

**A SPECIAL REPORT ON
AMERICAN STUDIES ABROAD
PROGRESS AND DIFFICULTIES IN SELECTED COUNTRIES**

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A REPORT TO CONGRESS

FROM

**THE UNITED STATES ADVISORY COMMISSION
ON INTERNATIONAL EDUCATIONAL AND
CULTURAL AFFAIRS**

PURSUANT TO PUBLIC LAW 87-256



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THE U.S. ADVISORY COMMISSION ON INTERNATIONAL EDUCATIONAL
AND CULTURAL AFFAIRS

June 19, 1963.

HON. JOHN W. McCORMACK,
Speaker of the House of Representatives,
Washington, D.C.

DEAR SIR: You will remember that the Advisory Commission sent to the Congress a special study on the effectiveness of the Department of State's educational and cultural exchange programs on April 1. The Commission indicated at that time that it would later issue a separate report on American studies overseas. The latter report has now been prepared and is attached herewith.

It was written by Mr. Walter Johnson, professor of history at the University of Chicago and a member of the Commission, who has long had an interest in the development of American studies overseas. The Commission discussed his report at its meeting on May 27-28. The conclusion was reached that it was of such special interest and significance that it be sent to the Congress under section 107 of the Fulbright-Hays Act which authorizes the Commission to submit "such reports to the Congress as they deem appropriate."

Sincerely yours,

JOHN W. GARDNER, *Chairman.*

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A SPECIAL REPORT ON AMERICAN STUDIES ABROAD FROM THE U.S. ADVISORY COMMISSION ON INTERNATIONAL EDUCATIONAL AND CULTURAL AFFAIRS

SUMMARY OF RECOMMENDATIONS

The historic role of the Government's educational exchange programs has been in part to nourish and stimulate an increased understanding of the United States abroad not by furnishing information but by imparting knowledge in depth—knowledge of our history, Government, culture, and aspirations. (At the same time, the programs have been designed to increase understanding by Americans of other countries.)

Many countries since 1945 have been deluged with propaganda attacks on the United States. The Fulbright and Smith-Mundt exchange programs have not attempted to counteract these distortions by combating them on their own terms; nor does the current legislation—the Fulbright-Hays Act of 1961. Instead, through the exchange of scholars, teachers, and students, the dynamic quality of an open society has been examined and analyzed from a balanced, scholarly point of view.

While in some countries much has been accomplished in introducing knowledge about the United States in the curricula of secondary schools and universities, much remains to be done in all countries before educated citizens have the requisite knowledge to interpret intelligently, and with perception, day-to-day information about developments in the United States.

The following recommendations—*each of which is explored more fully in chapter 3 of this report*—are designed to assist citizens of other nations toward achieving such knowledge through the institutions of their own countries from which they normally expect to receive it:

1. It is essential that binational commissions be established with dispatch in the 70 or more countries where the Fulbright program did not exist. Such a step is authorized by the Fulbright-Hays Act.

2. It is urgent that more Public Law 480 funds—dollars and other funds in foreign currencies—to the maximum extent possible, be allocated to carefully selected American universities in order that they can cooperate with foreign universities in developing chairs in American history, government, literature, and related subjects.

3. Government funds should be allocated to both the Salzburg Seminar in American Studies and the Bologna Center of the Johns Hopkins University when these two institutions make requests for partial assistance to support their faculties and students.

4. While the Government conducts programs with developing countries and assists them in the expansion of their educational systems,

academic exchange activities with Western Europe must not be curtailed.

5. Fulbright-Hays lecturers should be guaranteed for a period of 3 to 5 years to those universities which display a deep interest in developing American studies. If, after this period, the given university fails to show its active interest in American studies by assuming the responsibility itself, then Fulbright-Hays lecturers should no longer be continued in that institution.

6. The long-range emphasis of the exchange program should be to help train the faculties of various countries to teach American subjects themselves. Graduate students and faculty from those universities which show a strong interest in developing American studies should have a high priority to receive sufficient dollar grants for advanced study and research in the United States.

7. Lecturers, if wanted, should be sent to universities which find it difficult to introduce courses on American civilization, because of an already crowded curriculum, or for other reasons, but which have such general subjects as government, economics, and sociology in their examination systems. This recommendation is particularly applicable to Latin America.

8. It is of vital importance that special seminars on American civilization, particularly for secondary school teachers, and for the faculty of teacher training institutions, be increased.

9. Secondary school teachers of American literature, history, or a related subject should receive grants for advanced study at American universities. Since such teachers are older than regular university students and are not coming to the United States to teach or to study pedagogy, it is essential that a new category of grantee within the framework of those now handled by the Conference Board of Associated Research Councils be created to help place these teachers in universities best equipped to increase their professional competence in the subject matter. As an alternative to their coming to the United States, they might receive grants for study to attend selected universities abroad—and to the Johns Hopkins Center at Bologna—where there are already advanced teaching and research in American studies.

10. In order to improve the quality of Fulbright-Hays lecturers in American studies it is urgent that the awards be made more attractive financially. And travel allowances for accompanying dependents are essential. Direct recruitment of such lecturers at least 2 years in advance needs to be instituted. Moreover, the length of the lecturer's stay at a university must be more flexible than in the past.

11. Lecturers in American studies should no longer be sent to those universities which in the past have largely ignored their Fulbright professors and have not included them in the professional life of the university. Lecturers, instead, should be assigned to those universities where a program in American studies can be initiated with a reasonable prospect of its becoming established in the required curriculum. It should be required that the cultural affairs officer of the American Embassy and the binational commission overseas prepare thorough and precise reports in depth at annual intervals about the situation in American studies, institution by institution, in order that the requisite long-term educational planning can be done by the Board of Foreign Scholarships, the Department of State's Bureau of Educational and Cultural Affairs, the Conference Board of Associated Research Councils, and by foundations and universities.

12. The Department of State's Bureau of Educational and Cultural Affairs has wisely relied heavily on the Advisory Committee on American Studies of the Conference Board of Associated Research Councils. When their activities involve American studies, the U.S. Information Agency, the Agency for International Development, and the Office of Education should utilize the services of the Advisory Committee.

13. In order that private and governmental agencies concerned with American studies overseas can use their resources in the wisest manner, it is important that the American Council of Learned Societies establish a central clearing house of information.

14. The U.S. Information Agency's program of assisting foreign publishers in the translation and publication of American books should be expanded. The Agency's libraries abroad are an important resource and their book-buying funds should be increased. The Agency's presentation of American books to university libraries has assisted in the growth of American studies and needs to be continued. The goal of government agencies should be to aid universities to acquire general books, periodicals, and reference works to help backstop degree programs at the bachelor's and master's level. But government agencies involved should avail themselves of advice and guidance from the American Council of Learned Societies on the entire question of assistance to overseas university libraries.

15. It is fortunate that there are U.S.-controlled foreign currencies available to aid the exchange program. The Congress, however, should recognize that the size and scope of the exchange program country by country should not be conditioned in large part by the mere availability of such currencies but rather should be defined by the task to be accomplished. While many of these recommendations can be carried out within the limits of existing funds, if the exchange program is to make its important contribution to the broad international interests and responsibilities of the United States, dollar appropriations will have to be increased.

INTRODUCTION—WHAT THIS REPORT IS AND IS NOT

When Senator J. W. Fulbright, of Arkansas, advocated the passage by the 79th Congress of Public Law 584 (soon to be known as the Fulbright Act) on the floor of the Senate of the United States in 1946, he observed:

We all know that no country is far away in the age of airplanes. The necessity for increasing our understanding of others and their understanding of us has an urgency that it has never had in the past.

