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FULBRITE
PROGRAM

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**PRESIDENT'S COMMITTEE
ON THE ARTS AND THE HUMANITIES**

MAY 29 1997

1100 Pennsylvania Avenue N.W.
Suite 526
Washington, DC 20506
202/682-5409 Fax:202/682-5668

FACSIMILE COVER SHEET

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TO: Ellen McCulloch-Lovell

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FROM: Malcolm Richardson

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FOREIGN STUDENTS TO US = 453,787
U.S. STUDENTS ABROAD = 84,400

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PRESIDENT'S COMMITTEE

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 Washington, D.C. 20506
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Ellen:

Nothing is simple in this world. Below are the initial allocations for the Fulbright program at USIA over the past 5 years. The second column shows adjusted, or final, expenditures, which differ significantly because the agency has the ability to move some funds around and because the Fulbright program derives some funds from fluctuations in standing accounts, etc. USIA suggests using the initial column as the basis for comparison because it is a consistent figure, representing Congressional appropriations.

	Initial	Adjusted/Committed Funds
1997:	\$ 93,891,000	96,712,000 (estimate)
1996:	94,521,000	102,840,000
1995:	122,789,000	131,450,000
1994:	126,418,000	132,128,860
1993:	122,718,000	125,052,000.

I'm also sending a clipping from the Chronicle of Higher Education which gives the latest figures on international student exchanges and enrollments. The figures come from *Open Doors 1995-96*, an annual IIE report that covers the academic year 1995-96, the latest for which data is available.

I'm also enclosing a page from Dr. Brademas' speech to the Goethe Inst. which may give you the numbers in a more concise fashion. Hope all this is comprehensible!

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A RECORD-SETTING 453,787 foreign students were enrolled in U.S. colleges and universities last year—1,152 more than in the previous year. However, the 0.3-per-cent increase in the foreign-student population was the smallest rate of growth in a quarter century.

In some instances, the flow of foreign students to the United States has slowed markedly in the 1990s. The numbers of students coming to U.S. institutions from several countries that for years had sent the largest contingents have either grown minimally or declined.

"The numbers are quite worrying," says Richard M. Krasno, president of the Institute of International Education. "If you believe, as I do, that foreign students' coming to the United States is in our national interest, then we have every reason to be concerned."

The statistics come from the institute's annual study of international educational exchange, the results of which are being released this week. This year's report, "Open Doors 1995-96," is based on a census of the foreign-student population at 2,715 accredited U.S. colleges and universities. 96 per cent of which responded to the institute's questionnaire. The study is supported by the United States Information Agency.

The report also shows an increase of almost 11 per cent in the number of Americans studying in other countries. A total of 84,400 U.S. students did academic work for credit abroad in 1994-95, the most recent year for which statistics are available. (See story on Page A66.)

ONE IN FIVE STUDIES BUSINESS

While the figures indicate a continuation of the steady growth in the number of Americans studying abroad, experts say that the total of those who do, representing only 0.6 per cent of the enrollment in U.S. colleges and universities, is still far too small.

"It is a very small proportion, but we still see these as positive numbers," says Mr. Krasno. "More of our students going abroad is as important to the national interest as more foreign students coming here."

The number of foreign scholars doing research or teaching in the United States was up slightly last year after two years of declines. (See story on Page A68.)

Foreign students accounted for 3.1 per cent of the total enrollment in U.S. higher education last year. One of every five was here to study business, the most popular field. Engineering also attracted a large proportion of foreign students, 16 per cent. Research universities enrolled 42 per cent of all foreigners.

The primary source of financial support for 67.3 per cent of the foreign students was personal and family funds. Only 1 per

cent of the students relied on the U.S. government for support.

That so many foreign students used their own money to study in the United States "shows that our higher-education system remains enormously attractive to them, both because of the quality of our institutions and the great variety of them," says Michael McCarry, executive director of the Alliance for International Educational and Cultural Exchange.

Other countries also are becoming attractive to foreign students. Growing numbers of students from Asia, the region that continues to account for the majority of foreign students in the United States, are either enrolling in institutions at home or pursuing educational opportunities in other countries, often closer to home than the United States. Australia and Japan have been particularly active in recruiting foreign students.

