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**INST. OF INTERNATIONAL EDUCATION / Rm. 450
WEDNESDAY, OCT. 25 / 11 A.M.**

**THANK YOU, DICK KRASNO, HENRY KAUFMAN, FOR THIS
AWARD. AND I KNOW I SHOULD THANK YOU FOR SICHAN SIV,
YOUR FORMER MANAGER OF ASIA AND PACIFIC PROGRAMS, NOW
WITH MY ADMINISTRATION. LET ME ALSO SAY IT'S A DELIGHT
TO BE AMONG THE SUPPORTERS OF THE INSTITUTE OF
INTERNATIONAL EDUCATION, AND SO MANY STUDENTS FROM SO
MANY FOREIGN LANDS.**

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**LET ME TELL YOU HOW I CAME TO KNOW YOUR
ACHIEVEMENTS, AND TO APPRECIATE WHAT YOU DO. BARBARA
AND I WERE RAISING A YOUNG FAMILY IN HOUSTON. WE HAVE
MANY FOND MEMORIES OF THOSE DAYS: A TIME FOR COOKOUTS,
SOFTBALL AND TAIL-GATE PARTIES. BUT AMONG OUR FONDEST
MEMORIES IS THE DELIGHT OF HAVING YOUNG MEN AND WOMEN
FROM SO MANY COUNTRIES JOINING US FOR CONVERSATION AND
SUPPER AT OUR HOME.**

WE BECAME INVOLVED WITH YOUR INSTITUTE AS A HOST FAMILY THROUGH A VERY GOOD FRIEND, ALICE PRATT -- A MEMBER OF YOUR ADVISORY BOARD HEADED BY ANOTHER GOOD FRIEND FENTRESS BRACEWELL. BUT IT WAS ALICE WHO TAUGHT US HOW REWARDING IT IS TO SHOW A YOUNG FOREIGN FRIEND THE WAY THROUGH THE ACADEMIC, BUSINESS AND SOCIAL MAZE OF A VIBRANT AMERICAN CITY. AND, BECAUSE OF ALICE, WE LEARNED THAT BY SEEING OUR COUNTRY THROUGH ANOTHER'S EYES, WE COULD BE TOURISTS AT HOME.



TODAY, AT THE WHITE HOUSE, WHEN BARBARA AND I DINE WITH FOREIGN VISITORS, OUR GUESTS ARE RARELY STUDENTS. RATHER, THEY ARE OFTEN FOREIGN LEADERS, PRESIDENTS, PRIME MINISTERS, FOREIGN SECRETARIES, AND AMBASSADORS.\\ BUT WE'VE NOTICED SOMETHING THAT MAKES US THINK BACK TO OUR HOUSTON DAYS: MANY OF OUR FOREIGN GUESTS ONCE WORKED AND STUDIED IN THE UNITED STATES, OFTEN UNDER THE AUSPICES OF YOUR INSTITUTE.\\ THIS CAN ONLY BE TO THE BENEFIT OF ALL COUNTRIES.

Davis/Martin
Oct. 18, 1989
Title: Study
Draft: One

**PRESIDENTIAL ADDRESS: INST. OF INTERNATIONAL EDUCATION, Rm. 450
Wednesday, Oct. 25, 11 a.m.**

Thank you, Dick Krasno, Henry Kaufman, for this award. And I guess I should thank you for Sichan Siv, your former manager of Asian and Pacific programs, now with my Administration. Let me also say it's a delight to be among the supporters of the Institute for International Education, and so many students from so many foreign lands.

Let me tell you how I came to know your achievements, and to appreciate what you do. In the 1950s, Barb and I were raising a young family in Houston. We have many fond memories of those days: a time for cookouts, softball and tail-gate parties. But among our fondest memories is the delight of having young men and women from so many countries joining us for conversation and supper at our home.

We became involved with your Institute as a host family through a very good friend, Alice Pratt -- whose work is now being carried on in Houston by Fentress Bracewell. But it was Alice who taught us how much fun it is to show a young foreigner the way through the academic, business and social maze of a big American city. And, because of Alice, we learned that by seeing your country through another's eyes, we could be tourists at home.

Today, at the White House, when Barb and I dine with foreign visitors, they are rarely students. In fact, they tend to be presidents, prime ministers and foreign secretaries.\\ But we've noticed something that makes us think back to our Houston days: a very large portion of our foreign guests once worked and studied in the United States, often under the auspices of your Institute.\\ This can only be to the benefit of all countries.

But you do more than bring the world to America. You open the cultures of the world to our people as well. Mark Twain said that "broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime."