With world leadership thrust upon the United States, the Congress, by enacting Public Law 584 in 1946 and the Smith-Mundt Act in 1948 (Public Law 402, 80th Cong.), affirmed that the new and exacting role of the Nation required broader and more systematic relations with other countries than formal diplomatic relations allowed for.

These two laws expressed a new vision of American conversation with the rest of the world. They opened new windows between peoples. Through Government stimulation there was provided the opportunity for Americans to gain insights into other cultures. And, at the same time, it was recognized that it was in our national interest that other peoples in the world understand the United States—its history, civilization, literature, ideals, and institutions.

When these two laws were replaced by Public Law 87-256 on September 21, 1961 (Fulbright-Hays Act), there were formally authorized, among other things, (1) programs to advance knowledge and to strengthen the world community of education, science, and culture and (2) programs to make available specialized knowledge and skills to countries at varying stages of development.

In addition, the law explicitly authorized promotion of foreign language training and area studies in U.S. schools, colleges, and universities in order to increase our knowledge of other cultures and, at the same time, to foster and support "American studies in foreign countries through professorships, lectureships, institutes, seminars, and courses in such subjects as American history, government, economics, language and literature, and other subjects related to American civilization and culture, including financing the attendance at such studies by persons from other countries." Both of these areas of effort—the study of other cultures and American studies—were placed explicitly under the supervision of the Board of Foreign Scholarships.

The present report concerns itself with only one aspect of the broader exchange program—the encouragement of American studies overseas since the beginning of the educational exchange programs under the Department of State, the significance of which was recognized by the Fulbright-Hays Act in its explicit authorization that such support should be continued. Through the encouragement of American studies overseas, we have tried to stimulate leaders, scholars, teachers, writers, and students to take American civilization seriously, to learn and teach more about us and about our past. In addition to furnishing American scholars and teachers of American subjects to many countries, we have brought to the United States, for varying periods of study and research, students, teachers, scholars, and other leaders of many nations.

Through this two-way exchange we have attempted to assist many nations to have in their universities and schools and among their writers a core of well-trained people who have an intellectually respectable knowledge about the United States. While much has been accomplished, there are still vast remaining areas of ignorance, indifference, and hostility to American civilization.

The term "American studies" as used in this report means the study of the past and present civilization of the United States through specific courses in academic departments (such as literature, history, geography, government, etc.) of universities and colleges and in secondary schools.

The term as used in this report does not, therefore, correspond to the way it is used by the American Studies Association in the United States to designate a collectivity of courses, organized as an "area study"; that is the study of the United States as an entity by itself outside of the traditional academic departments. Nor does it include a discussion of the adoption of American methods and procedures in technology, medicine, and many other branches of learning, important as these have been. Nor does it include (unless it is specifically noted, as on pp. 23-25) the teaching of English as a second language—a closely related, vital, and necessary aspect of the exchange program deserving of a special report. Nor does this report deal with information about the United States transmitted through the mass media.

The study concentrates instead on courses about aspects of the civilization of the United States in such academic departments as history, literature, geography, government, and economics in both secondary and higher education. (Although subject matter about the United States undoubtedly is introduced in such courses as modern history, comparative governments, international relations, and the like, it is difficult to ascertain the extent of this.)

The report is basically concerned with the degree to which courses about the United States have become institutionalized in the educational systems of a number of countries. The most progress toward this has occurred in the United Kingdom and in Western Europe.

In chapter 1 I present a brief overall history on a worldwide basis of developments in American studies. And then I concentrate in chapter 2 on the situations in the United Kingdom, Norway, Sweden, Denmark, Italy, France, India, and Japan. This does not mean, however, that the recommendations in the summary and the observations in chapter 3 are based solely on the situations in these eight countries. I selected these particular countries—other writers might have chosen somewhat differently—to illustrate in some depth the growth of interest in, as well as the diverse situations confronting, the development of American studies overseas.

The report concentrates mainly on U.S. Government support through the Fulbright and Smith-Mundt programs to nourish the development of American studies. To do so is not to overlook the fact that universities and ministries of education in a number of countries, private American foundations, American universities, and countless individual scholars and teachers in many lands have made important contributions to the expansion of teaching and writing about American civilization. They have. It is impossible, however, in this report to encompass all non-U.S. governmental activities.

CHAPTER 1—MUCH ACCOMPLISHED: 1949-62

At the close of World War II, teaching about American civilization scarcely existed in the universities, colleges, and secondary schools of almost all nations of the world. And, with the exception of the Harmsworth chair in American history at Oxford University and the Commonwealth chair in American history at the University of London, there were basically only scattered efforts of individual professors and teachers who in general history, literature, and government courses devoted some attention to the United States.

Then, in the United Kingdom and in some countries of Western Europe in the late 1940's, courses in the curricula of departments of literature, history, government, geography, and the like began to develop. The improved economic situation of the 1950's increased this growth. But the decisive factor was the determination on the part of a handful of professors, teachers, and government officials in a number of countries that intellectually honest knowledge about the United States had to be augmented since this was essential to their nations. Prof. Sigmund Skard, of the University of Oslo and author of "American Studies in Europe: Their History and Present Organization" has observed:

Discrepancy between the position of the United States in the world and its place in syllabuses and curricula had long been growing; after 1945 it proved

intolerable. Direct support on the part of the Americans could only be a contributory factor. The radical change was brought on by the need for reorientation among the Europeans themselves.¹

THE SALZBURG SEMINAR

Private American initiative and the Fulbright program were ready to assist Europeans in developing their interest in American studies. One private venture, above all, deserves attention. In the summer of 1947, the Salzburg Seminar in American Studies opened its doors in Austria. The idea for the seminar came from an Austrian-born graduate student of history at Harvard University—Clemence Heller—who realized the need in postwar Europe for opening communication among Europeans themselves and between Europeans and Americans. Staffed with a distinguished group of American lecturers in such fields as American literature, history, government, economics, and the fine arts, the first session was attended by 97 European students, teachers, writers, and junior government officials from 17 countries.

The first two summers were such a striking success that it was decided to make the seminar a permanent institution. In 1950 Prof. Dexter Perkins, of the University of Rochester, became its president. Under his imaginative and vigorous leadership during the next 11 years, the seminar offered Europeans a unique opportunity to learn about the United States. Six sessions, lasting 4 weeks each, replaced the earlier summer session. Private individuals and foundations—notably the Rockefeller, Ford, and Old Dominion Foundations—in the United States furnished the funds. By 1962 more than 4,200 European teachers, writers, business and labor leaders, journalists, lawyers, and government officials had attended the seminar.²

E. N. W. Mottram noted in 1955 that the Salzburg Seminar "has done more than any institution to foster the critical understanding and development of American studies."³ And Professor Skard has written:

The influence of the Salzburg Seminar can hardly be overestimated. In a period when American studies were being organized all over Europe, under great difficulties and sometimes against resistance, the seminar has served as a spearhead by offering unobtrusively to the postwar generation of European scholarship a brief and informal, but solid introduction to the field * * * Being a private institution managed and staffed by top-rate American scholars and located in a small, neutralized nation with no ax to grind, the seminar has avoided the political suspicions of skeptical Europe; and the quality and objectivity of its work have insured its lasting success.

Professor Skard adds:

Among the professors and teachers of all kinds who are today active in organizing American studies in European schools and universities, a great number received their initiation at Salzburg.⁴

But to continue to be the stimulating influence in the future that it has been in the past, the seminar will have to be careful to avoid rigidities in administration, introduce new program ideas, and strive

¹ Philadelphia: University of Pennsylvania Press, 1958) vol. II, p. 641.

² In 1961 the seminar received a grant-in-aid from the U.S. Government under Public Law 480. Fulbright Commissions gave grants to some students to attend and "loaned" American Fulbright lecturers to the seminar until 1964 when legal technicalities prevented further Fulbright assistance. Under the Fulbright-Hays Act, however, such activities can be resumed.

