered to individuals with outstanding academic and leadership talents.

As the new century begins, the fundamental principles behind the Fulbright Program bear repeating: the *raison d'être* of the Program is to increase understanding among individuals, cultures, and societies through educational exchanges. Hostility, misunderstanding, intolerance and conflict result from the failure of peoples and nations to understand one another, and the best way to destroy stereotypes is direct exposure. Today's Fulbright grantees will absorb this message, and will be among the leaders of their countries in the coming decades.

But the year 1999 would not have been particularly remarkable if those involved in the Fulbright Program had simply administered the existing Program. Instead, it was a year marked by efforts to refine the Program, and to develop initiatives for the new century. Innovations, from the consolidation of the Program into the Department of State to the increasing use of electronic technology and the Internet, were important milestones.

Citation of statistics and events can only hint at what transpired during the year, but they cannot put a human face on the Program. As chairman, I have seen the commitment of hundreds of individuals—Fulbrighters, alumni, American and foreign administrators, Commission members, volunteers, my colleagues on the Fulbright Scholarship Board—to the ideal of increased understanding in the world. It is to these inspired individuals that this Report is dedicated.

Alan Schechter, *Chairman*

J. William Fulbright Foreign Scholarship Board



At the December 1999 board meeting, members of the J. William Fulbright Foreign Scholarship Board were joined by Assistant Secretary for Educational and Cultural Affairs William Bader. Pictured in front row from left to right are Dr. Sara Castro-Klaren, Hoyt Purvis, Chairman Alan Schechter, Victoria Murphy, Huel Perkins, Dr. Bader, and in the back row Lee Williams, Vice Chair Caroline Matano Yang, Gus Weill, William Mauk, Jr., Senator Birch Bayh.

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Mr. William Mauk, Jr.	Consultant Miami, FL
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Mr. Huel D. Perkins	President Huel D. Perkins & Associates Baton Rouge, LA
Mr. Hoyt Purvis	Director Fulbright Institute of International Relations Fayetteville, AR
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Mr. Lee Williams	Partner Public Strategies Washington, Inc. Washington, DC
Ms. Bev Lindsey	Staff Director J. William Fulbright Foreign Scholarship Board Washington, DC
Ms. Letitia King	Deputy Staff Director J. William Fulbright Foreign Scholarship Board Washington, DC

As of December 1999

1999

“...we must preserve the integrity and value of our international scholarship, exchange and visitor programs.... In relatively closed societies, they provide a rare chance to establish outside contacts and explore wonderfully dangerous ideas such as freedom. In transitional countries, they provide a means of educating future leaders about the nuts and bolts of democratic institutions. And in every nation they touch, they help open the door of opportunity to minorities and women. For decades, these programs have made friends for America.”

Secretary of State
MADELEINE K. ALBRIGHT

from remarks at the ceremony commemorating the consolidation of the Department of State and the U.S. Information Agency, October 1, 1999

The final year of the Twentieth Century was an important one for the Fulbright Program, as efforts were made by Congress, United States Information Agency officials, the leadership of the Department of State, our partners in 140 nations which participate in Fulbright educational exchanges, and the Fulbright Scholarship Board to prepare for a new era. Major changes were made during the year, and new initiatives developed.

At the same time, the fundamental principles of the Program were emphasized, and continuity was stressed, both in the United States and in our partner countries. Fulbright is the pre-eminent educational exchange program in the world, and it pays enormous dividends by bringing potential leaders of other countries to the U.S. to deepen their understanding of America, and by sending Americans abroad to enrich our own understanding of peoples from many different cultures. As true today as when the late Senator Fulbright first envisioned the Program, educational experiences in foreign countries play a central role in developing mutual understanding and reducing the stereotypes and misconceptions that frequently lead to hostility and violence.



Secretary of State Madeleine Albright unveils the Department of State seal on the former USIA Headquarters building at the ceremony commemorating the consolidation of the Department of State and USIA on October 1, 1999. Pictured with the Secretary of State are from left to right, Under Secretary for Public Diplomacy and Public Affairs Evelyn S. Lieberman and Ambassador Harriet Elam.

CHALLENGE AND CHANGE

Farewell to USIA

On October 1, 1999, the United States Information Agency, which has managed the Fulbright Program for the past 22 years, devolved to the U.S. Department of State, and went out of existence as an independent agency. As is invariably the case when organizations merge, there was some trepidation at the outset whether these two distinct cultures could be combined successfully. However, the leadership of both agencies went out of their way to articulate the benefits of working more closely together, as well as their sensitivity to maintaining a strong public diplomacy effort.

Secretary of State Madeleine Albright, whose career background included many years as a professor and scholar of international relations at Georgetown University, stated the case most clearly when she said:

“I am absolutely committed to preserving the integrity of these programs. They are by law and by right non-political... they are pure gold—and we must manage them as the precious assets to American interests and values they are.”

The Secretary's call for a reorganized public diplomacy effort, with educational exchanges insulated from short-term foreign policy considerations, led to the creation of a separate organization within the State Department, with its own appropriation, headed by an assistant secretary of state under the direct authority of the Secretary of State.

“...if we are to build a lasting framework for public diplomacy, we will have to set goals that we can reach and give ourselves the time to reach them. We will have to shun the elaborate, streamline the bureaucratic and posit the possible. Often we will travel in uncharted waters. But making it up as we go along can have certain creative advantages. So let's try everything. We have everything to gain.”

Under Secretary for Public Diplomacy and Public Affairs, U.S. Department of State
EVELYN S. LIEBERMAN
 at her swearing-in ceremony, October 1, 1999

To implement the reorganization, Evelyn S. Lieberman, the head of Voice of America was appointed the first Undersecretary of State for Public Diplomacy and Public Affairs and confirmed by the Senate. Dr. William Bader, the Associate Director for Educational and Cultural Affairs of USIA, was nominated by the President and confirmed by the Senate as Assistant Secretary of the Bureau of Educational and Cultural Affairs.

New Administration for the Senior Scholar Program

A second major change in the Fulbright Program resulted from a request by Congress to compete the Senior Scholar Program in 1999. Competition for the opportunity to administer the Fulbright Senior Scholar Program was intended to promote aggressive leadership, more efficient administration, and the introduction of new programming. The winning proposal was submitted by the Institute for International Education (IIE), an organization with a long and distinguished history in the field of international education. The Council for International Exchange of Scholars moved to IIE in order to administer the Senior Scholar Program for IIE, and both organizations worked with the Office of Academic Programs of USIA on innovative proposals:

- The New Century Scholars Program will give prominent scholars the opportunity to do collaborative research on one subject annually of significant global interest. It will include exchanges, seminars, a culminating conference, and publications.
- The Fulbright Senior Specialist Program will start with a registry of American scholars available for short-term overseas assignments to serve as academic consultants for foreign institutions of higher education.
- The Alumni Initiatives Award Program will provide mini-grants to recently returned U.S. Fulbright scholars to continue the activities they commenced abroad.
- The Initiative in Creative Writing will encourage more creative writers and journalists to apply for Fulbright Senior Scholarships in an effort to encourage prominent American writers to create literary works that communicate across cultures.

William Bader • USA	Confirmed as the Assistant Secretary of State for Educational and Cultural Affairs
Mohamed Benaissa • Morocco	Appointed Minister of Foreign Affairs
Dante Caputo • Argentina	Appointed as head of the Ministry of Science and Technology
Roberto Cortes Conde • Argentina	Selected as Deputy Director of the Ministry of Education
Hamid Fall • Senegal	Selected as Head of Legislation in the Ministry of Finance
Tom Frost • USA	Honored with Mexico's highest award for foreigners, the Order of the Aztec Eagle
Sukru Gurcl • Turkey	Appointed Cabinet Spokesman and Minister of State
Terry Healy • New Zealand	Won a Preistranger Award for coastal marine sciences research
Girish Karnad • India	Received the prestigious Jnanpith Award for creative literature
Jose Luis Mendez • Mexico	Appointed head of the Mexican Federal Elections Institute
Walter Munk • USA	Honored with the Kyoto Prize of Geophysics and Planetary Physics
Wolfgang Petritsch • Austria	Named International High Representative for Bosnia
Mohammad Amien Rais • Indonesia	Selected as Chair of the People's Consultative Assembly
Warnasena Rasaputram • Sri Lanka	Named as Ambassador to the United States
Katharine Lee Reid • USA	Chosen as Director of the Cleveland Museum of Art
Benigno Gonzalez Rivas • Nicaragua	Named Head of Department at Universidad Nacional Agraria
Rosana Rivero • Venezuela	Honored with the University of Florida's International Student Academic Award
Mohammad Saifur • Pakistan	Appointed as Governor of Punjab Province
Lourdes Martin Salgado • Spain	Served as Honor Delegate at the 1999 International Achievement Summit
Alan Schechter • USA	Selected as Chairman of the U.S. Fulbright Foreign Scholarship Board
Dimitar Tsanev • Bulgaria	Named as Ambassador to China
Milena Zic-Fues • Croatia	Named Minister of Science and Technology



President of the Republic of Poland Aleksander Kwasniewski greets Fulbright grantees at Poland's 40th Anniversary program celebration.

New Colleagues: The American Studies Summer Institutes

The American Studies Summer Institutes were officially designated a Fulbright Program by the J. William Fulbright Foreign Scholarship Board late in 1999. The institutes consist of six-week seminars taught by senior faculty at American universities that combine lectures, panel discussions, and individual research. More than 200 teachers and scholars from abroad take part in the institutes.

Each institute focuses on a theme related to the study of the U.S., such as the American Constitution, American literature, U.S. foreign policy, the American Economy, Reform in American History. The seminars are designed for multi-national groups of 18 university faculty whose teaching and research are focused on the United States. The addition of the summer institutes to the Fulbright Program will enable foreign faculty members who are unable to apply for semester or year-long grants to enrich their own knowledge of the U.S. and develop greater understanding of American society.

Embracing Technology

The Internet is an ideal tool for a worldwide program that involves frequent communication between thousands of individuals and organizations, and major efforts were made in 1999 to speed the adoption and use of electronic technology by the Fulbright Program. The integration of technology into the Program is proceeding rapidly. Leading developments include:

- Internet Web-sites have been created by Program officials in each country participating in the Fulbright Program, allowing Americans and citizens of the country to access information on all aspects of the Program.
- The contract agencies that administer the Student Program and the Senior Scholar Program in the United States for the Bureau of Educational and Cultural Affairs are all on the Internet.
- The Bureau of Educational and Cultural Affairs is also on the worldwide web. Its site provides information on all of the programs run by the agency.

- A unique Fulbright community full-service web-site has been developed by IIE, CIES, and the Bureau, Fulbrightweb.org, designed to bring Fulbright students, scholars, alumni and the Program's support network together.

- A list-serve, *Fulbnet*, is up and running and will enable Program administrators around the world to share information on virtually a daily basis.
- The Internet is increasingly being used by commissions abroad to produce and circulate on-line newsletters. In the United States, the Fulbright Alumni Association now has an on-line newsletter to supplement its traditional printed material.
- An electronic database of Fulbright alumni—both Americans and foreigners—is being created to increase alumni involvement in Fulbright activities, to publicize the program, and to evaluate the impact of the Program.

MILESTONES AND MEETINGS

Washington Consultations

In addition to the Humphrey Program anniversary, a number of other important meetings were held in Washington. The highlight of the 22nd Annual Conference of the Fulbright Alumni Association was the presentation of the 1999 J. William Fulbright Prize for International Understanding to Mary Robinson, the United Nations High Commissioner for Refugees, at a State Department ceremony in her honor.

Earlier in the year the Office of Academic Programs held briefings on the Fulbright Program for foreign cultural attachés assigned to embassies in Washington. The meetings were attended by officials from more than 60 countries, and were designed to raise the profile of the Fulbright Program around the world.

Also, enrichment sessions for several hundred Fulbright students and scholars from abroad were held in Washington in March. The student conference focused on "The Politics of International Cooperation: American Attitudes and the Development of U.S. Policies." The conference theme for Fulbright scholars was "The Global Environment: Challenge for the Future."

Celebrations

The celebration of the 40th anniversary of the Fulbright Program in Poland on October 21 and 22 in Warsaw was an outstanding success. Events included a keynote speech by the Minister of Foreign Affairs, dedication of a plaque to Senator Fulbright and a welcoming speech by the President of Poland, in which he spoke of the great role of the Fulbright Program in helping to abolish communism and in preparing leaders in government, business, law, journalism, and other walks of life for the period of transformation to democracy and a market economy.