Thomas Jefferson, our first education president, perfected such a broad, wholesome and charitable view when he left the familiar Piedmont of Virginia to represent the American cause in France. In more recent times, many Americans have had the liberating experience of living abroad. Certainly, Barbara and I felt transformed by our China days, a time when we traveled the dusty roads of Beijing by bicycle. Days we will never forget.

Of course, we learned a lot about the Chinese people. But most of all, we learned a lot about ourselves. Every American who lives abroad returns home with a new perspective and deeper feeling for our native land.

Your Institute promotes this kind of understanding through 249 programs, assisting more than 10,000 people from 155

countries every year. Innumerable are the new friendships made; incalculable is the goodwill generated.

When your organization was founded seventy years ago, there was a belief that the exchange of students, scholars and professionals from country to country would promote peace and understanding. Some regarded that ideal as hopelessly naive. Some still do.

And it is true that the cynics can point to seventy years of conflict and suspicion. But I believe they miss the point. International exchanges are not a great tide to sweep away all differences. But they will slowly wear away at the obstacles to peace as surely as water wears away hard stone.

So I thank you for this award. Yet I can't help but feel I should be giving **you** an award, for all you do to promote peace and understanding. Thank you and God bless you all.

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809 UNITED NATIONS PLAZA, NEW YORK, NY 10017-3580

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The Institute of International Education

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The Institute of International Education was born of a vision. It was a vision of a world at peace; of people from different nations learning to understand and appreciate one another's differences as well as similarities; of men and women pooling their skills and expertise to solve the problems confronting humanity in the modern era.

Deeply troubled by the events of World War I, Stephen Duggan, Nicholas Murray Butler and Elihu Root founded the Institute of International Education in 1919. All three were dedicated internationalists of the post-war era. Butler and Root, both recipients of the Nobel Peace Prize, assisted Andrew Carnegie in directing the programs of the Carnegie Endowment for International Peace. It was the Carnegie Endowment that made the initial \$30,000 grant to launch the Institute. Butler, president of Columbia University for many years, donated the use of a one-room office on Columbia's campus.

Duggan, professor of political science at City College of New York, refined the Institute's mission and served as its first president for more than 25 years. From his modest uptown office, he soon had distinguished scholars and educators shuttling back and forth across the Atlantic, breaking boundaries with ideas and information. Prior to World War II, Duggan and IIE Assistant Director Edward R. Murrow helped locate university teaching and research positions in the United States for scholars fleeing from Nazi-occupied Europe.

Today, IIE is the largest private international education organization in the United States. It administers 249 programs that assist more than 10,000 individuals from 155 countries each year. While ties with Europe and other developed regions remain strong, IIE has focused increasingly on the critical training and educational needs of Third World nations.

IIE's programs give students, scholars and professionals in diverse fields such as journalism, energy resource development and human rights an opportunity to study, teach and conduct research in countries other than their own. Both U.S. citizens and foreign nationals participate in these efforts. IIE also serves the general public and the U.S. higher education community with publications, seminars and workshops, statistical and policy-oriented research, and information and counseling services.

The Institute's eleven-story world headquarters is located in New York, across from the United Nations. IIE maintains regional offices in five U.S. cities and overseas offices in Mexico, Hong Kong, Indonesia, and Thailand. Project management offices in Sri Lanka, Zimbabwe and Cairo serve to support specific IIE-administered AID projects. IIE's services annually reach more than 225,000 individuals worldwide.

Many shall run
to and fro, and
Knowledge shall
be increased.

Daniel XII,
4, C. 800 B.C.

-2-

The Institute works closely with both private and public agencies and international organizations to promote international educational exchange. It administers many of its programs through contractual arrangements with sponsors, such as the United States Information Agency and the Agency for International Development. The Institute relies increasingly on contributions from individuals, private foundations and corporations to develop its services and to respond to emerging educational needs with innovative programs.

The road to international security and prosperity is paved by those who know and respect the diverse human inhabitants of the world. Through international educational exchange, IIE builds networks of knowledge, skill and friendship around the globe.

Participants:

- . 5,000 foreign grantees in academic degree programs in the United States, 31 in other countries.
- . 2,600 foreign grantees in specialized nondegree programs in the United States, 120 in other countries.
- . 1,000 U.S. nationals in educational and cultural programs outside the United States, conducting independent research, serving as teaching assistants, studying in foreign institutions.
- . 1,200 technical assistance professionals at international research centers.
- . 220 children of international employees of sponsoring corporations.
- . 311 arts professionals and 117 arts organizations affiliated with IIE's Arts International (AI) Program.
- . 604 accredited U.S. colleges and universities affiliated with IIE's Educational Associate Program.