³ "American Studies in Europe" (Groningen, 1955), p. 9.

⁴ "American Studies in Europe: Their History and Present Organization," pp. 636-637.

o maintain its reputation for seriously examining knowledge about the United States.

The seminar has also served as a European center for information on American studies. In April 1954, for instance, the seminar held the first International Conference of American Studies. This led to the organization of the European Association for American Studies which through its annual Newsletter and its annual European Conference on American Studies has tried to keep its membership informed about the variety of developments in many countries. In addition, in a number of countries national American Studies Associations have been formed.

THE BOLOGNA CENTER

In 1955 the School of Advanced International Studies of the Johns Hopkins University opened a European Center for Graduate Studies in International Affairs at Bologna, Italy. By 1961 some 286 advanced students from 10 countries had studied at the center for an academic year. Some 64 of the graduates now hold positions in the foreign service of their respective countries, 11 are in international organizations, 42 are in commerce and industry, 17 are in university teaching, and 7 are in secondary education. The remainder are in a variety of occupations.

In the academic year 1960-61, the Bologna center started a European Center of American Studies as part of its graduate program. Courses are offered on various aspects of the American economy, history, government, and contemporary society. Under the able leadership of Prof. C. Grove Haines, the center has expanded to 75 students a year and has a faculty of leading European and American scholars. Funds for the center have come from European industrialists, public-spirited citizens and institutions in Bologna, the Ford Foundation, and from the Department of State. In the academic year 1962-63, for instance, three Fulbright-Hays lecturers were appointed to the faculty. The center has a growing library of American books, documents, newspapers, and other source material.

FULBRIGHT AND SMITH-MUNDT

While the Salzburg Seminar was developing under private auspices, the U.S. Government through the Fulbright (1946) and Smith-Mundt (1948) Acts developed the exchange of students, research scholars, and visiting lecturers in all fields and at all levels of education, and supporting activities including institutes and libraries.⁵

James A. Michener has remarked in his book, "The Voice of Asia":

Our free libraries, our cultural attachés, our Fulbright fellows, and our Point IV programs are doing a great deal of good.

Well-equipped U.S. Information Service libraries provided American books, periodicals, and newspapers to countries around the world on a scale unknown before 1940. Moreover, collections of American

⁵ Prior to the passage of these acts, the educational and cultural exchange programs of the Department of State had been limited largely to Latin American countries. Under these programs, which had been authorized in 1938, attempts to encourage the study of American subjects were definitely a pioneering effort. They still are. The Fulbright and Smith-Mundt Acts also had as a legacy some of the activities of the wartime Coordinator of Inter-American Affairs and the Office of War Information—for example, "America Houses" in Germany. The acts were later amplified by such special country legislation as that with Finland (1949) and India (1951). For historical summary of the legislation and programs see Colligan, Francis J., "Twenty Years After: Two Decades of Government-Sponsored Cultural Relations," Department of State Bulletin, July 21, 1958; reprinted as Department of State publication 6689, August 1958.

books either have been given to or deposited on loan in many university libraries by the U.S. Information Agency. In a number of countries, foreign scholars interested in various phases of American civilization have received grants from the U.S. Government to prepare a union catalog of American materials available in their libraries and other institutions. One such example is "A Guide to Manuscripts Relating to America in Great Britain and Ireland," edited by B. R. Crick and Miriam Alman (Oxford University Press, 1961). A history of the United States and a volume entitled "U.S.A.—Its Geography and Growth" have been made available by USIA in translation to students in secondary schools in many countries.

By no means does this represent the totality of U.S. Government support to the growth of American studies. A notable early development under the Fulbright program was the sponsoring of special seminars on American civilization. These were taught either by American Fulbright professors already lecturing at an overseas university or by Americans recruited as specialists for the specific seminar. In a few cases foreign university scholars were the participants, but most such seminars were conducted for secondary school teachers of literature and history in order to increase their competence in American literature and American history. During the year 1954, for instance, under the exchange program, seminars were held in France, Germany, India, Italy, Japan, the Netherlands, Norway, and the United Kingdom.

The variety of seminar programs offered in 1954 and the cooperative effort by the Fulbright Foundations or Commissions, the American Embassies, private American foundations, and universities and other educational groups abroad can be seen in the following:

Seminars in American studies, 1954

| Country | Location | Subject or title | Dates | Number of participants | | Remarks |
|---------|-----------|--|---------------------|---|--|--|
| | | | | Nationals | Americans | |
| France | Nice | Summer seminar | July 19 to Sept. 4. | 20 (under Public Law 402 Smith-Mundt funds). | 4 to 5 U.S. lecturers under Public Law 584 Fulbright grants. | The seminar was the 2d program scheduled in cooperation with the University of Aix-Marseille. Courses in American literature and civilization as well as English language and literature were provided. The seminar was attended by (1) students in the English departments of French universities who were preparing for the certificate of American Literature and Civilization, and (2) students in political science who were interested in American studies; students in all fields who were interested in perfecting their knowledge of English. |
| Germany | Frankfort | American Studies Seminar. | 4 weeks, summer. | 100 (under Public Law 584 grants). | 6 (under Public Law 584 grants). | The purpose of this conference was to afford German students, teachers, and scholars an opportunity to become acquainted with American culture by means of a series of lectures and discussions based upon American literature, history, sociology, education, architecture, political science, and the teaching of English as a 2d language. |
| India | Bangalore | Seminar in American History and Culture. | May 2-29 | 35 (under Ford Foundation grant for the purpose). | 5 (under Public Law 584 funds; and 1 grant under Ford Foundation funds). | As stated in the prospectus for the project: "The purpose of the seminar was to enrich the general cultural background of Indian college teachers. The curriculum included lectures and discussions on American history, literature, art, philosophy, education, government, and economic organizations." Dr. Olive Reddick, executive secretary of the U.S. Education Foundation in India, directed the seminar and also lectured on American economic organization. The Ford Foundation made an enabling grant of \$2,500 to provide partial travel and maintenance costs for the Indian participants. |
| Italy | Rome | Seminar in American Literature. | Apr. 12 to May 8. | 23 (under Public Law 584 grants). | 5 (under Public Law 584 grants). | The seminar was sponsored by the Council on American Studies in cooperation with the American Commission for Cultural Exchange with Italy and was the first of its kind in the Italian Fulbright program. The theme was 20th Century American Literature. |

Seminars in American studies, 1954—Continued

| Country | Location | Subject or title | Dates | Number of participants | | Remarks |
|----------------|-----------------------------|---|------------------------|--|---|---|
| | | | | Nationals | Americans | |
| Japan | | 1954 Summer Seminar in Representative Government. | | 150 to 200 ¹ (under Public Law 584 grants). | 6 (under Public Law 584 grants). | The purpose of the seminar was to provide through lectures and discussion an intensive exposition of the principles and operation of representative government. The Commission hoped that conferences of this kind would lead to a better understanding of theory and practice of American government and thus broaden the base of American-Japanese relations. |
| Netherlands | Vosbergen (near Groningen). | Conference on American Studies; specific theme, "The emergence of Modern America from 1900 to the Present." | Apr. 19-24 | 20 Dutch, 5 Belgium (under Public Law 584 grants). | 4 (under Public Law 584 grants). | Lectures were given on the history, sociology, and literature of the United States during the past half century. The conference was sponsored by the Netherlands-American Institute in cooperation with the Anglo-American Institute of the University of Groningen, the U.S. Educational Foundation, the Netherlands, and USIS. |
| Norway | (1) Oslo | Trade Unions in American Society. | July 4-17 | Included 7 Danish, 7 Swedish, and 5 Finnish grantees (under Public Law 584). | 2 lecturers (under Public Law 584). | Course was designed for young members of trade unions and workers associations. Participants reviewed the history and organization of trade unions in the United States. Norwegian Workers' Educational Association, Institute of Norwegian-American Studies, and the U.S. Educational Foundation, Norway, cooperated in seminar plans and program. |
| | (2) Oslo | American Civilization. | July 18-31 | do | 3 lecturers (under Public Law 584). | The course was designed to benefit high school teachers in the Scandinavian countries in the field of Americana or American studies. The program was composed of lectures, discussions, and readings on American language, literature, history, and art. |
| United Kingdom | Cambridge | American Studies Conference. | July 12-30, Aug. 3-14. | 100 planned under Rockefeller grant for the purpose. | 10 to 12 (under Public Law 584 grants). | The conference was the 3d program of this type in the United Kingdom. British participants included representatives from British universities and university colleges, as well as 6th-form secondary school teachers of English and history. |

¹ An estimate taken from the program proposal of the Fulbright Commission.