In Ghana, FBS Chairman Alan Schechter joins members of the Humphrey Alumni Association of Ghana.

The 50th Anniversary celebration in Greece included a reception and dinner at which Ambassador Nicholas Burns spoke about the tremendous contribution of the Fulbright Program to Greek-American relations for 50 years, accompanied by the opening of an art show of the works of American and Greek Fulbright artists from the past decade.

Fulbright Board member Jane Stena represented the Board at the 50th Anniversary of the Fulbright Program in Egypt. The highlight of the celebration was a gala dinner for 750, including many high level officials and foreign dignitaries.

Board member Hoyt Purvis represented the Fulbright Board at the 50th Anniversary celebration in Norway. Although the Program in Norway is small, it has a distinguished history, and has been supported strongly by the bi-national Commission, the executive director, the Norwegian government, and Fulbright alumni.

In recognition of the Humphrey Program's 20th Anniversary, more than 300 alumni paid their own expenses to join the 114 current Fellows at a celebratory conference in Washington. President Jimmy Carter, who initiated the Program, was the main speaker. Full coverage can be found at our special Humphrey celebratory page on page 31 of this year's Report.

ADDITIONAL HIGHLIGHTS FROM ABOARD

Asia

In the Philippines, the Fulbright Commission and the Philippine Department of Agriculture have established grants for agriculture and fisheries modernization. This new and innovative program will use \$2.7 million in U.S. Department of Agriculture Public Law 480 funds annually for five years to place Filipino academics and professionals in the U.S. and American scholars and experts in Philippine educational institutions, government agencies, and NGOs.

The Fulbright Commission in Korea worked hard in 1999 to raise funds, purchase a building, remodel it, and move in. Over 100 Korean alumni contributed or made pledges. At year's end, a new Advising Center was ready to be opened. In addition, the Korean Fulbright Commission published the first edition of a new electronic newsletter.

In Pakistan, the role of academic exchange programs was underscored at the 4th Annual American Studies Conference in Islamabad. American studies scholars discussed a number of key issues in American-Pakistani relations.

New Hampshire College President Richard Gustafson, a senior Fulbright Scholar in Thailand proved to be a valuable resource in explaining the U.S. system of higher education during four months as a consultant, visiting lecturer and seminar leader. Dr. Gustafson visited 15 private and 5 public institutions of higher education.

The Fulbright Commission in Malaysia had extraordinary success raising funds for exchanges. Malaysian universities contributed over \$60,000 in cost-sharing, and Citibank Malaysia contributed \$47,000 for a grant which, will, hopefully turn into an annual contribution. In addition, three Malaysian graduate students will receive free tuition annually to enroll at the University of South Florida School of Public Health. Other U.S. universities have pledged \$125,000 in assistance.

The Commission in Sri Lanka began to raise funds from the business community, and had its first success, a \$10,000 contribution from the American Chamber of Commerce.

Africa

The new Fulbright Commission in South Africa made enormous strides in 1999, due to the enthusiastic support of the South African government and the U.S. Embassy. President-elect Thabo Mbeki and Vice President Gore spoke to the members of the Commission and others on collaboration in the fields of education and labor at the February "US-SA Binational Commission" meeting.

In Zimbabwe, Dr. Marvin Haire, Dean of General Studies at Morris Brown College in Atlanta, spoke and consulted widely during the Embassy's celebration of Black History Month. Dr. Haire focused on building democratic institutions and modernizing higher education, while Prof. Donald West, from Morehouse College, taught marketing and entrepreneurship.

Professor Cliff Missen, a computer system analyst from the University of Iowa, had a significant impact on American relations with Nigeria. Professor Nissen lectured to senior officials at the leading think tank in Nigeria, the National Institute for Policy and Strategic Studies.

The Swaziland Institute of Management and Public Administration benefited from the presence of Senior Scholar John Daly. Daly capped his research and teaching by persuading Microsoft to donate \$30,000 of software and training to the Institute.

The Fulbright Program in sub-Saharan Africa also benefited from visits by Fulbright Board Chairman Alan Schechter to three West African countries: Ghana, Senegal, and the Ivory Coast. Professor Schechter met with political leaders, university rectors, professors, and others in an effort to raise the profile of the Fulbright Program and expand alumni and private sector support.



Board members, Commission directors, and Fulbright staff came together at the Canada-hosted worldwide meeting for Executive Directors of the Fulbright Commissions.

The Middle East and North Africa

The Fulbright Commission in **Cyprus** is undoubtedly one of the busiest in the world. In 1999 alone, the Commission, supported by USAID funding, trained more than 300 professionals in various bi-communal workshops. Forty Greek and Turkish students attended a conflict resolution summer camp in the United States and jointly discussed the conflict. The 31 American universities and 1,000 Cypriot students participated in a University Fair, and, ten Cypriot women shared in the Women Waging Peace Workshop run by the JFK School at Harvard University.

In **Jordan**, two Fulbright grants were named in honor of the late King Hussein, who was a strong supporter of exchanges between the U.S. and Jordan. King Hussein's brother, Prince Hassan bin Talal, is the patron of the Program in the Kingdom, and King Abdulah showed his own interest in exchanges by attending an alternative dispute resolution workshop last fall. The Fulbright Program in **Morocco** continues to grow, as a result of diligent teamwork by the American ambassador and the Fulbright Commission. First Lady Hillary Rodham Clinton focused Moroccan media attention on the Program during her visit to Morocco in 1999. Creation of a Business Advisory Council has drawn additional attention and support.

In **Israel**, the Ministry of Education has approved participation in the Fulbright Teacher Exchange program. Also, the Commission reorganized its Educational Information Center to provide extended advising service in Israel's main cities. A new web-site on study in the U.S. was introduced, and is expected to be heavily used. Furthermore, as part of joint collaboration in the region, the Commission and Amideast co-sponsored an advising workshop for student advisors from 11 countries in the region.

Western Hemisphere

The **Canada-U.S.** Fulbright Program is one of the largest in the world, thanks to the hard work of the executive director, members of the Board of the Foundation for Educational Exchange, and the commitment of both governments. Canada hosted a worldwide meeting of executive directors of Fulbright Commissions in Calgary and Banff in May — the first such meeting outside of Washington — for directors to discuss common problems, identify best practices, and share their enthusiasm for the Fulbright Program.

In **Argentina**, national elections have brought active supporters of the Fulbright Program to power. The new Minister of Education is an economist whose son is currently a Fulbright graduate student at Harvard. His deputy is a Fulbright alumnus and former Commission member. In addition, the new Minister of Science and Technology is a Fulbright alumnus. The Fulbright Commission has reached out to private businesses and other organizations and doubled the number of grants for Argentinians in the past four years.

Fund-raising efforts have been particularly successful in **Trinidad and Tobago**, **Colombia**, **Ecuador**, and the **Dominican Republic**. The U.S. Embassy in Trinidad and Tobago, led by Ambassador Edward Shumaker, has launched an innovative scholarship program supported by U.S. and Trinidadian companies. More than a million dollars has been contributed by 11 major sponsors to support 12 three-year scholarships for local students to earn master's degrees at American universities.

In **Colombia**, Fundacion Social, an NGO serving low-income urban and rural communities, will sponsor 10 or more Fulbright grantees a year. This organization is the sole owner of a group of productive private businesses, whose profits are used to support social projects. Coca-Cola will fund two full grants for Colombian journalists to study in the U.S. And, 126 private businesses in Colombia's western region have formed a network to finance several Fulbright grantees annually.

The Commission in **Ecuador** has been able to increase the number of student scholars from 11 to 15 as a result of fundraising and cost cutting. The City of Quito and Bell South are each sponsoring a grantee, and additional cost-shared scholarships are in the wings.

In the **Dominican Republic**, a novel U.S.-Dominican Alliance for Excellence has been developed; the Dominican government has announced it will partially match private sector contributions to the Fulbright Program.

In **Chile**, the ambassador hosted a large reception for Fulbright Board member Bill Mauk and former President Patricio Aylwin, who had been awarded the 1998 Fulbright Prize for International Understanding. The new Fulbright Commission was officially inaugurated at the Foreign Ministry and the ceremony attracted much media coverage.

The Latin American Scholarship Program of American Universities (LASPAU), which assists the Fulbright Program in Latin America and the Caribbean, publishes an annual report on the accomplishments of many Fulbright grantees and alumni from the region. It can be obtained from the Western Hemisphere Branch of the Bureau of Educational and Cultural Affairs.



Three European Fulbright Commission Executive Directors display their Fulbright commemorative emblems at the Polish 40th Anniversary celebration. Pictured from left to right: Hana Rypkova, Poland; Andrzej Dakowski, The Czech Republic; Nora Hložekova, Slovak Republic.

Europe

During President Clinton's November trip to Greece, the President spoke to the business community about the importance of the Fulbright Program, and announced two significant innovations. The Aegean Communities Initiative will allow Greek and Turkish scholars to do collaborative research on subjects of mutual interest at American universities. Secondly, the President announced the Millennium Scholarship Program to increase the number of Greek students studying in the United States.

Completing efforts that began in 1997, the Austrian-American Educational Commission has established Fulbright Distinguished Chairs for Senior Scholars at all six universities in the country. Seventy percent of the annual costs of these chairs is being borne by the universities themselves, rather than by government. The number of lecturing grants for American scholars has grown from 6 to 15 in the past two years as a result of partnering and cost-sharing agreements.

The Fulbright Commission in Ireland has been honored by the American Chamber of Commerce for its efforts to improve the status of persons with disabilities. Working with the national organization for students with disabilities, the Commission launched the American Ireland Fund Scholarship in Deaf Studies, the Bank of Ireland Scholarship in Disability Studies, and the Jean Kennedy Smith Scholarship.

The Fulbright Program in Portugal grew substantially in 1999. Private sector and government support allowed an increase in the number of grants annually. Particularly noteworthy was a contribution by the Camoes Institute, which has responsibilities in the area of public diplomacy, to provide funds for up to six grants a year for Portuguese scholars.

The Program in Spain has also benefited from substantial private sector funds, which now amount to 30 percent of the budget. In addition, the Spanish Institute for Women's Affairs decided to sponsor a grant in gender studies and international relations. The number of American grantees reached an all-time high of 73, an increase of 12 percent. Also, Spain joined the Fulbright Teacher Exchange Program.

Switzerland and the U.S. have reactivated a dormant Fulbright Program supported by public and private funds from each side as part of efforts by both countries to respond to the acrimony over Holocaust assets that has troubled relationships in the past two years. Plans call for 8-10 grantees a year.

In Bulgaria, seven local centers for information and advising on educational opportunities in the U.S. have been opened, and four cost-shared grants with American universities established. The government of Slovakia has increased its contribution to the Fulbright Program by 40 percent. Hungary has doubled the percentage of women student grantees in the past three years from 25 to 50 percent. Moldova, Kazakhstan, and Estonia report increased involvement by Fulbright alumni in Program activities.

The German-American Fulbright Commission moved from Bonn to Berlin in mid-summer, and celebrated the event with a reception for German parliamentarians, academics, journalists, prominent private sector individuals, and American Fulbrighters. In the spring, the Commission invited all European Fulbright directors and over 300 American grantees to its annual Berlin Seminar. The recently formed Association of Friends of the Program sponsored nine student grantees and offered 20 internships as well.

The highly successful 1998 seminar for U.S. school superintendents was repeated in 1999, and a two-week seminar in the U.S. for German journalists started. In addition, the German Commission hosted two conferences in the U.S., one at Stanford on education and the second at Loyola University of Chicago on the future of transatlantic relations.



Board member Senator John Culver (far left) talks with Fulbright students in Vienna.



Pictured front row, from left: Mawa Samb, Senegalese teacher, 1999–2000; Harold Surles, U.S. teacher to Norway, 1998–1999, and in the back row, Mary Ashley, Director, Office of Global Educational Programs; Jochen Hoffmann, Chief, Teacher Exchange Branch.

THE BOARD IN 1999: LEADING CHANGE

During 1999, the Scholarship Board focused heavily on the proposed consolidation of the Fulbright Program into the Department of State, the competition to manage the Senior Scholar Program and enhancement of that Program, the budget for educational exchanges, and supervision of the myriad activities of the Program in our partner countries.