Staff and Offices: IIE has 320 staff members in its six U.S. offices and 40 in its offices in Cairo, Hong Kong, Indonesia, Mexico, Sri Lanka, Thailand, and Zimbabwe.

Volunteers: Some 6,000 volunteers regularly contribute an indispensable range of services: as campus Fulbright advisers, as mentors to Fulbright grantees, as members of advisory boards and selection committees, as professional resources in planning programs, as hosts to foreign students and foreign leaders and specialists, as organizers of fundraising events, as volunteer interns in IIE offices, and in providing information on international education to the public.

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President Bush's involvement with the IIE regional office in Houston:

As a host family for IIE's Houston Office in the 1950s, President and Mrs. Bush helped ensure that foreign students studying in colleges and universities in the area received a warm welcome to Houston--host families invite students to dinner, introduce them to the local community, bring them as guests to special events, and in general help the students come to know America outside the classroom.

In addition, upon the return of President and Mrs. Bush from China, Mrs. Bush spoke to the consular women's group in Houston to help IIE establish an emergency loan fund for international students.

Upon the retirement of Mrs. Alice Reynolds Pratt, who had been Director of IIE/Houston for over thirty years, President Bush wrote her a congratulatory letter which reads, in part:

As a former IIE host family, we know first hand of your work on behalf of foreign students and recognize the importance of insuring that these future leaders be exposed to all facet of American society. Your efforts on behalf of international awareness in Houston and throughout the southern region have benefitted not just our international visitors; instead, through the Festival of Nations, IIE seminars and guest speakers have contributed to the education of the entire community. (January 13, 1988)

ACHIEVEMENTS OF THE PROGRAM

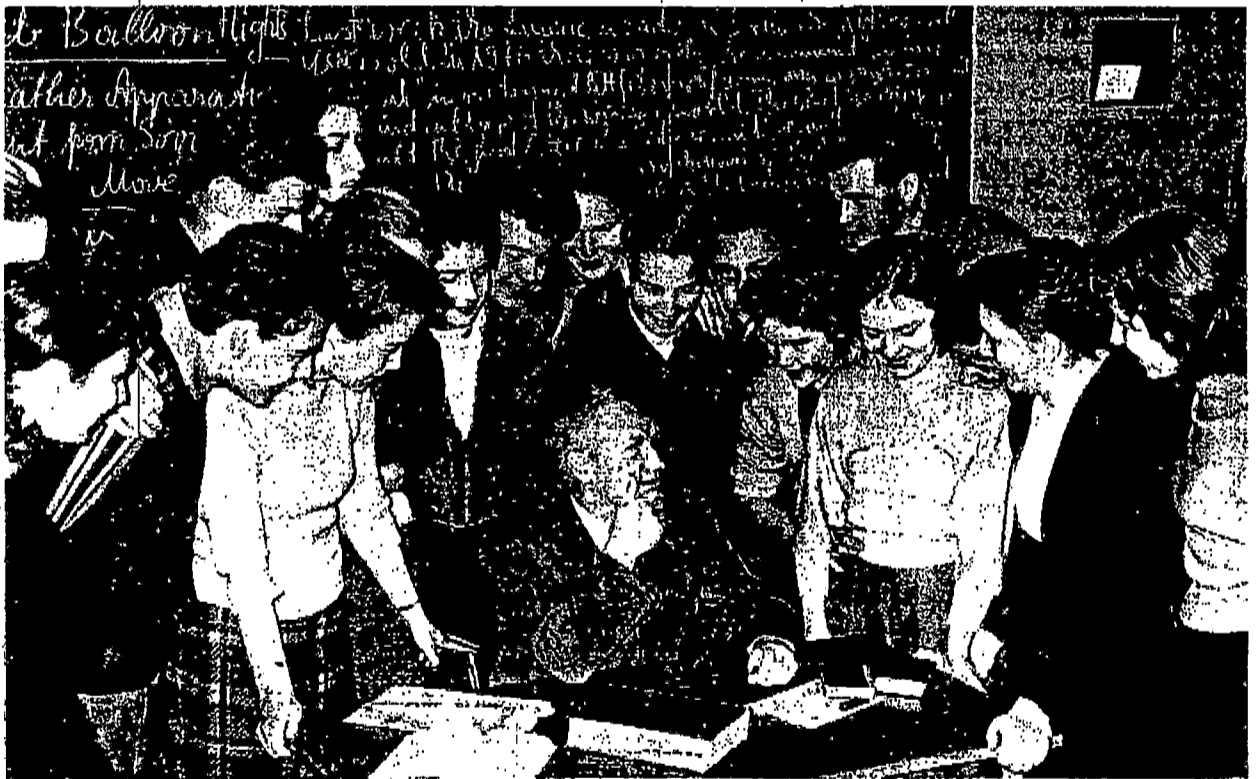
Twenty-Third Annual Report of the Board of Foreign Scholarships, December 1986:
Forty Years: The Fulbright Program 1946-1986