FULBRIGHT EXCHANGES AND AMERICAN STUDIES

Between 1948 and 1955 the Fulbright program was operative with 27 countries. During these years 24,750 grants were awarded to foreign nationals and to Americans to study, to do research, or to teach. Of this number approximately 1,200 were in American studies.⁶

In the next few years the number of grants to those in American studies increased considerably. As a result, in the year 1960-61, of the 1,025 American professors and teachers who served abroad under either the Fulbright or the Smith-Mundt programs, 325 taught courses on some phase of American civilization at foreign universities or schools. And of the 3,477 foreign scholars, teachers, and students who came to the United States that year under the Department of State's exchange programs, 775 studied or did research in American literature, history, and political institutions. As the Department of State noted:

These developments are the fruits of over 10 years of cooperative effort. Special impetus has been given to the development of American studies, interests and activities in countries where academic exchanges have been carried out under the Fulbright program.⁷

PUBLIC LAW 480 AND AMERICAN STUDIES

In 1961 three new developments occurred. The first was that local currencies generated under Public Law 480 (the Agricultural Trade Development and Assistance Act of 1954) became available to the Department of State for financing American studies abroad by congressional appropriation. The Department, in order to assist the further development of American studies and to encourage universities in various countries to integrate American studies as permanent parts of their curricula examination systems, and faculties, requested and received congressional authorization to make Public Law 480 funds available for the establishment of chairs in American studies. The Department of State adopted the following policy:

The grant-in-aid agreement is drawn up to cover a 3- to 5-year period utilizing the available foreign currency to cover the salary of the chair's incumbent, necessary local and international travel costs, books, or educational materials, and administrative costs incurred in the host country.

According to the usual procedure, an exchange project is initiated through a grant-in-aid agreement between the Department and a university in the United States. The university is chosen on the basis of its competence and interest in developing the chair at a university abroad which has indicated to the American embassy its desire to establish such a program. The objective in this type of arrangement is the cultivation of a university relationship between the institution in the United States and the one abroad in the fulfillment of the project. This relationship furthers the mutual academic interests of the universities concerned; assures continuity of the program, and provides competent direction from the American side.

The cooperating American university generally designates a professor to advise and provide academic assistance in the development of the chair during the early phases of the project. The professor conducts classes, offers lectures, and holds seminars in the subject matter field. He may also supervise library acquisitions, conduct examinations, help train his successor and perform similar services leading to the permanent establishment of the chair.

⁶"Swords Into Plowshares" (International Educational Exchange Service, Department of State publication 6344, July 1956), pp. 13-14, 47-48.

⁷"Programs in American Studies," Bureau of Educational and Cultural Affairs, Department of State, mimeographed report, spring, 1962. See also "Report on the American Specialists Category of Educational and Cultural Exchange for Fiscal Year 1961 With Statistical Summary for Years 1952-1961," Bureau of Educational and Cultural Affairs, Department of State, mimeographed report, Aug. 15, 1961.

In some cases, capable nationals with American professional training may be locally available to occupy the chair from the beginning. If so, the grant-in-aid may be negotiated between the foreign university and the American embassy, on behalf of the Department. Funds are then turned over to the university for the development of the chair under the terms of the grant-in-aid agreement and with the guidance of the embassy and the Department of State, without involvement of an American university.

In other cases, it is advisable to recruit an individual professor from the United States to occupy and develop the chair. In these cases, funds are turned over to the American Embassy, which makes disbursements based on the budget submitted to the Department and an agreement arranged between the embassy and the local university.

The projects are all individually tailored to meet the particular circumstances presented in each case. During their later stages, the active direction of the chairs is gradually turned over by the U.S. professor-adviser to qualified American-trained national professors. American professors or other consultants are assisted to enable them to visit the local universities from time to time for purposes of consultation and guidance. It is expected that the foreign university will accept responsibility for supporting the chair at the close of the developmental period.⁸

Among the chairs so established by June 1962 were:

- (1) University of Wisconsin-University of Rio Grande do Sul, Brazil. Chair in economics, "representing economic theories and principles of the United States." Project is for 3 years.
- (2) Chair in American literature at Tel Aviv University, Israel. Project is for 3 years.
- (3) Chair in American literature at Hebrew University, Jerusalem, Israel. Project is for 3 years.
- (4) Chair in American literature. University of Minnesota-University of Osmania, Hyderabad, India. Project is for 5 years.
- (5) Chair in American history and institutions. University of Pennsylvania-University of Bombay, India. Project is for 4 years.
- (6) Chair in American literature. Harvard University-University of Madrid, Spain. Project is for 3 years.
- (7) Chair in American studies. University of Washington-University of the Philippines, Manila. Project is for 3 years.
- (8) Chair in American history and institutions. University of Missouri-Jadavpur University, Calcutta, India. Project is for 5 years.⁹

In addition, Public Law 480 funds are also being used to sponsor workshops or seminars in American studies where there are local currencies available and authorized. Such workshops are an expansion of the earlier workshops sponsored either by the Fulbright and/or Smith-Mundt programs. (Dollar funds, as well, can be used under the Fulbright-Hays Act for seminars in American studies. Thus such activities are not limited to countries where only local currencies are available.)

Fields covered by such workshops have included English language teaching, American literature, history, economics, political science, labor relations, law, educational administration, librarianship, and other related fields. Some workshops are used to provide orientation to grantees about to visit the United States, or as follow-up seminars

⁸"Chairs in American Studies at Universities Abroad, Report on Public Law 480—Special Uses," sec. III, "Descriptive Statement on Projects Underway," June 1962, mimeographed report.

⁹Negotiations are taking place for the establishment of additional chairs in a number of countries.

for returned grantees. Others are designed to reach segments of foreign populations not otherwise knowledgeable on American studies or to stimulate interest in a field of American studies at a school or university as a step toward the introduction of a regular course of study.

Local participants may include students, professors, primary or secondary school teachers and/or school administrators, or representatives of a particular profession or field of activity. Workshops are normally conducted under the leadership of American professors or teachers with the cooperation of their local counterparts.

For single, short-term workshops, the American faculty may be locally available under the educational exchange program or private auspices. In the case of a series of workshops conducted over a year or more, a staff has been recruited from the United States.

Workshops are normally conducted in cooperation with a foreign educational institution, an approved educational or professional organization, an "alumni" association of former grantees, or a combination of such groups. The embassy, binational center, or Fulbright Commission/Foundation may likewise participate and cooperate in the workshops.

These workshops have been financed in one of the following ways:

1. By a grant-in-aid directly to a foreign or American academic or professional institution or agency.
2. By the combined sponsorship of the embassy and an appropriate local sponsor.
3. By the embassy or the Fulbright Commission alone.

By December 1962 the following workshops had been supported by Public Law 480 funds:

Brazil: One in economics.

Colombia: Two in teaching English and one in education.

Spain: Three in teaching English.