The Board played a proactive role in the negotiations that preceded the consolidation, and repeatedly emphasized the importance of maintaining the integrity of the Fulbright Program as an instrument of cultural diplomacy, not an instrument of foreign policy. We raised these concerns at the highest level, including President Clinton, Secretary of State Albright, and congressional leaders.

Our efforts—and those of many others—were rewarded by decisions to maintain a separate appropriation for educational exchange programs and to create a Bureau of Educational and Cultural Affairs in the State Department headed by its own Assistant Secretary of State. Going forward, the Board plans to monitor carefully the implementation of these decisions.

A second major concern was the competition for the contract to administer the Senior Scholar Program in response to a congressional mandate. The Board supervised the process, and made a number of suggestions, including its desire to have representatives of Fulbright commissions abroad participate in the analysis and evaluation of competing proposals. The Board was particularly interested in encouraging innovation in the Senior Scholar Program, and reacted warmly to a number of proposals by the Council for International Exchange of Scholars and the Office of Academic Programs of the Bureau of Educational and Cultural Affairs.

Other innovations include a decision to add the American Studies Summer Institutes to the Fulbright panoply of programs in order to increase the number of foreign scholars able to participate in summer seminars at selected American universities and the introduction of a model program for collaborative research by scholars from countries in regions of the world affected by historic conflicts. Called the Aegean Communities Initiative, this program will place Greek and Turkish scholars who have mutual research interests at the same American university, and send American scholars to do research in both countries.

The Fulbright budget and related issues, including foreign government contributions, cost-sharing partnerships with universities and other non-profit organizations, and private sector fundraising occupied a substantial amount of time and attention in 1999. Since the Board believes the Fulbright Program is inadequately funded, and much more could be done with additional resources, we worked with Associate Director William Bader, the Office of Management and Budget, and congressional appropriators to stabilize the U.S. funding-level for fiscal year 2000 and to seek additional support in the initial stages of preparation for the 2001 budget.

In an effort to better understand and respond to both common problems and issues that are unique to the Program in particular countries, the Board or a representative of the Board participated in a variety of conferences or studied the Program in specific countries. Vice Chair Caroline Yang and Chair Alan Schechter participated in a worldwide meeting of commission executive directors in Canada. In addition, a Board member took part in regional meetings in Asia, Latin America, and Europe.

Trips by individual members included: a trip by Senator John Culver to Moscow, the Ukraine, and Vienna on behalf of the Program, a trip by William Mauk to Chile and Argentina, and one by Lee Williams to Morocco. Hoyt Purvis, Jane Siena, and Alan Schechter spoke at anniversary celebrations in Norway, Egypt, and Poland.

Sub-committees of the Board met with area Branch chiefs of the then USIA and their staffs in Washington to discuss the Program in various regions of the world. In addition, the Board reviewed the Humphrey Program and met with campus coordinators from Emory, Rutgers, Penn State and Tulane. A round-table discussion with Teacher Exchange Program participants from Senegal, Romania, and Mexico and two American alumni demonstrated the enormous value of that Program.

Noteworthy changes in personnel also took place in 1999, of which, only a few can be mentioned here. At the beginning of the year, Alan Schechter succeeded Hoyt Purvis as Chair of the Board, and Caroline Yang was elected Vice Chair. Professor Sarah Castro-Klaren of Johns Hopkins University became a new member of the Board. President Clinton appointed Evelyn S. Lieberman the first Under Secretary of State for Public Diplomacy and William Bader became Assistant Secretary of State and head of the Bureau of Educational and Cultural Affairs. At year's end, Beverly Lindsey, who had done an outstanding job as Staff Director of the Board, resigned her position.

OVERVIEW

APPROXIMATELY 6,000 GRANTS WERE AWARDED TO INDIVIDUALS IN 1999. Grants are given to American students, teachers, and scholars to study, teach, lecture and conduct research in more than 140 countries in the world, and to foreign nationals to engage in similar activities in the United States.

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

The largest source of funding for the Fulbright Program is an annual appropriation made by the Congress to the Department of State. Participating foreign governments, as well as host institutions in the United States and abroad, contribute through direct funding, as well as by indirect support such as salary supplements, tuition waivers and university housing.

In 1999, the Congressional appropriation to the Department of State for the Fulbright Program was \$101.5 million. Foreign governments through binational commissions added \$28 million more. A separate appropriation of \$6.4 million was provided for programs administered through the Department of Education.

EXCHANGE PROGRAMS AT THE DEPARTMENT OF STATE

Fulbright Student Program

- Offered to American and foreign graduate students and graduating seniors
- 770 Americans studied abroad with either full or partial support from the Fulbright Program
- 2,280 foreign students were offered new or renewed grant awards for study at U.S. universities.

Fulbright Scholar Program

- Offered to scholars and professionals who lectured and/or conducted research in a wide variety of academic and professional fields in the humanities, social sciences, physical sciences, business administration and American Studies
- 754 Americans studied and taught in 120 foreign countries
- 640 foreign scholars came to the U.S. to lecture or conduct post-doctoral research for an academic year or term

Fulbright Teacher Exchange Program

- One-on-one exchanges of U.S. and foreign teachers and educational administrators, primarily at the secondary level
- 530 participants from 25 countries worldwide

The Hubert Humphrey Fellowship Program

- Mid-level professionals from developing or newly democratized nations come to the U.S. for a year of professional development and academic work at the graduate level
- Grants are given in various social and public policy fields
- In 1999, there were 135 Humphrey Fellows in the U.S. from 67 countries
- 2,885 Fellows from over 100 countries have participated in the program since its inception

EXCHANGE PROGRAMS AT THE DEPARTMENT OF EDUCATION

The Modern Foreign Language and Area Studies Training Programs, authorized by Section 102(b)(6) of the Fulbright-Hays Act, are operated by the U.S. Department of Education under a separate Congressional appropriation. Designed to promote and improve modern foreign language training and area studies in the U.S. without providing for reciprocal exchanges, these programs involved a total of 872 Americans in 1999.

The Fulbright-Hays Doctoral Dissertation Research Abroad Program

- awarded 101 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
- emphasis of study was on languages and areas not commonly taught in the U.S.

The Fulbright-Hays Faculty Research Abroad Program

- awarded 19 fellowships, through U.S. institutions, to faculty members to conduct research on modern foreign languages and area studies

The Fulbright-Hays Group Projects Abroad Program

- awarded 656 grants to U.S. institutions of higher education, state departments of education, and private nonprofit educational organizations
- grants are group projects in research, training and curriculum development

The Fulbright-Hays Seminars Abroad Program

- 96 U.S. teachers, school administrators, social studies supervisors, and curriculum directors participated in short-term seminars overseas
- seminars focused on the history, culture and language of participating foreign country
- many of these seminars have been initiated through bilateral agreements between the Department of Education and selected education ministries abroad



First Lady Hillary Rodham Clinton focused Moroccan media attention on the Fulbright Program during her visit to that country in 1999. Pictured with the First Lady are from left to right: Dominic Demme, the Regional Director of Northrop Grumman and a MACECE board member; Simon O'Rourke, the Executive Director of the American Chamber of Commerce in Morocco; U.S. Ambassador Edward Gabriel; and David Casewit, the Executive Secretary of MACECE.

PRINCIPAL ORGANIZATIONS FOR THE FULBRIGHT PROGRAM

J. William Fulbright Foreign Scholarship Board

The J. William Fulbright Foreign Scholarship Board was created by Congress to supervise the Fulbright 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 approving 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.

U.S. Department of State

On October 1, 1999, the United States Information Agency was integrated into the Department of State. The Bureau of Education and Cultural Affairs, which serves as the administrative and executive arm of the educational exchange program, is now part of the Public Diplomacy and Public Affairs Office of the Department of State. Under policies established by the Fulbright Foreign Scholarship Board, Bureau staff administers the academic exchange program and teacher exchanges, negotiates agreements covering educational interchange with foreign governments, maintains liaison with U.S. Embassies overseas on exchanges, and, in Washington, seeks the help and cooperation of other U.S. government and private agencies on certain aspects of the program.

In U.S. Embassies abroad, exchange program activities are the responsibility of a Public Affairs Officer or a Cultural Affairs Officer. At least one of these officers is a member of the local binational commission and maintains for the Bureau the liaison with the commission on policy and program matters. In countries where there is no commission, the Cultural Affairs Officer administers the educational exchange program.

U.S. Department of Education

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

COOPERATING ORGANIZATIONS FOR THE FULBRIGHT PROGRAM

The Institute of International Education (IIE) handles day-to-day supervision of the majority foreign student grantees in the United States and assists in a preliminary review of American student candidates competing for awards. IIE also supervises the Humphrey Fellowship Program, which brings to the United States mid-career professional from developing countries.

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

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

Exchanges with American Republic countries for training university faculty members are assisted by the **Latin American Scholarship Program of American Universities (LASPAU)**. In selected Middle Eastern countries, the **America-Mideast Educational and Training Services (AMIDEAST)**, arranges study programs for graduate students.

The International Institute of the Graduate School of the U.S. Department of Agriculture provides administrative and recruiting assistance in implementing the one-on-one exchange of Fulbright Teachers, including processing of all U.S. applicants and the matching of U.S. participants with foreign counterparts. The Institute also monitors foreign participants in the United States.

Delphi International and Catholic University, under a cooperative agreement with the Bureau of Educational and Cultural Affairs and in collaboration with the USDA Graduate School, organize the orientation for U.S. and foreign teachers. At this four-day event, partner teachers and their families meet each other on their way into or out of the United States. They participate in skill building workshops on cross-cultural communication, adjusting to life in another country, differences in teaching and classroom management, and other issues that will assist them during their exchanges.

Binational Commissions

There are now 51 active binational commissions in countries which have entered into executive agreements with the United States to conduct a program of educational exchanges. Belgium and Luxembourg share a single commission in Brussels. In addition, there is a Fulbright office serving Taiwan. They are always binational, composed equally of distinguished national educators and cultural leaders and of Americans from the U.S. Embassy and the resident American community. A commission's purpose is to administer the educational exchange program on an impartial and binational basis, to assure that grantees and educational institutions participating in the program are qualified to do so, and to plan and propose educational exchanges that are in keeping with the needs and educational resources of each country.

BINATIONAL EDUCATIONAL EXCHANGE AGREEMENTS

Country	Date Signed	Country	Date Signed
Afghanistan (inactive)	August 20, 1963	Japan	August 28, 1951
Argentina	November 5, 1956	Jordan	May 12, 1993
Australia	November 26, 1949	Korea	April 28, 1950
Austria	June 6, 1950	Liberia (inactive)	May 8, 1964
Belgium and Luxembourg	October 8, 1948	Malaysia	January 28, 1963
Brazil	November 5, 1957	Mexico	November 20, 1990
Bulgaria	September 2, 1992	Morocco	February 12, 1982
Burma (inactive)	December 22, 1947	Nepal	June 9, 1961
Canada	February 13, 1990	Netherlands	May 17, 1949
Chile	March 31, 1955	New Zealand	September 14, 1948
Colombia	January 9, 1957	Norway	May 25, 1949
Cyprus	January 18, 1962	Pakistan	September 23, 1950
Czech Republic	January 14, 1991	Paraguay (inactive)	April 4, 1957
Denmark	August 23, 1951	Peru	May 3, 1956
Ecuador	October 31, 1956	Philippines	March 23, 1948
Egypt	November 3, 1949	Poland	October 20, 1995
Ethiopia (inactive)	December 6, 1961	Portugal	March 19, 1960
Finland	July 2, 1952	Romania	July 30, 1992
France	October 22, 1948	South Africa	February 17, 1997
Germany	July 18, 1952	Slovak Republic	September 22, 1994
Ghana (inactive)	January 24, 1962	Spain	October 16, 1958
Greece	April 23, 1948	Sri Lanka	November 17, 1952
Hungary	December 6, 1990	Sweden	November 20, 1952
Iceland	February 23, 1957	Thailand	July 1, 1950
India	February 2, 1950	Tunisia (inactive)	November 18, 1963
Indonesia	July 15, 1992	Turkey	December 27, 1949
Iran (inactive)	September 1, 1949	United Kingdom	September 22, 1948
Iraq (inactive)	August 16, 1951	Uruguay	July 22, 1960
Ireland	March 16, 1957	Yugoslavia (inactive)	November 9, 1964
Israel	July 26, 1956	Taiwan*	November 30, 1957
Italy	December 18, 1948		

*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.