As was noted earlier, the success of the Fulbright Program is difficult to measure, but also difficult to deny. At one point, Senator Fulbright commented that the purpose of the program was simply "to acquaint Americans with the world as it is and to acquaint students and scholars from many lands with America as it is—not as we wish it were or as we might wish foreigners to see it, but exactly as it is—which by my reckoning is an 'image' of which no American need be ashamed." Since the program began, more than 162,000 people—about 106,000 foreigners and over 56,000 Americans—have been afforded at least the opportunity to become well acquainted with another culture and society and to develop the empathy that this acquaintance will usually bring.

But to what end is this self-evidently valuable empathy? Roger Rosenblatt, *Time* magazine essayist and former Fulbright student, described it this way in a 40th anniversary tribute to the Senator:

In part, Senator Fulbright's ambition was to widen the world's intelligence, but he also held a much more extravagant ambition—to protect the world from self-destruction. The Senator had holocaust in mind. In his eyes were the European death camps and Hiroshima and Nagasaki. Fulbright countered these images of extermination with the Fulbrights—an odd corrective, don't you think? Students from all over the world coming to America, students from America going all over the world, and doing what? Intensively studying noun declensions in Burma, or flute manufacture in Senegal. How were such esoteric pursuits to keep the world from blowing apart?

Then picture a selection of former Fulbright scholars and say if you can how such a varied crowd could go about preserving the planet. Harvard's president Derek Bok, University of Chicago's president Hanna Gray, A group of Nobel Prize-winning economists—Wassily Leontief, Paul Samuelson, Milton Friedman. A group of Nobel Prize-



An exchange teacher from Milwaukee, Wisconsin, taught American history and current events in a Berlin school (1956).



More than 100 Japanese Fulbright alumni took a 1984 "sentimental journey," during which they revisited the American college campuses where they had been Fulbright students. Here, Daiaku Yamauchi, president of Mainichi Shinbun newspaper, Yoshio Okawara, then Japan's Ambassador to the United States, and Elmatsu Takakura, Diet member, share a light moment with U.S. Senator Spark Matsunaga, second from left.

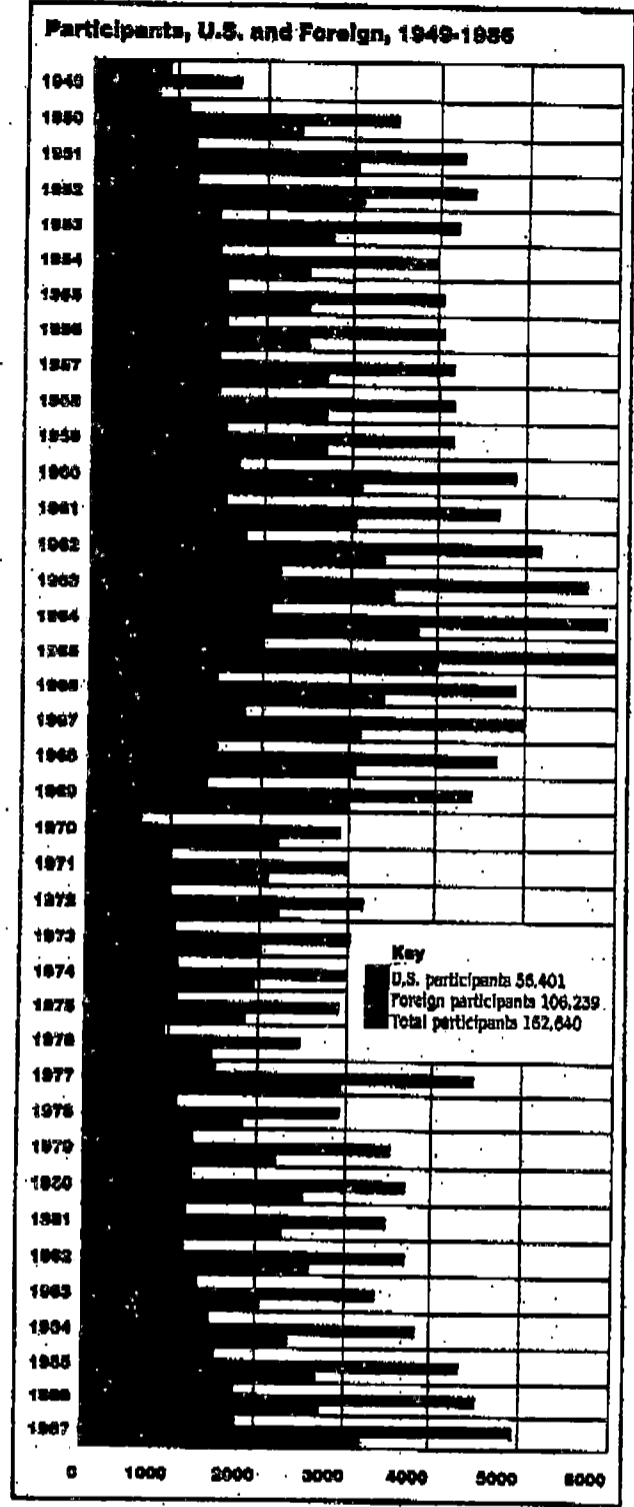
winning scientists—Hans Bethe, Joshua Lederberg, Emilio Segrè. Historians—Oscar Handlin, C. Vann Woodward, Henry Steele Commager, Jim Billington. Writers—Alfred Kazin, Joseph Heller, John Updike, Eudora Welty. Composers—Aaron Copland, Philip Glass, Roger Sessions. Actors—John Lithgow, Stacy Keach. A Librarian of Congress and historian, Dan Boorstin; a Senator, Daniel Patrick Moynihan; a voice, Anna Moffo.