Yugoslavia: One on cultural and social changes in the United States and Yugoslavia.

India: Four on librarianship, one on the educational theater in the United States, and one on American history and literature.

Vietnam: One on American society.

THE AMERICAN COUNCIL OF LEARNED SOCIETIES

A second development in 1961 was one of immense importance to the growth of American studies in Western Europe. The Ford Foundation made a 5-year grant to the American Council of Learned Societies.¹⁰ The ACLS started to expend this grant by (1) awarding fellowships to European scholars to come to the United States, (2) establishing university posts in American subject matter, and (3) conducting special projects including the purchase of books and microfilm for selected libraries.

The ACLS decided that, except in extraordinary circumstances, it would not support requests for funds to establish chairs or lectureships which depended upon the appointment of American scholars to fill them. One important reason for this decision was that a national's holding the post in the given country would greatly assure its con-

¹⁰ Before this, the Rockefeller Foundation supported European scholars interested in American studies with individual grants and has supported both the British and the European Association of American Studies.

tinuance after the ACLS grant expired. Universities which have received grants have promised to make "every reasonable effort" to secure financial support for the continuation of these posts.

Between January 1, 1961, and July 1, 1962, the following grants were approved:

- (1) A readership in American history and government at Cambridge University.
- (2) A chair in American studies at the University of Hull.
- (3) A readership in political science at the London School of Economics.
- (4) A readership in American studies at the University of Manchester.
- (5) A chair in American history at the University of Oslo.
- (6) A 1-year professorship in American history at the University of Paris.
- (7) A lectureship in American Art History at the University of Pisa.
- (8) A chair in American literature and a lectureship in American history at the University of Uppsala.

Since the acute shortage of books and research materials on the United States has long been a serious handicap to the development of American studies in Europe, the ACLS has made a number of grants to selected university libraries under the following policy:

The council will attempt, through its library grants for research materials, to build up positions of strength in each subject in selected universities, so that a particular library might serve the research interests of the scholars for a wide area. Within such an area, it would appear preferable to have one good research collection rather than a number of mediocre collections.¹¹

During the academic year 1962-63, under the fellowship program, grants were made to 30 European scholars to study or to carry on research at American universities. The majority of the grantees were in their thirties and held positions in their own countries roughly equivalent to that of an American assistant professor. In most cases they were guaranteed a teaching position upon their return.

THE ADVISORY COMMITTEE ON AMERICAN STUDIES

A third important development in American studies during 1961 occurred under the aegis of the Conference Board of Associated Research Councils. By this date, approximately 20 percent of all Fulbright awards to university faculty members were going to U.S. lecturers in American studies. The Conference Board, as a result of its long and valuable service as the screening agency for senior Fulbright awards, requested and received from the Department of State a budget to hire a small staff for the Conference Board's Advisory Committee on American Studies. In transmitting the recommendations from this Advisory Committee to the Department of State on June 2, 1961, Francis A. Young, executive secretary of the Conference Board's Committee on International Exchange of Persons, observed:

The Advisory Committee's recommendations are particularly timely in view of the current expansion of Government and private programs in this field. If, in addition to the Fulbright program, the large exchange project in American studies supported by the Ford Foundation and administered by the ACLS

¹¹ "Report on ACLS Grants to Universities, Organizations, and Individuals, American Studies Program 1961-1962," mimeographed report, p. 6.

(American Council of Learned Societies) and the program provided for the establishment of chairs in American studies under Public Law 480 are all to operate to fullest advantage, it is important that a close liaison be established and maintained so that each program may be permitted to play an effective role. If chairs supported by Public Law 480 funds are, for example, to be established in countries where the Fulbright or some other program is in operation, it would seem essential that the role of each program be widely understood and that complementary goals be established.

In keeping with these general views, the Conference Board's Committee wishes to underline three crucial points in the paper prepared by it. These are:

(1) The need for more detailed information and more professional judgment in the planning and coordination of Fulbright lectureships in American studies;

(2) The need to adapt American studies courses to the level at which their academic value is widely recognized; and

(3) The need to make Fulbright awards in American studies more attractive, thus increasing the supply of American lecturers of the desired caliber.

* * * The availability of expert professional advice on a continuing basis is, in the opinion of the Conference Board's Committee, basic to the development and growth of American studies abroad as a solid scholarly discipline rather than as a veneer of cultural information. As a serious university subject, instruction in American studies will reach the foreign intellectual elite which constitutes not only the academic community but the higher levels of government and society. A scholarly foundation for American studies is thus a matter of great importance. The Conference Board's Committee is convinced that in the long run sound educational decisions will be more decisive than diplomatic pressure in the development of American studies abroad. The cost of making mistakes is much greater than the expense of bringing the best professional judgment to bear upon the exchange program.* * *

The Advisory Committee on American Studies was—and still is—concerned with the quality of applicants for Fulbright lectureships. One member of this committee has remarked: "The best people are not being used in the numbers or with the effectiveness necessary."

In addition to its efforts to improve the caliber of Fulbright lecturers, the Advisory Committee on American Studies has been attempting to gather and distribute information on international development in its field of activity, it has recommended special projects to the Department of State, and it has established liaison with other groups active in American studies. In August 1962 the Committee started the publication of a newsletter entitled "American Studies News" for distribution both in the United States and abroad.

A BRITISH COMMENT

This altogether too brief historical survey of some of the major developments in American studies, while revealing much progress, should not obscure the fact that much remains to be done. At the same time, where there has been progress it has been substantial. The "Times Literary Supplement" observed on October 13, 1961:

* * * It takes two to make a "cultural exchange." American missionaries at Salzburg and Bologna, like the still larger tribe of American talent scouts employed by the great philanthropic foundations, compete in generosity and in carefully documented idealism. The high-minded self-abnegation of these agents of the world's "materialists" is not always recognized, still less matched, by their beneficiaries. Exquisitely cultivated Europeans can be found to greet these cultural missionaries as fools or knaves for the simple reason that absence of self-interest can throw European cleverness quite off the scent. Nevertheless, whether lured to America by high adventure or hopes of la dolce vita, by dedicated scholarship or churlish love-hate curiosity, many hundreds of returned voyagers have received indoctrination through the grace of Senator Fulbright or politer descendants of the robber barons (and how many European robber barons have thus redeemed themselves?) and are coming to have a say in their Western European homelands.

CHAPTER 2—DIVERSITY

There is considerable variety in the growth of American studies overseas, a development hardly surprising in view of the diversity of the nations involved and the pluralistic nature of American society itself. I shall discuss some developments in the United Kingdom, Norway, Sweden, Denmark, Italy, France, India, and Japan to illustrate both the difference in the growth of interest in the teaching of American subjects and some of the difficulties for the future.

Important developments, of course, have occurred in countries other than those described in this chapter. In other words, the nations discussed are illustrative and by no means the only nations that have shown a growing interest in having American subjects in the educational systems. Finland, for instance, with both its Fulbright program and its special cultural funds derived from the payment of its World War I debts has made considerable progress. And there has been a considerable growth of American studies (primarily American literature) in Germany. In January 1963, for instance, the Ford Foundation announced a grant to the Free University of Berlin "to expand its present American studies program to make the America Institute the leading center of its kind in Europe."

I. THE UNITED KINGDOM

Since World War II, British universities have begun to pay serious attention to the United States. Prior to that point, there had been some interest, naturally, and in part this was demonstrated by the Commonwealth chair in American history at University College, London, and the Harmsworth chair at Oxford (both established in the 1920's) and by a handful of British scholars at other universities, including D. W. Brogan at Cambridge, who were doing important writing and scattered teaching about the United States. In the late 1940's a growing group of young scholars, some of whom had studied in the United States prior to 1940 on Commonwealth fund and other grants, were anxious to improve the place of American subjects in their universities.