Country	Direct Financial Support by Foreign Governments*	Overseas Private Contributions and In-Kind Support*	Country	Direct Financial Support by Foreign Governments*	Overseas Private Contributions and In-Kind Support*
Argentina	200,000	1,936,089	Malaysia	0	353,065
Australia	294,450	293,650	Mauritius	0	12,000
Austria	253,160	23,798	Mexico	1,200,000	358,689
Belgium	293,248	47,460	Mexico CONACYT	5,508,689	0
Benin	0	6,300	Morocco	788,873	156,587
Botswana	0	9,100	Mozambique	0	16,000
Brazil	215,550	256,242	Namibia	0	9,000
Bulgaria	0	14,200	Nepal	0	13,430
Burkina Faso	0	3,000	Netherlands	405,000	70,500
Canada	350,000	571,665	New Zealand	139,654	264,878
Chile	393,473	1,113,304	Nigeria	0	15,000
Cyprus	80,000	253,681	Norway	681,329	113,221
Colombia	847,994	441,800	Pakistan	8,309	0
Côte d'Ivoire	0	1,700	Peru	500,000	429,749
Czech Republic	181,618	64,368	Philippines	503,836	89,750
Denmark	383,417	30,550	Poland	69,519	49,432
Ecuador	0	64,012	Portugal	168,260	58,000
Egypt	0	73,474	Romania	58,244	32,437
Ethiopia	0	14,000	Senegal	0	18,000
European Union	63,990	0	Slovak Republic	33,794	7,000
Finland	192,600	165,392	South Africa	263,503	38,997
France	484,931	52,524	South Korea	734,257	71,921
Germany	4,424,775	375,390	Spain	1,732,263	1,424,263
Ghana	0	21,500	Sri Lanka	908	17,500
Greece	175,000	285,000	Swaziland	0	6,000
Guinea	0	8,400	Sweden	334,875	177,730
Hungary	93,166	48,917	Syria	80,333	0
Iceland	145,000	13,865	Taiwan**	891,094	0
India	0	200,000	Tanzania	0	30,000
Indonesia	0	137,620	Thailand	114,286	245,071
Ireland	89,982	243,519	Turkey	105,867	95,825
Israel	115,000	151,463	Uganda	0	30,000
Italy	824,176	0	United Kingdom	660,257	551,158
Japan	2,858,735	928,026	Uruguay	549	196,369
Jordan	100,000	89,286	Venezuela	0	372,000
Kenya	0	34,000	Zimbabwe	0	35,200
Malawi	0	5,500			

Total
(in U.S. dollars) \$28,043,964 \$13,507,343

* Foreign Government and Overseas Private Contributions include figures for the Fulbright Student, Scholar and Teachers Program. Figures for the Teachers Program were not included in previous reports.

** 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. retains unofficial relations with the people of Taiwan.

During the Academic year 1990-2000, all 50 States plus the District of Columbia, Puerto Rico and Guam participated in the Fulbright Program.

FULBRIGHTERS BY STATE • ACADEMIC YEAR 1999-00

State	U.S. Grantees	Foreign Grantees	State	U.S. Grantees	Foreign Grantees
Alabama	17	9	Montana	17	72
Alaska	8	8	Nebraska	15	3
Arizona	22	63	Nevada	10	4
Arkansas	6	11	New Hampshire	10	7
California	220	328	New Jersey	56	65
Colorado	42	31	New Mexico	18	14
Connecticut	38	55	New York	210	409
Delaware	3	19	N. Carolina	38	54
DC	42	106	N. Dakota	2	4
Florida	48	67	Ohio	58	57
Georgia	42	78	Oklahoma	17	24
Guam	2	1	Oregon	39	27
Hawaii	11	4	Pennsylvania	108	135
Idaho	7	2	Puerto Rico	1	1
Illinois	74	145	Rhode Island	16	13
Indiana	45	65	S. Carolina	23	20
Iowa	16	15	S. Dakota	5	2
Kansas	16	24	Tennessee	15	13
Kentucky	18	11	Texas	83	83
Louisiana	21	29	Utah	6	13
Maine	12	3	Vermont	11	4
Maryland	41	80	Virgin Islands	0	0
Massachusetts	101	259	Virginia	51	48
Michigan	56	53	Washington	50	55
Minnesota	39	53	W. Virginia	5	4
Mississippi	1	1	Wisconsin	44	27
Missouri	23	30	Wyoming	0	2
			Unattributable	24	49
			Total	1,903	2,759
			U.S. and Foreign Total		4,662

Numbers include new and renewed grants for academic year 1999-2000.

Grantees under the following programs are included: Fulbright Student Program, Fulbright Senior Scholar Program, Fulbright Teacher Exchange Program, and the Hubert H. Humphrey Program.

TOTAL FUNDING FROM ALL SOURCES • 1999-00

U.S. Government	Department of State	101,514,000
	U.S. Dept. of Education	6,536,000
Foreign Governments		28,044,000
Private Sector	U.S. In-kind Support	50,590,000
	Foreign In-kind Support	
	Private Donations	13,507,000
Total Funding <i>(in U.S. Dollars)</i>		\$200,191,000

COUNTRIES WHERE FOREIGN GOVERNMENT CONTRIBUTION EXCEEDS U.S. GOVERNMENT CONTRIBUTION • 1999-00

Country	Foreign Government Contributions	U.S. Government Contributions
Belgium	293,248	258,300
Denmark	383,417	277,000
Germany	4,424,775	2,636,500
Japan	2,858,735	1,510,675
Morocco	788,873	511,315
Netherlands	405,000	309,950
Norway	681,329	314,400
Spain	1,732,263	956,748
Sweden	334,875	278,610
Taiwan	891,094	568,767
United Kingdom	660,257	653,352
Total <i>(in U.S. Dollars)</i>	\$13,453,866	\$8,275,617

Includes U.S. and Foreign Gov't funds for Fulbright Student, Scholar and Teacher Exchange Programs.

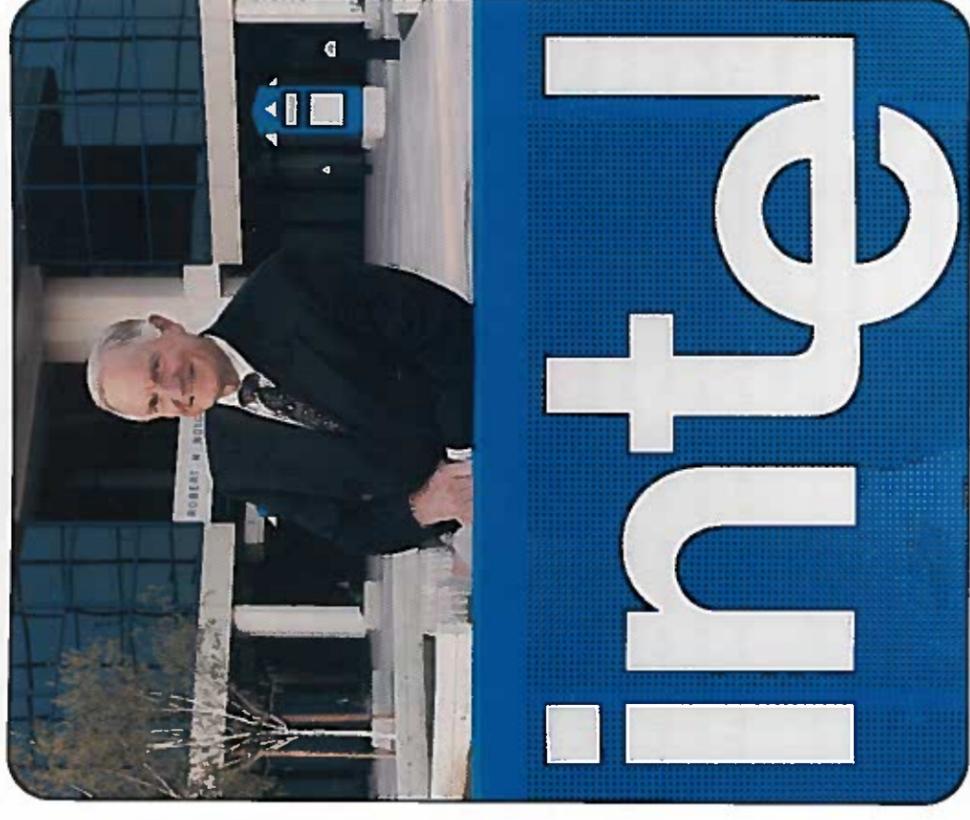
Craig Barrett was born on August 29, 1939, in San Francisco, California. He attended Stanford University in Palo Alto, California, from 1957 to 1964, and received his Bachelor of Science, Master of Science and Ph.D. degrees in Materials Science. After graduation, he joined the faculty of Stanford University in the Department of Materials Science and Engineering, rising to the rank of Associate Professor. Dr. Barrett was a Fulbright Fellow at the Danish Technical University in Denmark in 1972 and a NATO Postdoctoral Fellow at the National Physical Laboratory in England from 1964 through 1965.

In 1969, Dr. Barrett was the recipient of the Hardy Gold Medal from the American Institute of Mining and Metallurgical Engineers, and is currently a member of the National Academy of Engineering. Dr. Barrett is the author of over 40 technical papers dealing with the influence of microstructure on the properties of materials, and a textbook on materials science, "Principles of Engineering Materials," written in the 1970s, which remains in use today at universities throughout the country.

Dr. Barrett joined Intel Corporation in 1974 as a Technology Development manager. He became Intel's fourth President in May 1997, and Chief Executive Officer in 1998. On July 20, 1999, Dr. Barrett was appointed by the U.S. Secretary of Education to serve on the National Commission on Mathematics and Science Teaching for the 21st Century. Recently he gave the following interview about his life and his Fulbright experience.

Q. How did you become interested in engineering?

A. My father was a chemist and I was always intrigued with how things worked—both in science and engineering. Because I was a good math and science student in high school, I was able to win a scholarship to Stanford University to study metallurgical engineering...I suspect that sealed my fate. I continued with graduate work in engineering at Stanford earning both MS and PhDs. This was in the post Sputnik era, when the U.S. Government invested a huge amount of money in engineering (especially materials science, which was my specialty); U.S. universities were a hot bed of basic research activity. Following a NATO fellowship, I returned to Stanford and joined the faculty. In essence, my boyhood interest in how things worked was transformed into a professional career of studying basic material properties and how they related to mechanical, electrical, optical, and magnetic characteristics. Even today I'm fascinated in the topic.



Q. What led you to apply for a Fulbright Senior Scholar grant to Denmark in 1974?

A. I had spent a year as a NATO postdoctoral fellow at the National Physical Laboratory in England in 1965. When I was eligible for a sabbatical from Stanford in 1972, I became aware of a Fulbright Senior Scholar grant at the Danish Technical University. I already knew the value of studying in a foreign country and experiencing a different perspective on technical, as well as social issues. I was also impressed with the program at the Danish Technical University, especially the theoretical studies of Rod Cotterill using computers to simulate atomic motions. My children were at a very impressionable age (5th and 6th grade), and I thought they could benefit from attending school in a foreign country. As it turned out they attended the oldest public school in Copenhagen, learned to speak Danish, and had a very fulfilling experience. My time at the Danish Technical University was also very fulfilling, from a teaching and research standpoint.

“We have a saying at Intel about computers and teachers...computers aren't magic; teachers are.”

CRAIG BARRETT

Q.

The Fulbright program has traditionally focused on social sciences. How was the Fulbright Program relevant to you as a scientist?

A.

Science/engineering is an international topic as much as the social sciences. I believe that these international contacts help broaden one's view of what is important and on what one should be a priority. Just finding yourself in a new environment with new faces, new personalities, and new ideas is very stimulating. The ability to look at one's country through the eyes of a foreign nation is perhaps one of the best educations one can obtain. My time spent in England during the antiwar riots in the United States and the time in Denmark at the tail end of the Vietnam War were emotionally stimulating. Having to constantly defend my country's actions made me a better citizen of both the United States, and the world.

Q.

What role do you find international contacts play in the business world?

A.

Today's business is international by definition. At Intel we do 60 percent of our business outside of the United States. One cannot succeed if one does not understand and appreciate the foreign customer's view. Any time spent living outside of the United States is valuable from a business perspective. Today I spend about 2 months per year traveling outside of the United States on business. I counsel all our young managers to take a foreign assignment so they can obtain experiences similar to that obtained with the Fulbright grant. Looking to the future when trading barriers and governmental actions become even less important in our daily business activities, strong international contacts will be even more important.