Fulbrights all and a remarkable lot. But would you say they kept the world intact? Of course one must concede that the world has stayed intact these 40 years, so no one can prove exactly that the Fulbright program did not do the trick.

Foreign Alumni

Perhaps the connection to improved international relations is clearer when one examines foreign alumni of the Fulbright Program. An academic career leads more often in other countries than in the United States to preferment in politics or the civil service, so it is not surprising that large numbers of foreign participants have gone on to key roles in their governments. These include one head of government—the current Prime Minister of Sweden, Ingvar Carlsson, who did graduate studies in economics and political science at Northwestern University in 1960. Dozens of former and current cabinet ministers are Fulbrighters, including the current Minister of Defense in Belgium, the Minister of Foreign Affairs in Indonesia, and the Minister of Finance in Colombia. Also among the ranks of Fulbrighters are at least 40 former and current members of various parliaments, ten current Supreme Court justices, and dozens of former and current ambassadors, including the New Zealand Ambassador to the United States, a former prime minister of his country.

A look at alumni of one country shows the breadth of the Fulbright Program's impact. In Japan, the list of prominent former grantees includes seven Diet members; 34 active ambassadors; the administrative vice presidents of the ministries of finance, foreign affairs, education, and justice; the recently retired chief justice of the Supreme Court and three current justices; the presidents of 27 universities; and more than 100 senior executives of major business corporations. In addition, many American companies in Japan have Fulbrighters as their chief executives. In the media, Fulbright alumni range from the



president of one of the nation's top five dailies to numerous reporters, columnists and commentators.

Moving beyond the self-evident benefits, professional and personal, that a Fulbright award brings to an individual, it can certainly be said that the Fulbright Program has contributed to the expansion of human knowledge. This has always been highly dependent on the opportunities creative people have to broaden their experiences while in contact with others who share their intellectual interests. The Fulbright Program has enabled thousands of gifted young scholars to do this on an international scale.

Participants by Category of Grant, 1949-1988

Students		Foreign	U.S.
		60,236	23,698
Teachers		Foreign	U.S.
		17,999	19,487
Lecturers		Foreign	U.S.
		5,278	14,816
Research Scholars		Foreign	U.S.
		19,792	7,400
Other (Practical Experience & Training)		Foreign	
		1,959	
Hubert H. Humphrey Scholars (1976-1988)		Foreign	
		976	
		Total Foreign	106,259
		Total U.S.	56,401
		Total Grantees	162,660

institutes, departments, programs, and courses throughout the world. All told, universities in more than one hundred countries have American studies offerings today. The program's sponsorship of American studies in the Third World has been especially effective in creating cadres of "Americanists," who are raising the level of academic competence about the United States in the developing countries.

Second, the program has successfully fostered institutional relationships between American and foreign universities. Both research and teaching in the United States and abroad have benefited from these networks, and, on occasion, ties that began with Fulbright grants have blossomed into formal agreements on sharing resources, developing joint research projects, or sponsoring regular exchanges of faculty and students. Finally, the Fulbright Program has powerfully reinforced efforts to add an international dimension to U.S. higher education curricula.