To assist this able group, the then Cultural Affairs Officer of the American Embassy—the late Joseph Charles—and the then chairman of the Board of Foreign Scholarships (both of whom were Ph. D.'s in American history) suggested a conference on American studies to the U.S. Educational Commission in the United Kingdom. The Binational Fulbright Commission in May 1951 called a meeting of some 30-odd British scholars actively interested in the American field to explore whether such a conference was needed and would be useful.

The reaction was overwhelmingly favorable, and since the then vice-chancellor of Cambridge and the then master of Pembroke College, Sir Sydney Roberts (also a member of the Fulbright Commission), D. W. Brogan, and Frank Thistlethwaite of Cambridge were among the most enthusiastic endorsers, the first conference was scheduled for Cambridge in the summer of 1952.

As the scholars assembled saw the problem, it was—

To counteract the lack of information; to correct misinformation and misunderstanding; to provide a forum for British scholars in the American field, where it would be possible not only for these scholars to meet eminent Americans in the counterpart academic disciplines, but more importantly to meet with other "isolated" British scholars working in the American field.

Further, to break the deadlock existing with regard to the teaching of American subjects, e.g., in the grammar schools where the United States and its history, institutions, and literature were seldom included in the syllabus; in the universities where it was evident that American affairs were underrepresented and even where facilities did exist, provision was made for the serious study of the United States only as an "optional."

Finally, to provide a continuing correspondence between those Americans who lectured and the British membership of these conferences; to strengthen the esprit de corps among the British lecturers, readers, and professors teaching, undertaking research, and writing in the American field; to provide an introduction to American affairs, both for the sixth-form teachers charged with planning the syllabi of the grammar schools and for the rising generation of young graduate students—tomorrow's lecturers; sanguinely to result in the establishment of a permanent association of British scholars, spontaneously organizing themselves into a corpus capable of carrying on the work of these conferences, as a response to an indigenous demand rather than through superimposition; e.g., the window dressing of support from some American foundation.

The Fulbright Commission invited 63 British university professors and lecturers and 44 senior school teachers as participants and 10 American scholars to lecture on various aspects of American civilization. The first 3 weeks of the session were for the university people and the last 2 weeks for the school teachers. The conference proved so successful that, while it was in session, plans were made to hold another the following summer at Oxford.

For the second conference and two others to follow, the Rockefeller Foundation joined the Fulbright Commission to defray the expenses. Arthur Goodhart, master of University College, Oxford, pointed out at the first conference that one important reason why such a program was effective was that it was not propagandistic. "The British," he said, "are curiously unallergic to ideas, but distinctly nonsuggestible in matters of propaganda." And Herbert Agar, another American member of the British Fulbright Commission, observed:

These [conferences] appear to have been eagerly welcomed by the British dons and sixth-form masters who have attended them. And it is rewarding to know that the British are planning to continue such conferences on their own. We seem here to have uncovered a genuine need."¹²

At the final conference, the British Association for American Studies was launched. Since then the BAAS has published a regular Bulletin containing news about American studies, scholarly articles, and book reviews. In addition, the BAAS, beginning in 1957, has sponsored annual conferences and with funds from the Rockefeller Foundation has yearly (the grant expired in 1962) sent British graduate students and established scholars to the United States to pursue research.

British universities and American studies

By 1954 some 16 British universities were offering 30 specialized courses in American history in addition to numerous general courses where the United States formed part of the subject material. And some 22 graduate students were doing research in American history. H. C. Allen, Commonwealth professor of American history, surveyed the situation in 1954 and found that of the undergraduates doing honors work in history, approximately 16 percent had some knowledge

¹² "Fifth Annual Report on the Fulbright Program in the United Kingdom and Colonial Territories, 1949-1954" (London: The U.S. Educational Commission in the United Kingdom, 1955), p. 13. See also "Minutes of the Board of Foreign Scholarships," Mar. 10-11, 1950; Nov. 14, 1952; "Final Report: The American Studies Conferences in the United Kingdom, 1952-1955," mimeographed report to Board of Foreign Scholarships.

of the history of the United States.¹³ But, he asked, "are these figures high enough?"

British universities, in general, quite obviously did not think so. The next 7 years witnessed major developments in university work in U.S. history, government, geography, and literature. As early as 1948 the University of Manchester had formed a department of American studies, offering a wide variety of courses in history and literature. In 1959 Manchester created a chair of American history and institutions; Nottingham and North Staffordshire introduced interdisciplinary courses in American studies.

With such developments pioneered by British scholars, the American Embassy decided to make the most effective use of limited funds by encouraging and assisting those universities that had already, on their own initiative, made a real start in American subjects since "such universities would go faster and further in developing programs than those that had not."

Grants were made to establish—

- (1) A professorship in American literature at Leeds University (1959);
- (2) A lectureship in American history at King's College, London (1959); and
- (3) Another such lectureship at the University of St. Andrews (1961).

In each case the grant was for 3 years with the stipulation that the university continue the position with its own funds after the grant expired. Grants of \$1,000 each were also made to 12 universities for the purchase of books and scholarly materials in the American field.

The American Council of Learned Societies made the following grants:

- (1) A readership in American political science at the London School of Economics (1961);
- (2) A readership in American literature at Manchester University (1962);
- (3) A professorship in American studies at Hull University (1962).

The ACLS also made grants to the libraries at Manchester, Hull, and Leeds and awarded fellowships to six British scholars of lecturer status to study in the United States during 1962-63.¹⁴

Edward D. Myers, cultural attaché at London, has remarked:

The usefulness of the "pump-priming" grants for professorships, readerships, and lectureships is clear: In each case, the university will continue the position out of its own funds at the expiration of the grant period; in each case the number of courses has increased, as have the number of students taking the courses; in each case the interest has radiated beyond the university and served as a partial stimulus to other universities.

The reasons for making the pump-priming grants are, essentially, as follows: The university to which the grant is made has already indicated that it is interested in American studies and has given evidence that it will support them. The university is prevented by sheer lack of funds from establishing the position at the time of the grant but hopes and intends to establish the position as soon as funds are available. The "pump-priming" grant insures the establishment of the position 3 to 5 or more years earlier than it could, without the grant, be established.

¹³ "American History in Britain" (Inaugural lecture delivered at University College, London, 1955), p. 10.
¹⁴ Prof. Marcus Cunliffe wrote an important article on "Manchester's Plans" for American studies (London) "Times Educational Supplement," Apr. 6, 1962.

In view of the interest and enthusiasm in the British academic world for expanding courses in American subjects, it is clear that, if U.S. Government or private Foundation funds were available, during the next 3 years additional chairs, readerships, and lectureships could be established. Moreover, the British are now establishing six new universities. In at least two of these—the Universities of Sussex and East Anglia—there is no question but that American subjects will occupy an important place in the curricula.

Foreign students in the United Kingdom

Before leaving the situation in British universities, it should be pointed out that there are some 55,000 foreign students in British educational institutions. Approximately 17,500 are from Africa, about 16,500 from Asia, and nearly 7,200 from Latin America. Consequently, as more and more courses about the United States are developed in the universities, those affected by them are not only British students but students from Nigeria, Ghana, Tanganyika, Pakistan, India, Argentina, and many other countries. In Britain today, as well as in most of Western Europe, many of the future leaders of the developing countries are now studying.

Teacher training colleges

So far, in the educational exchange program with the United Kingdom, little has been done to assist teaching about the United States in the teacher training colleges. Not only could some of their faculties be awarded grants to study U.S. history, literature, and government at American universities (*not* to study pedagogy), but the Fulbright Commission might well conduct summer conferences for them. The teacher training colleges produce most (about 80 percent) of the teachers for the primary and secondary schools of the United Kingdom, and many of their graduates go to Asia and Africa as teachers.