Q.

Given your extensive travel and knowledge of technology, do you see the Internet replacing the need for the exchange of individuals?

A.

The Internet is certainly a tool for instantaneous communication and exchange of information. However, you can't sit at your desk and hope to understand the feelings and emotions of others in foreign lands. I am a strong believer that you need to manage by walking around. This applies to doing business in foreign lands. You need to walk around, see how they market and sell things, understand the buying habits of the people, and, most importantly, you need to see how your products are used. You can

get some of this information over the Internet, but you get only a brief glimpse. To really understand what is happening, you need to be on the ground talking to people. Yes, the Internet will help in the follow-up communications, but working face-to-face with the people is an important precursor to sending or receiving an email.

Q.

What role do you envision computers/technology playing in the future in education?

A.

Computers will play a major role in education in the future—but it is important to realize that it is the integration of computers into the educational process that is important, not just education about how computers work. There are endless studies showing how computers can aid the learning process, get young children more interested in education, etc. While all this is undoubtedly true, the real issue is probably how to get teachers familiar with the technology, and how to get them to integrate technology into their classrooms. We have a saying at Intel about computers and teachers...computers aren't magic; teachers are. This simply means that if teachers cannot understand and use the technology (and here we mean use in the sense of integrating computers into the curriculum), then all the computer hardware in the classroom is wasted.

Q.

What do you see as the strengths and weaknesses of Americans in dealing with the world?

A.

Strengths—we are used to change and new technology. We are open in our society to new ideas, new technology, new ways of doing things. This is a direct result of our free trade philosophy and the openness of our educational system to young people from around the world. The fact that our markets are open and that we sell our goods around the world means that we have to be international in our economic outlook. This overall openness is perhaps our best advantage as the world continues to change very rapidly.

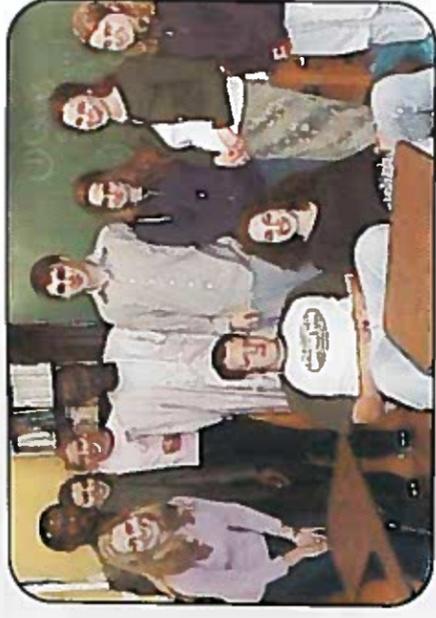
Weaknesses—sometimes we think too locally, especially on political issues. We still act in ways that assume that we can control things (goods, services, technology, relations with other countries) when, in reality, the economic driving forces in the world far exceed our attempts at political control. There are many examples of this, and we are not alone. While the U.S. Government has tried to control encryption technology (when it is readily available on the Internet) or the distribution of personal computers (when there are more PCs sold each year than TVs), other governments are still trying to control the Internet and its use. It would seem that governments would learn that control of technology, which brings information and benefit to the end user, is like trying to control the tides. Yes, we are learning in this area, but the concept of local nationalistic control of the latest technology dies hard.

Educators **Lisa Magum** of Hamilton, Virginia and **Mawa Samb** of Dakar, Senegal traded teaching positions and countries for a year under the auspices of the Fulbright Teacher Exchange Program. The exchange program gives Fulbrighters like Lisa and Mawa the opportunity to live and work in host countries and gain an understanding and appreciation of the similarities and differences in national cultures and international educational systems. The teachers enrich their schools with enhanced awareness and give their students new perceptions of the global village.

Both Lisa and Mawa are career educators who go the extra mile for their students. Lisa has taught French at all levels of high school for 20 years. She received her BA in Education and MA in French from Illinois State University and has studied abroad in France and India. Mawa holds both Undergraduate and Master's degrees in English from Cheikh A. Diop University in Senegal and has over ten years teaching experience. Both are motivated by a love of language and a desire to influence the lives of young people.

As different as Senegal and the United States are, Lisa and Mawa share at least one remarkably similar impression of their host countries—people work HARD! In Senegal, Lisa says, “If one has a way to work, one works. No one is afraid to do it the hard way. Whatever it takes to get it done, then that is how it goes.” Equally impressed, Mawa comments that “...the stress level is too high among Americans, mainly because people overwork themselves, and after work... tasks are sometimes harder than their regular jobs.” The hard-working nature of both countries seems to have rubbed off on these two dedicated professionals, as they have clearly thrown themselves into their new positions as exchange teachers far from home.

In Virginia, Mawa quickly settled into American life, noting that “in the area where I live and where I work, people are really friendly and even in the streets people greeted me even without knowing me.” At Loudoun County High School, he made an equally positive impression on the faculty, parents and students. In fact, following Mawa's speech about education in Senegal during his school's Foreign Language Banquet, a student was so moved by his eloquence that she initiated a fund raising committee to provide textbooks for students in Senegal. In addition to his duties in the classroom, Mawa went out of his way to bring the Senegalese national story to Americans throughout his community. As a guest speaker during African American Month, for example, he had such impact that he was subsequently invited to join the Committee on Minority Achievement Improvement.



Left: Lisa Magum with her Senegalese students at Thierno Saidou Nourou Talli School in Dakar, Senegal.
Right: Mawa Samb (fifth from left) with his U.S. students at Loudoun County High School in Virginia.

Invited by many of his colleagues to speak in their classrooms, Mawa enjoys providing first-hand accounts of African geography, history and his life as a Moslem. He reports that “now in all my classes, and also in the whole school, people know much more about Africa and Senegal in particular.” Students were impressed with Mawa's command of four languages, a talent he dismisses with modesty as “not rare in my country.” He also gave an evening-long class for adults that was “a unique experience” that resulted in considerable popular acclaim. In general, Mawa believes that, “The Fulbright Program is a great program in so far as it helps (Americans) understand foreign culture...and it broadens the horizons of American teachers as well as the foreign teachers who better grasp American life and culture.” As his tenure in Virginia draws to a close, Mawa hopes that his students and many new acquaintances now “realize that you can be from another part of the world and still have knowledge” and that “people are now aware that it's a necessity for them to learn other languages and cultures”.

In distant Dakar, Lisa found a similar opportunity to bring American culture and ideals alive for her new Senegalese students and friends. At Thierno Saidou Nourou Talli School, her first task was to establish credibility with her young charges and fellow teachers: “I am a mother at heart, and found another whole family here. I believe that some of the most magical moments have taken place in this context. Since students must trust a teacher before learning can really take place, I believe the progress I have been able to make in class has a direct correlation with the “rapport building” that takes place outside of it.” Lisa reports that the keys to unlocking new friendships were her determination to learn at least as much from her colleagues and students as she taught them and her efforts to fully meld with Senegalese society rather than simply to live there.

With that first hurdle cleared, Lisa collaborated with her school's principal to merge the state-mandated curriculum with teaching styles and methods that are typically American. She says it was a lot more work that way, but both she and her kids enjoyed these sessions which gave students a more accurate picture of American culture, as well as teaching them English grammar. In doing so, Lisa says she was able to correct some of the stereotypes her students held of American life. Her hope is that “they see our country as one that was founded on reli-



President Jimmy Carter addresses the audience. Sharing the dais are Hubert H. Humphrey III, Ambassador Harriet Eiam (then USA Counselor) and Allan Goodman, President and CEO of the Institute of International Education.

The Humphrey Fellowship Program, a Fulbright exchange activity, was President Carter's initiative in 1979 aimed at providing career development and leadership for mid-level professionals of developing nations. Since it began, over 2,500 mid-career professionals have participated in a year of study and related professional experience. The steady stream of Humphrey Fellows who have now assumed prominent positions in their home countries is evidence that person-to-person exchanges are part of the base upon which prosperity and peace are built.

More than 400 Humphrey Fellows, including the entire class of 114 Humphrey Fellows for 1998-99 and about 300 alumni, gathered in Washington June 16-20, 1999 to mark the 20th anniversary of the Program at a conference on the theme "Building a World Together: The Humphrey Legacy." Alumni and other co-sponsors from countries throughout the developing world paid the costs of their own round-trip transportation to Washington to enable them to participate in the conference events, which included a keynote address by former U.S. President Jimmy Carter.

Former President Carter received a standing ovation from the Humphrey Fellows. Their questions gave Mr. Carter an opportunity to emphasize the role of civil society in the process of building democracy. "The challenge is not insurmountable," former President Carter said, "and the citizens, whether lawyers, students, or farmers, should realize that they have a great role to play. They should know," Mr. Carter said, "that united they can make a difference, not only on election day, but every day, by helping people understand and exercise their civil rights." He added that non-governmental volunteers must be involved in the protection of human rights.

Another highlight was a talk by Dr. Muhammad Yunus, founder of the Grameen Bank in Bangladesh. Yunus spoke extensively on the rewards of his micro-credit lending approach, which has helped women and men in poverty-stricken areas.

Current Fellows and alumni served with outside experts as panelists in sessions on themes ranging from communications to public health, civil society to economic development. Fellows also broke into regional groups to outline plans for future regional cooperation. At a banquet hosted by Director of Academic Programs Keith Geiger, awards were made to alumni who had distinguished themselves through their contributions to international understanding, leadership, public service, promotion of democracy, and international education.

gious principles and that, even with the materialism that has in recent years hit modern society, Americans are still religious, have a work ethic, are loyal and patriotic, and believe in liberty and rights for every human being."

Building upon her Fulbright experience, Lisa is particularly proud of the nascent partnership program she has initiated between Saidou Nourou Tall School and Loudoun County High School. With the support of both principals, the program will start with student-to-student correspondence and e-mails and eventually culminate in regular teacher and student exchanges between the two schools. Lisa has high hopes that Senegal will become an adopted country of her home high school and engender in students, "a personal transformation which changes how they see the world." Her goal is to share what she describes as her "adventure of a lifetime" in Senegal, for which she gives full credit to the Program.

In many ways, the story of Lisa's and Mawa's experiences abroad capture the essence of the Fulbright Program. Both have gained a unique insight into their host's culture and national identity that has forever changed their personal outlook. Equally important, in the years to come, they will share that special knowledge with countless colleagues and students, by extension giving them an understanding that might never have been otherwise possible. Senator Fulbright would be pleased indeed!

The tables on this and the following pages provide a detailed count of Fulbright awards for academic year 1999-00, as well as cumulative totals for 1949-99, 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. Department of State. Charts in this year's annual report reflect the geographic regional divisions used by the U.S. Department of State.

Africa

Grants to Foreign Nationals 1999

Grants to U.S. Citizens 1999

Country	Students*	Research	Lecturing	Teacher Exchange or Seminars	Hubert H. Humphrey	Total	Students	Research	Lecturing	Teacher Exchange or Seminars	Total
Angola	4	1			1	6					
Benin	3	1			2	7					
Botswana	1					1					
Burkina Faso	3	1			5	6					
Burundi	4	2			11	13					
Cape Verde	2				1	3					
C.A.R.	1				0	1					
Chad	1				0	1					
Congo (Dem. Rep. Of)	1				0	1					
Djibouti	3				0	3					
Eq. Guinea	3				0	3					
Eritrea	8	1			4	13					
Ethiopia	3				11	14					
Gabon	8				0	8					
The Gambia	8				0	8					
Ghana	2	3			18	23					
Guinea	2				2	4					
Guinea Bissau	6				0	6					
Ivory Coast	11	1			16	28					
Kenya	11	1			16	28					
Lesotho					0	0					
Libera					0	0					
Madagascar	6				9	15					
Malawi	5	5			7	17					
Mali	5				6	11					
Mauritania	5				0	5					
Mauritius	5				5	10					
Mozambique	3				4	7					
Namibia	3				6	9					
Niger	4	1			6	11					
Nigeria	8	2			17	25					
Rwanda	4				4	8					
Sao Tome	4				0	4					
Senegal	4				9	13					
Seychelles					0	0					
Sierra Leone					0	0					
Somalia					0	0					
South Africa	41	2			152	195					
St. Helena					0	0					
Swaziland	5	2			6	11					
Tanzania	2				8	10					
Togo	2				2	4					
Uganda	6				9	15					
Zambia	6	1			8	14					
Zimbabwe	6	2			12	18					
Multicountry	171	23	8		363	492					
TOTAL	171	23	8		363	492					

*This number includes renewal grants.