Third, the program has expanded the influence of the American model of higher education on foreign university systems. Key American educational concepts, such as interdisciplinary collaboration and methods of university administration, have penetrated to many parts of the world through exchange and training programs, of which the Fulbright is sometimes only a small, but often quite a

But, perhaps most importantly for the American taxpayer, who ultimately funds the bulk of the Fulbright Program, there are tangible benefits to U.S. national interests. Though these benefits are in some sense political, they are clearly not designed to serve the immediate interests of a given administration or policy, but rather are cumulative and long-term in their effect.

First, the program has done much to build our knowledge of foreign peoples and languages, and thus to contribute to an improved intellectual context for public policy debates in the United States. It has also improved the quality of foreign scholarship about the culture, history, and government of the United States. Strengthening Americans' familiarity with other lands and deepening foreign scholarship about the culture, history, and government of the United States are perhaps the two activities most directly supportive of the program's mandate to increase mutual understanding. This is true even for those Fulbrighters who have studied or taught abroad without specializing in language or area studies, but with the opportunity to develop some understanding of other countries as a byproduct of their main grant objective. The resulting pool of knowledge has enriched our schools, businesses, and the media, as well as the entire foreign affairs community.

The program's traditional emphasis on foreign area studies has been matched by the encouragement of American studies by overseas students. Approximately 20 percent of the grants in any given year are likely to be for persons who will study, teach, or do research in that discipline. Over the years, this continuing support for American studies has provided the underpinnings for



An American Fulbright student consults with a Belgian composer during his studies at the electronic music laboratory of the Conservatoire Royal de Musique de Liege (1973).



Then Mayor Willy Brandt welcomes American Fulbright scholars to West Berlin (1962).

SELECTED AMERICAN ALUMNI OF THE FULBRIGHT PROGRAM

(*country and date not available)

College Presidents

Mortimer Appley
Clark University
Germany, 1973-74

Derek Bok
Harvard University
France, 1954-55

Edward Bloustein
Rutgers University
United Kingdom, 1950-51

Hanna H. Gray
University of Chicago
United Kingdom, 1950-52

John W. Oswald
Pennsylvania State University
Netherlands, 1953-54

Frank H.T. Rhodes
Cornell University
United Kingdom Scholar
to the United States, 1950-51

John R. Silber
Boston University
Germany, 1959-60

Economists

Andrew Brimmer
Brimmer and Company, Washington
Former member, Federal Reserve Board
India, 1951-52

Martin Feldstein
Harvard University
United Kingdom, 1961

Milton Friedman
Hoover Institute
Nobel Prize-1976
United Kingdom, 1953-54

Wassily Leontief
New York University
Nobel Prize-1973

Franco Modigliani
M.I.T.
Nobel Prize-1985
Italy, 1955

Paul Samuelson
M.I.T.
Nobel Prize-1970
Lectures in Asia
1972-73

James M. Buchanan
George Mason University
Nobel Prize-1985
Italy

Historians

James H. Billington
Director, Woodrow Wilson
International Center for Scholars
Finland, 1960

Daniel Boorstin
Librarian of Congress
Italy, 1950-51
Japan, 1957

Harry Steele Commager
Amherst College

John Hope Franklin
National Humanities Center
North Carolina
Australia, 1960-61
Lectures in Latin
America, Asia, 1972-73

Oscar Handlin
Harvard University
France, 1954-55
Australia, 1981-82

Leon F. Litwack
University of California, Berkeley
Soviet Union, 1980

William McNell
University of Chicago
United Kingdom, 1950-51

G. Vann Woodward
Emeritus, Yale University
United Kingdom, 1954-56
Brazil, 1969-70

Sociologists

Robert Bellah
University of California, Berkeley
Japan, 1960

Peter Berger
Boston University
Germany, 1964

Nathan Glazer
Harvard University
India, 1983

Seymour Martin Lipset
Hoover Institute

William H. Whyte
Peru, 1961

Other Academics

Daniel Aaron
Harvard University
United Kingdom, 1968-69

Walter Berns
American Enterprise Institute
France, 1965

Ernest Boyer
President, Carnegie Foundation for
the Advancement of Teaching
India, 1984

Marshall Goldman
Harvard University
USSR, 1977-78

Leo Marx
M.I.T.
United Kingdom, 1956
France, 1965

Peter Viereck
Mount Holyoke College
Italy, 1955

Aaron Wildavsky
University of California, Berkeley
Austria, 1954

Helen Vendler
Harvard University
Belgium, 1954-55

Journalists

Fox Butterfield
The New York Times
Taiwan, 1961

Barbara Crossette
The New York Times
India

Georgia Anne Geyer
Syndicated columnist
Austria, 1956-57

Frederick Graham
CBS News
United Kingdom, 1959-60

Margaret Greenfield
The Washington Post
United Kingdom, 1952-53

Norman Podhoretz
Editor, Commentary
United Kingdom, 1950-51

Roger Rosenblatt
Time Magazine
Ireland, 1965

Scientists

Hans Bethe
Nobel Prize, physics-1967
United Kingdom, 1955-56

Joshua Lederberg
Nobel Prize, medicine-1958
Australia, 1957-58

Emilio Segrè
Nobel Prize, physics-1959
Italy, 1950-51

Charles Townes
Nobel Prize, physics-1964
France, 1955-56
Japan, 1956-57
Lectures in Europe, 1972-73
Argentina, 1966