Secondary schools

During World War II the English and Scottish Boards of Education advised the schools to give American material much more prominence than before in the teaching of history, geography, and literature. By 1954, when Professor Allen made his study of "American History in Britain," he concluded that—

The overall figure shows that possibly 14 percent of our whole secondary school population makes any significant study of American history while at school, and this is more likely to be an overestimate than the reverse.

Special summer conferences under the aegis of the Fulbright Commission and the British Association for American Studies for secondary school teachers of history, geography, and literature could be an important stimulus to the work already started. The American lecturers at the four Fulbright Conferences on American Civilization, 1952–55, reported high quality and enthusiasm on the part of the secondary school participants.

One of these teachers commented after the 1953 conference:

* * * The American professors were a very great pleasure indeed. * * * Their knowledge, so full and so wittily imparted, filled in our many gaps, and we shall no doubt be imparting it in turn, to our VI formers in the course of the next 12 months.¹⁶

¹⁶ The British Association for American Studies is currently making a study of the extent to which the secondary schools teach about the United States.

II. NORWAY

Since World War II American material has been given increasing attention in Norway. The textbooks used in history and geography courses at the secondary level reflect this. Under plans developed in 1950 British and American civilizations are studied side by side throughout the courses in the English language.

With this increased attention paid to American literature, history, and geography, the Association of Secondary School Teachers, the Ministry of Education, and the Fulbright Foundation launched a special summer seminar in American civilization in 1950. This has been continued every summer since then and is staffed with Fulbright lecturers. In recent years some Danish, Finnish, Swedish, and Icelandic secondary school teachers have attended the 2-week sessions along with their Norwegian counterparts. The U.S. Information Service has paid for a considerable share of the expenses of these seminars.

It is the opinion of Prof. Sigmund Skard, with which I concur, that, if there is more and better teaching about America at the secondary school level in Western Europe (and elsewhere for that matter), when the students go on to the universities, there will be a growing student demand for more courses about the United States in the required curricula of such departments as history, literature, geography, and the like.

Norwegian universities and American studies

At the university level, before World War II, Prof. Halvdan Koht offered some work at the University of Oslo in American history, and there were some other scattered offerings. Then, in 1946, Sigmund Skard was appointed professor of "Literature, especially American." A few years later the American Institute, which he heads, achieved equal rank within the University of Oslo with the English Institute. In 1957 a course in American literature and civilization was made obligatory for all students majoring in English. In addition, advanced students are able to specialize in American literature and write their theses in this field. Each year a Fulbright lecturer has participated in the work of the American Institute.

In history, geography, sociology, and political science at the University of Oslo occasional courses are offered on the United States.

The new University of Bergen (founded in 1948) is just beginning to develop American subjects. The first Fulbright lecturer in American literature was requested by Bergen for the year 1962-63. And a Norwegian lecturer in literature on the Bergen staff received a grant from the American Council of Learned Societies to study in the United States for that academic year.

III. SWEDEN

In 1946 English was made the modern foreign language of first priority in secondary schools and was also introduced into the elementary schools. That year the Sweden-America Foundation recommended to the Swedish Government that much more attention be given to American civilization, particularly in the English classes, in order to counteract widespread misunderstandings about the United States. The Royal School Board answered that the crowded cur-

ricula did not permit this and, moreover, it was not the responsibility of the schools to create a more correct picture of the United States.

By 1951, however, the Board had shifted its position and recommended that in addition to teaching English, the schools should give the pupils a knowledge of both British and American literature and civilization. Three years later the Board issued regulations to achieve this.

Under the Fulbright and Smith-Mundt programs, the American Embassy and the Fulbright Commission cooperated with the Swedish Government to implement these plans. Key officials in the Ministry of Educational and Ecclesiastical Affairs were awarded leader grants to the United States, university faculty and advanced students received scholarships to study in the United States, American lecturers in history and literature were assigned to Swedish universities, and Swedish secondary school teachers of English and history were sent to the United States.

In addition, the Fulbright Commission, the U.S. Information Service, and the Royal School Board began an annual summer seminar on American civilization for secondary school teachers. Before this was started, USIS paid the expenses of some Swedish teachers to attend the annual Norwegian seminar. And the USIS publication, "An Outline of American History," written by American scholars, was approved for use in the Swedish schools. Moreover, the Royal School Board, with the support of Fulbright funds, employs an American language assistant who lectures about American institutions in secondary schools and teacher training colleges all over Sweden.

Swedish universities and American studies

Since secondary school teachers in Sweden receive their training at the universities, the 1954 decision of the Royal School Board led to the establishment of instructorships in American literature at the four universities. These are held by young Americans on 3-year appointments. While the Swedish Government pays their salaries, the Fulbright Commission pays for their international travel. Before the establishment of these instructorships, courses about the United States were offered only irregularly by Swedish faculty or by visiting Fulbright lecturers and were not customarily in the examination system.

The University of Uppsala is the Swedish university where interest in American studies is greatest. The university library has a considerable collection of American books and periodicals. An American Institute was established in 1944. Recently, under the guidance of Dr. H. W. Donner, professor of English and a former leader grantee to the United States, the American Institute has become a thriving, independent section of the department of English language and literature. The American Council of Learned Societies has made a 5-year grant to Uppsala to establish a professorship in American literature, an instructorship in American history, and funds to acquire additional books and research material.

In analyzing the developments of the past 10 years in American studies in Sweden, Earl A. Dennis, the Public Affairs Officer at the American Embassy, has observed:

* * * it may be said that it has been proved that program objectives can be achieved in Sweden by means of long-term educational exchange projects. Much

still remains to be done before the Swedes themselves take on full responsibility for an adequate American studies program, but the goal can be reached on the condition that the Public Law 584 [Fulbright] program is not permitted to lapse in 1963 and that the Public Law 402 [Smith-Mundt] allocation is restored to a level compatible with the needs of a country with more than 600 senior high schools and four full universities.¹⁶

IV. DENMARK

Teaching about the United States at both the university and secondary school levels in Denmark is considerably less developed than in Norway and Sweden. In 1953 an official regulation was adopted for teachers of English stating that "American texts may be read instead of British texts to a reasonable extent." Since then the anthologies have included an increasing amount of American material, and in 1962 the Ministry of Education required that American literature be part of the curriculum.

Over the past 10 years, some Danish teachers of English, history, and geography have attended the annual Norwegian summer seminar on American civilization. And in October 1962 the Danish Fulbright Foundation and the U.S. Information Service cooperated with the Ministry of Education in running a seminar for some Danish secondary school teachers who never had had any real exposure to American literature or history. Many more seminars of this kind will be needed to enable the Danish teachers to implement at all well the requirement of their Ministry of Education.

At the university level, at both the Universities of Copenhagen and Aarhus, there is some specialized teaching about the United States in geography, history, and government. And in the state examinations, the final examinations for certificates and degrees, some attention is given to the United States. In 1951 the University of Copenhagen established a lectureship in American civilization and literature which has been filled ever since by a Fulbright lecturer.

During 1962-63, a Danish instructor held an American Council of Learned Societies grant to study in the United States, and she is to return to be a lecturer in American literature at Copenhagen. A professor of economic history also has an ACLS grant to the United States. When a chair of American literature and civilization is finally established (it has been approved by the faculty, but funds so far have not been appropriated by the Danish Government), American literature should come to occupy a more important place in the intellectual life of the University of Copenhagen than it has in the past.

V. ITALY

Although in the early 1950's Fulbright lecturers in American literature and civilization had few students at Italian universities and they taught only optional courses, they helped prepare the way for the expanding interest that now characterizes the situation in Italy. In December 1960, for instance, Parliament established four chairs in American civilization to be held by full professors on permanent tenure.