Africa-Historical Totals

Grants to Foreign Nationals 1949-1999

Grants to U.S. Citizens 1949-1999

Country	Students*	Research	Lecturing	Teacher Exchange or Seminars	Hubert H. Humphrey	Total	Students	Research	Lecturing	Teacher Exchange or Seminars	Total
Angola	27	1			8	37					
Benin	35	1			14	50					
Botswana	47	6			13	70					
Burkina Faso	24	13			18	55					
Burundi	61	5			21	87					
Cape Verde	2				1	3					
Central African Rep.	14	3			17	34					
Chad	9	1			4	14					
Congo (Dem. Rep. Of)	21	4			9	34					
Djibouti	5	0			1	6					
Eq. Guinea	7	0			2	9					
Eritrea	1	0			0	1					
Ethiopia	138	50			44	232					
Gabon	18	3			9	30					
The Gambia	12	0			2	14					
Ghana	248	102			74	424					
Guinea	11	4			8	23					
Guinea Bissau	1	2			3	6					
Ivory Coast	80	49			14	143					
Kenya	353	70			20	443					
Lesotho	36	12			3	51					
Libera	182	4			41	227					
Madagascar	38	15			16	69					
Malawi	62	11			14	87					
Mali	38	6			24	68					
Mauritania	15	3			1	19					
Mauritius	33	12			4	49					
Mozambique	53	8			3	64					
Namibia	30	4			10	44					
Niger	23	10			19	52					
Nigeria	270	211			8	489					
Rwanda	34	14			19	67					
Sao Tome	1	0			1	2					
Senegal	59	6			36	101					
Seychelles	0	0			0	0					
Sierra Leone	64	10			31	105					
Somalia	122	4			0	126					
South Africa	851	91			50	992					
St. Helena	0	0			0	0					
Swaziland	37	2			11	50					
Tanzania	251	64			20	335					
Togo	47	32			21	100					
Uganda	250	50			39	339					
Zambia	172	28			30	230					
Zimbabwe	155	36			28	219					
Multicountry	0	0			0	0					
TOTAL	4079	1100	188	725	60	6062	7113	881	390	1601	10134
TOTAL	4079	1100	188	725	60	6062	7113	881	390	1601	10134

*This number includes renewal grants.

Western Hemisphere

Grants to Foreign Nationals 1999

Grants to U.S. Citizens 1999

**This number includes renewal grants.*

Country	Students	Research	Lecturing	Teacher Exchange or Seminars	Total	Country	Students	Research	Lecturing	Teacher Exchange or Seminars	Total
Anguilla	0	0	0	0	0	Anguilla	0	0	0	0	0
Argentina	103	14	7	11	136	Argentina	8	11	7	11	36
Bahamas	8	2	0	0	10	Bahamas	0	0	0	0	0
Barbados	19	0	0	0	19	Barbados	0	0	0	0	0
Bolivia	36	18	24	2	80	Bolivia	4	2	10	12	30
Brazil	22	0	0	0	22	Brazil	14	0	0	0	14
Canada	54	2	4	0	60	Canada	20	7	7	0	34
Chile	95	2	5	4	106	Chile	11	5	7	4	27
Colombia	26	1	1	8	36	Colombia	6	5	7	0	18
Costa Rica	108	0	0	0	108	Costa Rica	6	0	0	0	6
Cuba	0	0	0	0	0	Cuba	0	0	0	0	0
Dominica	0	0	0	0	0	Dominica	1	0	0	0	1
Dominican Republic	14	1	1	1	17	Dominican Republic	2	1	1	1	5
Ecuador	38	1	11	8	58	Ecuador	11	8	8	0	27
El Salvador	21	1	3	3	28	El Salvador	3	3	3	0	9
French Antilles	0	0	0	0	0	French Antilles	0	0	0	0	0
French Guiana	0	0	0	0	0	French Guiana	0	0	0	0	0
Guatemala	20	3	2	5	30	Guatemala	6	5	5	0	16
Guyana	19	0	0	0	19	Guyana	0	0	0	0	0
Haiti	17	0	0	0	17	Haiti	1	0	0	0	1
Honduras	12	0	0	0	12	Honduras	2	2	0	0	4
Jamaica	321	14	24	4	363	Jamaica	2	2	4	0	8
Mexico	983	60	14	5	1062	Mexico	366	30	19	18	423
Neth. Antilles	0	0	0	0	0	Neth. Antilles	0	0	0	0	0
Nevis/St. Kitts	0	0	0	0	0	Nevis/St. Kitts	0	0	0	0	0
Nicaragua	18	0	0	0	18	Nicaragua	1	1	2	0	4
Panama	11	0	0	0	11	Panama	1	1	1	0	3
Paraguay	49	1	2	1	53	Paraguay	11	1	1	1	14
Peru	59	0	0	0	59	Peru	10	0	7	1	18
St. Lucia	0	0	0	0	0	St. Lucia	0	0	0	0	0
Suriname	12	0	0	0	12	Suriname	0	0	0	0	0
Trinidad & Tobago	18	3	1	0	22	Trinidad & Tobago	6	3	3	0	12
Uruguay	31	0	0	0	31	Uruguay	19	3	4	0	26
Venezuela	0	0	0	0	0	Venezuela	2	0	4	0	6
Multicountry	983	60	14	5	1062	Multicountry	0	0	0	0	0
TOTAL	1140	64	19	14	1237	TOTAL	150	1	111	49	311

Western Hemisphere-Historical Totals

Grants to Foreign Nationals 1949-1999

Grants to U.S. Citizens 1949-1999

Country	Students	Research	Lecturing	Teacher Exchange or Seminars	Total	Country	Students	Research	Lecturing	Teacher Exchange or Seminars	Total
Anguilla	0	0	0	0	0	Anguilla	1	10	0	0	11
Argentina	1190	0	0	0	1190	Argentina	2	1	0	1	4
Bahamas	44	2	2	2	50	Bahamas	96	7	18	25	146
Barbados	83	0	0	0	83	Barbados	143	31	14	2	190
Belize	90	3	0	0	93	Belize	19	27	15	0	61
Bolivia	368	25	8	0	401	Bolivia	652	103	14	46	815
Brazil	1282	574	93	12	1961	Brazil	2431	400	140	767	3638
Canada	88	25	12	0	125	Canada	311	98	24	15	448
Chile	899	158	72	0	1129	Chile	1468	238	41	236	1983
Colombia	1597	91	51	18	1757	Colombia	2171	235	28	437	2871
Costa Rica	648	91	34	15	788	Costa Rica	941	110	51	108	1210
Cuba	64	2	0	0	66	Cuba	113	8	0	0	121
Dominica	0	0	0	0	0	Dominica	1	0	0	0	1
Dominican Republic	241	32	7	0	280	Dominican Republic	362	42	10	37	451
Ecuador	856	40	26	1	923	Ecuador	1259	222	37	240	1758
El Salvador	407	27	7	0	441	El Salvador	575	21	6	52	654
French Antilles	0	0	0	0	0	French Antilles	13	0	0	0	13
French Guiana	0	0	0	0	0	French Guiana	0	0	0	0	0
Guatemala	402	52	17	0	471	Guatemala	830	131	31	85	1077
Guyana	101	20	2	0	123	Guyana	161	7	4	21	193
Haiti	192	3	1	0	196	Haiti	374	29	3	30	436
Honduras	393	39	6	0	438	Honduras	610	33	23	78	744
Jamaica	101	62	5	0	173	Jamaica	242	41	32	54	333
Mexico	1788	219	104	5	2111	Mexico	2903	441	67	576	3587
Neth. Antilles	1	1	0	0	2	Neth. Antilles	13	0	0	0	13
Nevis/St. Kitts	0	0	0	0	0	Nevis/St. Kitts	1	2	0	0	3
Nicaragua	372	31	14	0	417	Nicaragua	536	49	26	41	612
Panama	551	35	14	0	600	Panama	777	35	16	60	868
Paraguay	195	17	7	0	219	Paraguay	366	20	9	51	446
Peru	891	166	51	0	1108	Peru	1484	271	84	413	2252
St. Lucia	0	0	0	0	0	St. Lucia	4	0	0	0	4
Suriname	26	7	0	0	33	Suriname	51	2	1	1	55
Trinidad & Tobago	104	31	4	0	139	Trinidad & Tobago	163	30	9	9	211
Uruguay	250	192	8	0	450	Uruguay	661	61	27	290	1039
Venezuela	291	80	19	0	390	Venezuela	607	124	12	10	753
Multicountry	0	4	0	0	4	Multicountry	4	16	44	10	74
TOTAL	13515	2301	639	4968	17423	TOTAL	22192	3059	870	4288	31349

East Asia and Pacific

Grants to Foreign Nationals 1999

Grants to U.S. Citizens 1999

Country	Students*	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S. and Foreign
Australia	14	8	9	9	34
Brunei	5	0	0	0	5
Burma	11	1	1	0	13
China (PRC)	9	14	33	33	60
Fiji	0	0	0	0	0
Hong Kong	36	5	4	4	48
Indonesia	52	19	10	5	86
Japan	20	15	3	24	62
Korea	15	3	3	8	29
Laos	7	1	0	0	8
Malaysia	3	8	8	0	19
Mongolia	4	1	1	4	10
New Zealand	10	2	2	0	14
Pacific Islands	0	0	0	0	0
Papua New Guinea	2	4	6	0	12
Philippines	24	3	2	9	38
Singapore	2	3	2	2	7
Solomon Islands	2	0	0	0	2
Taiwan	16	20	12	11	49
Thailand	20	2	9	11	42
Vietnam	46	6	6	6	64
Vietnam Multi-country	0	0	0	0	0
TOTAL	283	107	111	0	577

*This number includes renewal grants.

East Asia and Pacific-Historical Totals

Grants to Foreign Nationals 1949-1999

Grants to U.S. Citizens 1949-1999

Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S. and Foreign
Australia	1079	975	169	155	2378
Brunei	4	2	0	0	6
Burma	306	90	5	0	399
China (PRC)	193	260	1	44	598
Fiji	37	3	1	0	41
Hong Kong	50	84	29	170	333
Indonesia	784	62	86	66	936
Japan	3858	1854	428	117	6117
Korea	887	361	56	9	1313
Laos	64	1	0	0	65
Malaysia	344	174	60	58	636
Mongolia	15	3	0	0	18
New Zealand	614	320	74	106	1114
Pacific Islands	31	5	1	3	40
Papua New Guinea	50	111	0	2	163
Philippines	1480	111	49	17	1717
Singapore	130	55	7	2	194
Solomon Islands	2	0	0	0	2
Taiwan	450	302	51	3	806
Thailand	1103	31	58	41	1233
Vietnam	331	17	2	53	403
Vietnam Multi-country	0	24	0	2	26
TOTAL	11969	4662	938	735	17704
Australia	2545	0	1	612	3158
Brunei	8	0	0	0	8
Burma	521	20	3	0	544
Cambodia	209	2	0	1	212
China (PRC)	538	45	5	44	627
Fiji	71	20	0	0	91
Hong Kong	94	0	1	98	193
Indonesia	1060	42	86	66	1254
Japan	6422	1	31	117	6571
Korea	1438	46	18	9	1466
Laos	137	5	0	0	142
Malaysia	746	31	12	46	825
Mongolia	21	3	0	0	24
New Zealand	1220	0	0	0	1220
Pacific Islands	43	4	0	4	51
Papua New Guinea	67	17	0	9	93
Philippines	1860	65	43	199	2167
Singapore	219	4	0	60	283
Solomon Islands	2	0	0	0	2
Taiwan	916	20	27	104	1047
Thailand	1344	59	87	92	1582
Vietnam	377	3	3	65	448
Vietnam Multi-country	33	0	0	12	45
TOTAL	2392	0	152	735	3279
Australia	516	0	1	612	1129
Brunei	0	0	0	0	0
Burma	19	3	5	0	27
Cambodia	1	2	0	1	4
China (PRC)	61	5	5	44	115
Fiji	61	20	0	0	81
Hong Kong	94	0	1	98	193
Indonesia	125	42	86	66	269
Japan	479	1	31	117	627
Korea	246	46	18	9	319
Laos	141	5	0	0	146
Malaysia	46	31	12	46	135
Mongolia	0	3	0	0	3
New Zealand	320	0	0	0	320
Pacific Islands	14	4	0	4	22
Papua New Guinea	10	10	0	9	29
Philippines	199	65	43	199	491
Singapore	60	4	0	60	124
Solomon Islands	0	0	0	0	0
Taiwan	104	20	27	104	255
Thailand	92	59	87	92	330
Vietnam	22	3	3	65	93
Vietnam Multi-country	0	0	0	12	12
TOTAL	2392	0	152	735	3279
Australia	1694	0	1	155	1850
Brunei	3	0	0	0	3
Burma	181	50	5	0	236
Cambodia	44	42	1	1	88
China (PRC)	658	418	593	418	1667
Fiji	59	36	3	0	98
Hong Kong	170	98	2	170	438
Indonesia	356	66	84	66	572
Japan	1756	117	428	117	2418
Korea	729	333	70	9	1141
Laos	64	6	0	0	70
Malaysia	294	203	60	58	515
Mongolia	6	6	0	0	12
New Zealand	971	297	74	106	1354
Pacific Islands	34	13	1	3	50
Papua New Guinea	33	12	0	2	47
Philippines	610	303	49	17	939
Singapore	154	60	7	2	217
Solomon Islands	0	0	0	0	0
Taiwan	501	262	51	3	767
Thailand	451	263	58	41	753
Vietnam	143	65	2	53	259
Vietnam Multi-country	38	24	0	2	64
TOTAL	2838	8949	938	735	4560