James Watson
Nobel Prize, medicine-1962

Roalyn Yalow
Nobel Prize, medicine-1977

Writers

Renata Adler
France, 1960

John Ashbery
France, 1953

Robert Bly
Norway, 1936

Paul Fussell
Germany, 1957-58

Joseph Heller
United Kingdom, 1949-50

Alfred Kazin
France, 1936

Galway Kinnell
France, 1978-79

Scott Momaday
USSR, 1973-74

Wallace Stegner
Greece, 1963

Peter Taylor
France, 1955

John Updike
Lectures in Africa, 1972-73

Eudora Welty
United Kingdom, 1954

SELECTED AMERICAN ALUMNI OF THE FULBRIGHT PROGRAM, CONTINUED

(*country and date not available)

<i>Music</i>		<i>Theater</i>	
Dominick Argento Composer	Italy, 1951-52	Michael Moriarty Actor	United Kingdom, 1964
Aaron Copland Composer	Italy, 1949	Stacy Keach Actor	United Kingdom, 1964-65
George Crumb Composer	Germany, 1953	John Lithgow Actor	United Kingdom
Philip Glass Composer	France	Israel Horowitz Playwright	"
George Rochberg Composer	Italy 1950-51	William Ball Director of American Conservatory Theater, San Francisco, California	United Kingdom, 1953-54
Ned Rorem Composer	France, 1951-52	Arlyn Brown Director of the Long Wharf Theater New Haven, Connecticut	United Kingdom, 1961-62
Roger Sessions Composer	Italy, 1951-52	Robert Brustein Director of the American Repertory Theater, Cambridge, Massachusetts	United Kingdom, 1953-55
Virgil Thomson Composer	"	<i>Government</i>	
Lorin Maazel Conductor	Austria	Michael Armacost Under Secretary of State for Political Affairs	Germany, 1958
Evelyn Lear Singer	Germany, 1957-58	Daniel Patrick Moynihan United States Senator	United Kingdom, 1957-58
Anna Moffo Singer	"	Donald Pease United States Congressman	"
<i>Art</i>		S. Dillon Ripley Former Head of the Smithsonian Institution	India, 1950
Dale Chihuly Glassmaker	Italy	Walt Rostow Former foreign policy advisor, currently Professor at the University of Texas	India, 1983
Ada Louise Huxtable Pulitzer Prize for architecture criticism	Italy, 1950, 1952	Harrison H. Schmitt Former astronaut and United States Senator	Norway, 1957-58
Milton Glaser Graphic Designer	Italy, 1952-53		
Nancy Graves Painter	France, 1964-65		
Peter Marzio Director, Houston Museum of Fine Arts	Italy, 1973-74		
Philip Pearlstein Painter	Italy, 1958-59		
Richard Serra Sculptor	Italy, 1965-66		



In 1978, Arthur Dudden, then president of the Fulbright Alumni Association, presented membership certificates to Senators Harrison Schmitt and Daniel Patrick Moynihan, both of whom studied in Europe under the Program during the 1950s.

crucial, part. In fact, the personal involvement of Fulbright alumni in the administration of higher education overseas has often been disproportionate to their numbers.

Fourth, the program has been instrumental in introducing American concepts and methodology in the social sciences to other countries, especially in the Third

World. Fulbrighters who come to the United States to study social sciences are introduced to empirical research techniques and exposed to the non-doctrinaire approach that has generally characterized U.S. higher education in that field. The experience serves to challenge the Marxist orientation in social sciences that is prevalent in many countries today. No political litmus test is applied to applicants, but the Fulbright experience provides the opportunity for the foreign student to become professionally conversant with a different body of thought in personally rewarding circumstances, at a time when the student is able to make first-hand observations about the good and bad features of American society.

Fifth, the program has provided an opportunity for future U.S. and foreign leaders to forge long-lasting bonds of friendship. This is perhaps the most subjective and unmeasurable goal of the program, but many individual Fulbrighters would rate it as the most important. The network of friendships that each participant forms often becomes an important link between the personal and professional lives of that individual and those whom he or she has come to know.