"We face the challenge of continuing to attract students to U.S. campuses from around the world, especially as several nations have mobilized their efforts to compete with us for top international students," says John P. Loiello, associate director for educational and cultural affairs at the United States Information Agency.

Australia has been aggressive both in recruiting foreign students and in finding new ways, often through partnerships with local institutions, to deliver education in other countries, especially in Asia and the Pacific. "Australia has been very creative in developing programs to meet local needs in the region," says Todd M. Davis, director of research at the Institute of International Education and the editor of "Open Doors

1995-96." "Whether it can sustain the foreign-enrollment increase that institutions there have enjoyed in recent years is another matter."

According to the United Nations Educational, Scientific, and Cultural Organization, about 1.3 million students worldwide now pursue their postsecondary education outside their home countries, and 32 per cent of them come to the United States. In the early 1980s, the United States attracted about 40 per cent of the international-student population.

"While the number of students coming to the United States is still very high, and far and away more than any other country attracts, we are losing world market share," says Mr. Krasno. "If a corporation were to face the same situation, it would be extremely concerned."

'PUSH-AND-PULL FACTORS'

Some experts in international education say one difficulty in trying to reverse the trend is that the U.S. government does not seem to be very concerned about the small rate of increase in foreign-student enrollment. That many overseas observers now sense that the United States might be becoming less hospitable to foreigners is also seen as having an impact on foreign-student numbers. Educators say the closing of U.S. information offices in many countries and plans to impose federal fees on foreign students and scholars coming to the United States will not help matters.

"International student flows are the result of push-and-pull factors—conditions in the sending countries as well as in the

Continued on Page A66



Boston University led all U.S. institutions in foreign-student enrollment last year. The 18 foreign students above are enrolled at the university this year.

As you know, the Fulbright exchanges have brought future presidents and prime ministers, university presidents and scholars, influential journalists and business leaders to the United States at crucial stages in their careers and have opened doors of opportunity for Americans to study and teach in other countries.

In like fashion, the USIA Arts America Program has promoted American artists abroad and allowed their works to be seen by foreign audiences.

It is, therefore, a matter of great distress to members of the President's Committee on the Arts and the Humanities that in recent years public funding for the Fulbright Program, Arts America and other international and cultural exchanges has been sharply reduced, even as private sector contributions for such programs have not been growing.

Last week, indeed, several members of the President's Committee on the Arts and the Humanities met in New York at the Institute for International Education, which helps administer the Fulbright programs, and there heard IIE President Richard Krasno remind us that "the United States hosts more foreign students by far than any other country—453,787...a tribute to the excellence of our very highly regarded and decentralized system of higher education". Dr. Krasno observed that "these foreign students bring an excess of \$7 billion into the U.S. economy".

Yet, Dr. Krasno warned, "Our overwhelming predominance as the preferred destination for foreign students is waning...[and] our market share is decreasing at a significant rate...".

"On the other side of the exchange equation", added Dr. Krasno, "We are delighted that in the last academic year the increase in Americans studying abroad was almost ten percent...Having said that, the total number is still only 85,000 or about one half of one percent, an embarrassing percentage for a country whose commerce is so dependent on international literacy."

"The Fulbright program", Dr. Krasno observed, "was cut 4.4 percent in FY/97, on top of the 13.5 percent in FY/96. Overall, USIA exchange programs were cut 7.5 percent in FY/97 and 15 percent in FY/96."

Here I am glad to enter a positive note about a law of which, with former Senator Claiborne Pell of Rhode Island, I was co-author in Congress, the Arts and Artifacts Indemnity Act, which by offering guarantees against potential losses and the loan of art works from other countries, has made it possible at almost no cost to the taxpayer for America's museums to mount important international exhibitions.

And, of course, our Report to the President notes that international tourism helps bring the world's peoples into closer communication and that cultural tourism plays an important role in the economic life of many American cities, like New York and Washington, D.C.

You and I know, moreover, that America's commercial creative industries are increasingly global in reach--motion picture, recording, publishing and computer software industries--and constitute one of the largest sources of American exports.

What then, to enhance our cultural and scholarly relations with other countries, does the President's Committee on the Arts and the Humanities recommend?