Europe

Grants to Foreign Nationals 1999

Grants to U.S. Citizens 1999

Country	Students*	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S. and Foreign
Albania	11	2	4	0	13
Austria	23	3	4	0	28
Belgium	0	2	2	0	4
Bosnia-Herzegovina	6	3	3	0	10
Bulgaria	7	0	7	1	15
Croatia	2	6	6	9	23
Cyprus	12	2	8	0	22
Czech Republic	16	1	10	4	23
Denmark	20	3	5	0	28
Estonia	3	4	3	0	10
European Union	1	2	1	5	9
France	26	7	13	8	54
Finland	16	20	7	11	54
Germany	234	21	30	14	279
Gibraltar	0	0	0	0	0
Greece	19	11	8	0	38
Hungary	14	3	9	3	29
Iceland	11	10	6	3	30
Ireland	16	5	8	0	29
Italy	20	28	4	12	64
Latvia	4	4	4	1	13
Lithuania	4	3	4	0	11
Luxembourg	2	1	2	1	6
FR of Macedonia	3	1	2	0	6
Malta	6	1	2	3	12
Netherlands	12	12	6	1	31
Norway	22	5	6	3	36
Poland	16	14	6	3	39
Portugal	17	3	13	3	36
Romania	21	8	9	3	41
Slovak Republic	6	3	6	2	17
Slovenia	3	2	4	5	14
Spain	53	47	26	5	131
Sweden	13	12	3	0	28
Switzerland	2	3	7	4	16
Turkey	12	12	7	4	35
United Kingdom	15	8	4	55	82
Multicountry	0	18	12	0	30
TOTAL	684	459	241	137	1561

* This number includes renewed grants.

Europe-Historical Totals

Grants to Foreign Nationals 1949-1999

Grants to U.S. Citizens 1949-1999

Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S. and Foreign
Albania	235	59	0	0	294
Austria	2555	562	233	61	3351
Belgium	1654	686	274	13	2627
Bosnia-Herzegovina	0	113	60	0	173
Bulgaria	314	251	38	0	603
Croatia	177	154	0	0	331
Cyprus	3125	23	88	37	3233
Czech Republic	895	213	87	10	1215
Denmark	1847	483	106	0	2436
Estonia	110	91	0	0	201
European Union	0	82	24	0	106
France	6217	1972	711	73	8973
Germany	19654	2079	652	311	22496
Gibraltar	0	0	2	0	2
Greece	2040	473	29	71	2843
Hungary	613	419	143	32	1207
Iceland	846	138	69	42	1095
Ireland	784	96	79	22	1081
Italy	3970	1932	294	655	6851
Latvia	159	94	49	0	302
Lithuania	188	66	12	0	266
Luxembourg	47	4	23	4	78
Macedonia	0	54	0	0	57
Malta	13	13	16	17	59
Netherlands	2008	653	340	80	2461
Norway	2756	861	102	113	3632
Poland	1029	910	62	5	2006
Portugal	2049	243	20	15	2487
Romania	806	607	65	19	1497
Slovak Republic	252	111	58	18	429
Slovenia	114	30	0	2	146
Spain	3462	1692	71	63	5008
Sweden	1038	493	83	0	1514
Switzerland	86	1	2	13	102
Turkey	1783	740	253	46	2662
United Kingdom	4442	2597	1035	27	7101
Yugoslavia	0	19	23	0	42
Multicountry	0	0	0	0	0
TOTAL	68172	20482	4644	1511	94389
TOTAL	11184	357	1511	1511	1511
Albania	304	10	0	0	314
Austria	3986	119	13	0	4185
Belgium	2888	0	0	0	2888
Bosnia-Herzegovina	144	31	0	0	175
Bulgaria	700	17	0	0	717
Croatia	338	7	0	0	345
Cyprus	3308	34	37	0	3379
Czech Republic	1292	10	87	0	1489
Denmark	2669	98	135	0	2902
Estonia	218	0	17	0	235
European Union	106	0	24	0	130
France	10524	73	1551	73	12129
Germany	24888	311	2172	311	27582
Gibraltar	2	0	2	0	4
Greece	2785	26	146	71	2928
Hungary	1345	32	143	32	1552
Iceland	1099	0	42	0	1141
Ireland	1410	0	22	0	1432
Italy	6951	0	655	100	7706
Latvia	302	0	49	0	351
Lithuania	1	0	1	0	2
Luxembourg	78	0	23	4	105
Macedonia	57	0	0	0	57
Malta	59	0	16	0	75
Netherlands	3413	0	340	80	3833
Norway	4084	0	102	113	4297
Poland	2066	16	62	5	2149
Portugal	2446	15	20	15	2486
Romania	1637	19	65	19	1735
Slovak Republic	449	18	58	18	533
Slovenia	150	0	0	2	152
Spain	5106	63	72	63	5242
Sweden	1736	0	83	0	1819
Switzerland	126	0	2	13	141
Turkey	2941	65	46	4	3050
United Kingdom	14404	6303	1035	27	16869
Yugoslavia	1768	70	25	4	1867
Multicountry	1850	0	0	0	1850
TOTAL	29875	357	1511	1511	33254
TOTAL	7716	12069	14501	64161	175345
Albania	2	32	0	0	34
Austria	191	488	88	0	767
Belgium	200	208	93	0	501
Bosnia-Herzegovina	0	29	0	0	29
Bulgaria	62	192	42	0	296
Croatia	61	99	0	0	160
Cyprus	65	25	26	243	358
Czech Republic	145	24	69	412	640
Denmark	482	165	324	118	1089
Estonia	37	0	55	15	107
European Union	7	10	20	0	37
France	4982	850	797	963	6692
Germany	9244	2323	1972	2059	15598
Gibraltar	0	0	0	0	0
Greece	425	197	128	108	858
Hungary	281	123	128	750	1281
Iceland	102	68	276	15	461
Ireland	1410	0	102	15	1527
Italy	6951	756	914	1086	9703
Latvia	41	0	87	26	154
Lithuania	1	0	0	1	2
Luxembourg	78	0	2	3	83
Macedonia	57	0	0	0	57
Malta	59	4	52	29	148
Netherlands	3413	303	456	89	3901
Norway	4084	388	116	1395	5672
Poland	2066	522	42	1185	3251
Portugal	2446	354	8	631	3077
Romania	1637	236	46	749	2366
Slovak Republic	449	53	97	177	726
Slovenia	150	5	4	4	161
Spain	5106	160	240	2338	7744
Sweden	1736	147	222	621	2534
Switzerland	126	0	17	21	164
Turkey	2941	94	190	6078	9316
United Kingdom	3390	863	753	11084	15430
Yugoslavia	141	112	512	766	1631
Multicountry	11	8	1	1911	2030
TOTAL	29875	12069	14501	64161	175345

*Note: Czechoslovakia, Yugoslavia, and the USSR are listed for historical purposes only. As of the 1992 and 1993 reports, grants are reported under the names of the successor states. In the case of Yugoslavia (Serbia and Montenegro), no grants have been made there since 1992, when grants were first reported under the names of the successor states.

New Independent States

Grants to Foreign Nationals 1999

Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Hubert H. Humphrey Scholars	Total Foreign	Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S. and Foreign
Armenia	4	4	2			4	Armenia	4	4	2		6
Azerbaijan	4	5	1			4	Azerbaijan	4	5	1		6
Belarus		4	1			4	Belarus		4	1		6
Georgia		8	2			8	Georgia		8	2		6
Kazakhstan		4	4			8	Kazakhstan		4	4		6
Kyrgyzstan	4	4	5			4	Kyrgyzstan	4	4	5		9
Moldova	4	4	2			4	Moldova	4	4	2		6
Russia	42	4	2		8	42	Russia	42	4	2		80
Tajikistan		0	30			0	Tajikistan		0	30		6
Turkmenistan			10			0	Turkmenistan			10		0
Ukraine	18	5	3			19	Ukraine	18	5	3		29
Uzbekistan					1	0	Uzbekistan					8
Multicountry						0	Multicountry					0
TOTAL	98	99	60	0	8	99	TOTAL	98	99	60	0	167

Grants to U.S. Citizens 1999

New Independent States-Historical Totals

Grants to Foreign Nationals 1949-1999

Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Hubert H. Humphrey Scholars	Total Foreign	Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S. and Foreign
Armenia	0	0	0	0	0	0	Armenia	0	0	0	0	47
Azerbaijan	0	0	0	0	0	0	Azerbaijan	0	0	0	0	32
Belarus	0	0	0	0	0	0	Belarus	0	0	0	0	52
Georgia	1	1	0	0	0	0	Georgia	1	1	0	0	36
Kazakhstan	1	55	7	0	0	0	Kazakhstan	1	55	7	0	92
Kyrgyzstan	0	29	4	0	0	0	Kyrgyzstan	0	29	4	0	55
Moldova	0	25	3	0	0	0	Moldova	0	25	3	0	41
Russia	0	257	35	2	0	0	Russia	0	257	35	2	512
Tajikistan	0	14	3	0	0	0	Tajikistan	0	14	3	0	21
Turkmenistan	0	5	4	0	0	0	Turkmenistan	0	5	4	0	13
Ukraine	0	107	12	6	0	0	Ukraine	0	107	12	6	209
Uzbekistan	1	426	0	0	0	0	Uzbekistan	1	426	0	0	51
USSR*	403	333	0	0	0	0	USSR*	403	333	0	0	2711
Multicountry	0	3	0	0	0	0	Multicountry	0	3	0	0	37
TOTAL	406	1043	416	342	0	27	TOTAL	406	1043	416	342	3909

Grants to U.S. Citizens 1949-1999

* The U.S.S.R. is listed for historical purposes only. As of 1992 and 1993 reports, grants are reported under the names of the successor states.

Near East

Grants to Foreign Nationals 1999

Grants to U.S. Citizens 1999

Country	Students*	Research	Lecturing	Teacher Exchange or Seminars	Total U.S. and Foreign
Algeria	1	1	0	0	1
Bahrain	2	14	3	0	19
Egypt	1	14	3	0	18
Gaza	1	1	0	0	2
Iraq**	1	1	0	0	2
Israel	19	5	4	0	28
Jordan	13	5	7	0	25
Kuwait			1	0	1
Lebanon			4	0	4
Libya			2	0	2
Morocco	28	15	7	5	55
Oman			1	0	1
Qatar			1	0	1
Saudi Arabia			6	0	6
Sudan			0	0	0
Syria	9	12	2	0	23
Tunisia	4	3	2	0	9
U.A.E.	26	4	1	0	31
West Bank	7	2	5	0	14
Yemen			1	0	1
Yemen			5	0	5
Multi-country			2	0	2
TOTAL	109	71	0	5	185

* This number includes renewal grants.