**United States
Information
Agency**

Washington, D.C. 20547

**USIA****Foreign Alumni of the Fulbright Program**

Foreign alumni of the Fulbright Program often become leaders in their own countries. An informal survey reveals that such alumni include:

- Thirty former and current Cabinet-level officials
- Forty former and current members of national legislative bodies
- Ten Supreme Court justices
- Sixty-seven former and current university presidents and rectors
- Thirty-two former and current ambassadors
- Former prime minister of Egypt Abdel Aziz Hagazy and the current prime minister of Sweden, Ingvar Carlsson

Individual Country Facts:

- One of every six Austrian university professors is a Fulbright alumnus.
- In Chile, Jorge Edwards, one of the country's leading novelists, Nicanor Parra, Chile's "foremost living poet," and Juan Pablo Izquierdo, the conductor of the Philharmonic Orchestra of Santiago, are all former Fulbrighters.
- At the University of Jordan, Fulbright alumni hold the positions of dean of agriculture, dean of law and dean of students. Alumni are also professors in the departments of physics, sociology, public administration, and medicine.
- Two Dutch Nobel Prizewinners (in physics and economics), the chairman of the Human Rights Commission, and two foreign correspondents for the country's most prestigious daily newspaper are Fulbrighters.
- Singaporean alumni of the Program include: the current ambassador to the United States; the head of the political science department at the University of Singapore; two members of Parliament; the top civil servants in four ministries; the chairman of the Economic Development Board; the chief executive officer of the Trade and Development Board; and the director of planning for the Ministry of National Development.
- French writers Eugene Ionesco, Alain Robbe-Grillet and Nathalie Sarraute have all been Fulbrighters. The French Academy of Sciences and the French Academy of Medicine have two members each who held Fulbright grants.

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• In the Ivory Coast, the rector of the University of Abidjan, the dean of its faculty of medicine and the dean of its faculty of science--all former Fulbright research grantees--are now important members of the country's ruling party.

• In Colombia, Fulbrighters hold management positions with such companies as Burroughs Colombia, the Bolivar Insurance Company, the Anglo Colombiano Bank, Cinefoto, and the Banco de la Republica.

• The mayor of Kuala Lumpur, Malaysia, studied public administration in the United States in 1964 under a Fulbright grant. The director of the Rubber Research Institute, who is also chairman of the Bank Simpanan Nasional Malaysia, studied agricultural economics the same year.

• In addition to the managing director of Norway's largest bank, the president and executive vice-president of the Norwegian State Oil Company, and many prominent professors and journalists, the roster of Norwegian alumni includes the Bishop of Oslo, an internationally known neurologist and discoverer of Refsum's Disease, one of Norway's most popular and prolific authors, and a leading actor who studied at Columbia's School of Theater Arts in 1958-59.

For further information contact:

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(202) 485-2355

7643E
July 1986

Their Pres: Remarks Dick KRASNO (KAASS-Krow)

Amphey Fellows - CIA supported / U.P. G.B.
saw them - ~~some~~ Where their students
Went up.

Henry Kaufman ~~Chair of~~ (Chair of
the Board)

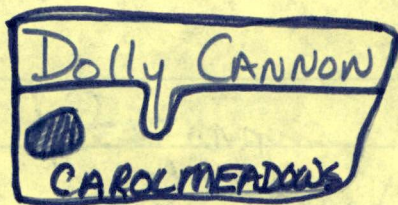
Fentress (He) - Chairman of Houston Reg. Ad.
BRACEWELL BOARD

→ OLD Houston - 30 yr

Alice Pratt - MUST MENTION

1950's

BOSTES HOST family of IIE program -
helped to introduce student into Houston
community - have them for dinner -
1950's



- NOTHING TO DO W/ U.N.
- 1919 non-profit agency

- IIE Exchange / MANAGE
- FULLBRIGHT PROGRAM
 - PROGRAMS W/ A.I.D. / USIA / Higher education
 - CORP. PROGRAMS
 - FOUNDATIONS /
- STUDENTS GET INFO. BOTH WAYS - UNIQUE IN BOTH WAYS.

HONORING INTERNATIONAL BACKGROUND OF G.B.

- Manah CLOSE-UP MENTIONED / CHINA EXPERIENCE
- LIFE TRANSFORMING
 - EXCHANGE FOR FOREIGN AFFAIRS /

cannot return home w/out a ^{Deep} ~~new~~ love for Amer. / ~~see~~ awareness of democracy.

AMER. < [TRADE]
[HAS TO KNOW FOREIGN LANG.]

Foreign students) many from developing nations /
understanding
GO ON TO BECOME
Bureaucrats (not theirs)

~~Include all of inter.~~ Include all of inter.
ed. ex. in general.