** Iraqi Expatriates.

Near East-Historical Totals

Grants to Foreign Nationals 1949-1999

Grants to U.S. Citizens 1949-1999

Country	Students	Research	Lecturing	Teacher Exchange or Seminars	Total U.S. and Foreign
Algeria	103	35	2	25	165
Bahrain	11	7	0	0	18
Egypt	591	530	51	0	1172
Gaza	49	17	0	0	66
Iraq	147	24	3	19	193
Israel	457	426	40	10	933
Jordan	253	142	2	3	398
Kuwait	1	3	0	0	4
Lebanon	87	126	9	4	226
Libya	11	0	0	10	21
Morocco	403	163	18	95	680
Oman	3	3	0	0	6
Qatar	0	7	0	0	7
Saudi Arabia	5	39	0	0	44
Sudan	120	83	3	0	206
Syria	102	77	7	13	199
Tunisia	195	59	8	22	284
U.A.E.	0	16	2	0	18
West Bank	180	75	4	0	259
Yemen	157	26	1	3	187
Multi-country	0	0	4	0	4
TOTAL	2875	1858	155	213	4041

South Asia

Grants to Foreign Nationals 1999

Grants to U.S. Citizens 1999

Country	Students*	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S. and Foreign
Afghanistan	5	4	2	0	0
Bangladesh	2	11	2	4	15
Bhutan	19	2	0	0	2
India	49	5	12	0	65
Iran	10	2	0	0	0
Maldives	10	2	0	0	0
Nepal	6	6	2	0	12
Pakistan	7	6	6	9	26
Sri Lanka	7	3	2	6	17
Multicountry	49	20	24	0	64
TOTAL	149	85	34	0	149

* This number includes renewal grants.

South Asia-Historical Totals

Grants to Foreign Nationals 1949-1999

Grants to U.S. Citizens 1949-1999

Country	Students	Research Scholars	Lecturing Scholars	Teacher Exchange or Seminars	Total U.S. and Foreign
Afghanistan	191	13	70	7	314
Bangladesh	117	44	27	0	278
Bhutan	29	0	0	0	29
India	2335	1354	965	168	7052
Iran	197	168	162	68	1050
Maldives	0	0	0	0	0
Nepal	306	37	79	0	618
Pakistan	958	214	40	25	1750
Sri Lanka	415	101	7	0	857
Multicountry	0	0	8	0	102
TOTAL	4548	1931	825	271	12054

Africa-Fulbright Hays

U.S. Grantees 1999

Historical Totals 1964-1999

Country	Doctoral	Faculty	Group	Seminars	Curriculum	Country	Doctoral	Faculty	Group	Seminars	Curriculum	Total
Angola	0	1	0	0	0	Angola	0	1	0	0	0	1
Benin	0	0	0	0	0	Benin	0	0	0	0	0	0
Burkina Faso	0	1	0	0	0	Burkina Faso	0	1	0	0	0	1
Burundi	0	0	0	0	0	Burundi	0	0	0	0	0	0
Cameroun	0	0	13	0	0	Cameroun	0	0	13	0	0	13
Cape Verde	0	0	0	0	0	Cape Verde	0	0	0	0	0	0
Chad	0	0	0	0	0	Chad	0	0	0	0	0	0
Comoro Islands	0	0	0	0	0	Comoro Islands	0	0	0	0	0	0
Congo (Dem. Rep. Of)	0	0	0	0	0	Congo (Dem. Rep. Of)	0	0	0	0	0	0
Congo (Rep. Of)	0	0	0	0	0	Congo (Rep. Of)	0	0	0	0	0	0
Ethiopia	0	0	0	0	0	Ethiopia	0	0	0	0	0	0
Gabon	0	0	0	0	0	Gabon	0	0	0	0	0	0
Ghana	1	0	14	0	0	Ghana	1	0	14	0	0	15
Guinea	0	0	0	0	0	Guinea	0	0	0	0	0	0
Guinea Bissau	0	0	0	0	0	Guinea Bissau	0	0	0	0	0	0
Ivory Coast	0	0	0	0	0	Ivory Coast	0	0	0	0	0	0
Kenya	0	0	0	0	0	Kenya	0	0	0	0	0	0
Lesotho	0	0	0	0	0	Lesotho	0	0	0	0	0	0
Liberia	0	0	0	0	0	Liberia	0	0	0	0	0	0
Madagascar	0	2	0	0	0	Madagascar	0	2	0	0	0	2
Malawi	0	1	0	0	0	Malawi	0	1	0	0	0	1
Mali	0	0	0	0	0	Mali	0	0	0	0	0	0
Mauritania	0	0	0	0	0	Mauritania	0	0	0	0	0	0
Mauritius	0	0	0	0	0	Mauritius	0	0	0	0	0	0
Mozambique	0	0	0	0	0	Mozambique	0	0	0	0	0	0
Namibia	0	0	0	0	0	Namibia	0	0	0	0	0	0
Niger	0	0	0	0	0	Niger	0	0	0	0	0	0
Nigeria	0	0	18	0	0	Nigeria	0	0	18	0	0	18
Rwanda	0	0	0	0	0	Rwanda	0	0	0	0	0	0
Senegal	0	0	0	0	0	Senegal	0	0	0	0	0	0
Sierra Leone	0	0	0	0	0	Sierra Leone	0	0	0	0	0	0
Somalia	0	0	0	0	0	Somalia	0	0	0	0	0	0
South Africa	2	1	52	3	0	South Africa	2	1	52	3	0	58
Sudan	0	0	0	0	0	Sudan	0	0	0	0	0	0
Swaziland	0	0	0	0	0	Swaziland	0	0	0	0	0	0
Tanzania	0	0	13	0	0	Tanzania	0	0	13	0	0	13
Togo	0	0	0	0	0	Togo	0	0	0	0	0	0
Uganda	0	0	0	0	0	Uganda	0	0	0	0	0	0
Zambia	0	0	0	0	0	Zambia	0	0	0	0	0	0
Zimbabwe	0	0	0	0	0	Zimbabwe	0	0	0	0	0	0
Multicountry	4	0	0	0	0	Multicountry	4	0	0	0	0	4
TOTAL	20	5	110	7	16	TOTAL	151	0	2,542	14	223	3,526

The following charts reflect data provided by the Department of Education. For the two columns titled Group Projects and Seminars Abroad, the first column indicates the number of individuals participating and the second column indicates the number of groups or seminars.

East Asia and Pacific-Fulbright Hays

U.S. Grantees 1999

Historical Totals 1964-1999

Country	Doctoral	Faculty	Group	Seminars	Curriculum	Country	Doctoral	Faculty	Group	Seminars	Curriculum	Total
Australia	0	0	0	0	0	Australia	0	0	0	0	0	0
Burma	0	0	0	0	0	Burma	0	0	0	0	0	0
Cambodia	0	0	0	0	0	Cambodia	0	0	0	0	0	0
China (PRC)	0	0	0	0	0	China (PRC)	0	0	0	0	0	0
French Polynesia	0	0	0	0	0	French Polynesia	0	0	0	0	0	0
Hong Kong	0	0	0	0	0	Hong Kong	0	0	0	0	0	0
Indonesia	0	0	0	0	0	Indonesia	0	0	0	0	0	0
Japan	0	0	0	0	0	Japan	0	0	0	0	0	0
Korea	0	0	0	0	0	Korea	0	0	0	0	0	0
Laos	0	0	0	0	0	Laos	0	0	0	0	0	0
Malaysia	0	0	0	0	0	Malaysia	0	0	0	0	0	0
Micronesia	0	0	0	0	0	Micronesia	0	0	0	0	0	0
New Zealand	0	0	0	0	0	New Zealand	0	0	0	0	0	0
Papua New Guinea	0	0	0	0	0	Papua New Guinea	0	0	0	0	0	0
Philippines	0	0	0	0	0	Philippines	0	0	0	0	0	0
Singapore	0	0	0	0	0	Singapore	0	0	0	0	0	0
Taiwan	0	0	0	0	0	Taiwan	0	0	0	0	0	0
Thailand	0	0	0	0	0	Thailand	0	0	0	0	0	0
Tonga Islands	0	0	0	0	0	Tonga Islands	0	0	0	0	0	0
Vietnam	0	0	0	0	0	Vietnam	0	0	0	0	0	0
Western Samoa	0	0	0	0	0	Western Samoa	0	0	0	0	0	0
Multicountry	4	0	0	0	0	Multicountry	4	0	0	0	0	4
TOTAL	23	1	188	12	32	TOTAL	244	0	5,113	248	878	7,315

Europe-Fulbright Hays

U.S. Grantees 1999

Historical Totals 1964-1999

Country	Doctoral	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Austria	3	0	0	0	0	3
Belarus	0	0	0	0	0	0
Belgium	1	0	0	0	0	1
Bulgaria	0	0	0	0	0	0
Canada	0	0	0	0	0	0
Croatia	0	0	0	0	0	0
Cyprus	0	0	0	0	0	0
Czech Republic	14	3	5	0	0	22
Denmark	0	6	15	32	2	55
Estonia	12	1	2	0	0	15
Georgia	0	2	24	0	0	26
Germany	0	21	162	0	0	183
Greece	0	14	43	0	0	57
Hungary	0	22	120	0	0	142
Iceland	0	1	0	0	0	1
Ireland	0	1	0	0	0	1
Italy	0	6	29	0	0	35
Kazakhstan	1	2	0	0	0	3
Latvia	1	2	0	0	0	3
Lithuania	1	0	0	0	0	1
Malta	0	0	0	0	0	0
Netherlands	1	0	0	0	0	1
Norway	0	7	0	0	0	7
Poland	3	47	28	0	0	78
Portugal	0	8	6	0	0	14
Romania	2	17	10	0	0	29
Russia	101	46	576	0	0	723
Slovak Republic	0	0	1	0	0	1
Spain	0	13	23	0	0	36
Sweden	0	9	20	0	0	29
Switzerland	0	0	2	0	0	2
Turkey	0	93	20	0	0	113
Turkmenistan	0	0	0	0	0	0
Ukraine	1	7	0	0	0	8
USSR	279	163	4009	0	0	4451
United Kingdom	0	8	0	0	0	8
Uzbekistan	0	1	0	0	0	1
Yugoslavia*	0	67	59	0	0	126
Mitocountry	19	28	22	16	0	85
TOTAL	174	807	537	6795	223	8548

*Note: Czechoslovakia, Yugoslavia, and the USSR are listed for historical purposes only. As of the 1992 and 1993 reports, grants are reported under the names of the successor states. In the case of Yugoslavia (Serbia and Montenegro), no grants have been made here since 1992, when grants were first reported under the names of the successor states.

Western Hemisphere-Fulbright Hays

U.S. Grantees 1999

Historical Totals 1964-1999

Country	Doctoral	Faculty Research	Group Projects	Seminars Abroad	Curriculum Consultants	Total
Argentina	1	33	5	0	4	43
Barbados	0	0	0	0	0	0
Belize	0	3	2	0	0	5
Bolivia	1	30	4	0	6	41
Brazil	3	114	43	138	7	295
Chile	0	31	9	0	0	40
Colombia	0	31	6	0	0	37
Costa Rica	2	12	5	0	0	19
Cuba	2	6	2	0	0	10
Dominican Republic	0	1	0	0	0	1
Ecuador	2	37	10	0	0	49
El Salvador	1	10	5	0	0	16
Falkland Islands	0	2	0	0	0	2
Grenada	0	1	0	0	0	1
Guatemala	5	30	5	15	1	56
French Guiana	0	1	0	0	0	1
Suriname	0	1	0	0	0	1
Guyana	0	0	1	0	0	1
Haiti	0	2	1	0	0	3
Honduras	0	8	0	0	0	8
Jamaica	0	5	2	0	0	7
Martinique	0	2	0	0	0	2
Mexico	46	115	40	543	28	772
Montserrat	0	4	1	0	0	5
Nicaragua	12	4	1	0	0	17
Panama	0	4	1	0	0	5
Paraguay	0	1	0	0	0	1
Peru	2	64	17	82	5	168
St. Lucia	0	1	0	0	0	1
Trinidad & Tobago	0	1	0	0	0	1
Uruguay	0	1	0	0	0	1
Venezuela	0	12	4	0	0	16
Br. West Indies	0	1	1	0	0	2
French Antilles	0	1	0	0	0	1
Neth. Antilles	0	1	0	0	0	1
Mitocountry	16	16	1	0	0	33
TOTAL	138	612	172	373	22	1195

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