The most progress in American studies has come in the field of American literature. Some Italian universities have Italians holding full professorships on tenure in this field which is in the required

¹⁶Feb. 8, 1962, report to the Department of State.

curriculum. In a number of other universities there are either Italians not on permanent tenure or U.S. Fulbright lecturers offering work which is also in the examination system. The remainder of the universities offer no formal required work in American literature, but usually the professor of English literature offers a little. The Italian Fulbright Commission sends these universities a Fulbright lecturer for a week or so at a time, but will not assign him there for an academic year until these universities are in a position to utilize his services more fully.

In addition to the Fulbright lecturers at Italian universities, the U.S. Information Service has been making small yearly grants to a number of universities to help support courses in American literature, history, and law and for seminars on American economics, social studies, and foreign policy.

Although American literature has been established quite well in many university faculties, the same cannot as yet be said for American history or government (except at the Bologna Center of the Johns Hopkins University). History is taught chronologically, not by topics, and American history hardly begins where most Italian professors' concept of modern history stops. This attitude is prevalent in many countries and is a serious obstacle to those scholars who wish to introduce courses about U.S. history.

One Italian professor pointed out at a forum on American studies, sponsored by the Council on American Studies in December 1961, that to introduce American history required the consent of the autonomous body of University Faculties and "there lies our main difficulty, and I do not think that it will be possible to obtain such a concession."¹⁷ Nevertheless, one of the four chairs voted by Parliament was a chair of American history at the University of Florence. At the time of the writing of this report, however, it has not been filled, although the professor of modern history there does offer some work on the United States.

The above-mentioned conference also pointed out the need of grants for Italian university faculty, teachers, and advanced students to study in the United States. The Fulbright program for 1961-62 reflected this Italian desire. While there were 5 American lecturers in Italy in the fields of American history, government, and the economy, some 17 Italian researchers and graduate students were in the United States working in these subjects; while 9 American lecturers and teaching fellows were in Italy to teach American literature, there were 7 Italian researchers and graduate students in the United States in American literature. Many of the Italians now holding important university posts in American literature have over the years held Fulbright and/or Smith-Mundt awards in the United States.

Italian secondary schools

In secondary education, between 1953 and 1961, the Council on American Studies and the University of Rome sponsored a program to improve the teaching of English in the Italian state secondary schools. The Fulbright Commission contributed to this program by assigning lecturers to it, and the U.S. Information Service furnished materials and funds for support. Not only were classes conducted in Rome, but regional seminars were held for teachers of English.

¹⁷ "Forum on American Studies," Dec. 20-21, 1961, mimeographed report, Council on American Studies, Rome.

Then, in 1960, the Italian Ministry of Public Instruction asked the Fulbright Commission to provide the teaching staff for a series of 10-day seminars for the Italian teachers of English in the national technical institutes. The request of the Italian Government altered the situation radically. "Where before the linguistic group had been working on the fringes of the problem, it was now invited to the center and asked to proceed with the full cooperation of the Italian authorities."

It was clear that the new responsibilities could not be discharged with Fulbright resources alone:

Not only was a considerably larger staff necessary, but some method had to be found to assure better continuity of personnel and direction and more satisfactory selection. Plans had to be made also for eventual liquidation of the program; i.e., for the gradual transference of responsibility from American to Italian scholars and administration.¹⁸

This program, with a grant from the Ford Foundation and the cooperation of Cornell University, is now well under way. The Fulbright Commission's responsibility as projected for the academic year 1963-64 includes—

(1) A lecturer to act as director of the inservice training seminars of the Ministry of Public Instruction;

(2) A lecturer to act as director of the English Language School of the Council on American Studies;

(3) A lecturer to be in charge of the program at the Facolta di Magistero of the University of Rome;

(4) An American secondary school teacher to assist this lecturer;

(5) Sixteen secondary school teachers to be affiliated as teachers of English with Italian secondary schools in smaller provincial towns. In addition to their classroom teaching, these teachers are expected to be called upon to discuss many aspects of American history and contemporary affairs with teachers and other local groups;

(6) Ten Italian teachers of English, selected from the various seminars, to receive study grants to the United States.¹⁹

As Prof. Sigmund Skard has remarked in "The American Myth and the European Mind: American Studies in Europe 1776-1960" (1961):

Italy, an important NATO power, is increasingly developing its American studies. Difficulties are staggering; notwithstanding, definite progress has been made. * * * American research is impressive in Italy, particularly in literary criticism. Four volumes have appeared of the annual "Studi Americani"; and an Italian Association for American Studies was founded in 1958.

VI. FRANCE

In the secondary schools (the lycées), material on American literature and civilization is introduced in the courses on English. Although the Ministry of Education emphasized this even before World War II, Professor Skard noted as late as 1960:

Even now, this plan is not generally followed: there are too many practical difficulties. But this situation is fast improving as the new generation of teachers with more thorough American education takes its place in the schools. An

¹⁸ "Proposal for the Establishment of a Nine-Year Program in Italy in Structural Linguistics and the Teaching of English," mimeographed report, Italian Fulbright Commission, 1961.

¹⁹ "Fulbright Italian Program for 1963-1964," mimeographed report, sec. II-B.

impressive number of special editions of American authors and anthologies of "American Literature and Civilization" now exists for the lycée.

To help overcome the practical difficulties referred to, the Fulbright and Smith-Mundt programs have made grants to French lycée teachers for summer study in the United States. Between 1960 and 1962, for instance, some 100 of them had such grants. In addition, the U.S. Information Service has each summer held "refresher" courses in American literature and civilization for lycée teachers who had grants to the United States 5 years before. This program may have to be abandoned, however, because of budget reductions.

The universities and American studies

At the university level the program in English leading to the agrégation generally lists 2 American authors out of 12 for obligatory study. In 1948 a reform made it possible for students to choose the existing optional "Certificate of American Literature and Civilization" as part of the ordinary license in English.

There is a chair of American civilization at the Collège de France and two chairs of American literature at the Sorbonne. In addition, at the Institut d'Études Politiques, courses in American history and government are in the regular curriculum. In 1961-62 Prof. Daniel J. Boorstin, of the University of Chicago, was the first professor of American history financed by a grant from the American Council of Learned Societies to the Sorbonne.

Outside of Paris, in the optional "Certificate of American Literature and Civilization," the instructor is usually a young French assistant and/or a Fulbright lecturer. A number of these assistants studied during the 1950's with a visiting Fulbright lecturer, and some received grants to continue their work in the United States. Some French professors interested in American subjects feel that over the next decade many of these assistants will move up into more important positions in the universities.

Outside of the English departments, at times subjects from American history, institutions, and geography have been used in various levels of the examinations. But progress here has been exceedingly slow. Overall, it is clear that the French universities largely ignore U.S. history.

Fulbright lecturers in France (and in West Germany) over the years have frequently been frustrated by the small number of students interested in American subjects. At the same time, these lecturers have found it difficult, if not impossible, to integrate themselves into the intellectual life of the university to which they have been appointed. Letters by many of those lecturers to the Conference Board of Associated Research Councils attest to this most vehemently.

At a meeting of the French Fulbright Faculty Advisers in Paris in October 1962 this point was discussed. A leading French participant "stressed the extremely cordial and hospitable welcome extended to French professors and students at American colleges and universities and in extra-academic circles in university towns. He expressed the hope that his compatriots in France would not let themselves be out-distanced in this regard by the friendly Americans."

From the discussion, it seemed "clear" that American students shared in French life to a "satisfactory degree." As to the long-standing difficulty of Fulbright lecturers being largely excluded from the

intellectual life of the universities, the American cultural officer observed:

The position of the professors is reasonably satisfactory, but more remains to be done to insure that professors too are fully integrated into the "Faculté" life of their institutions. This depends not only upon the efforts of the French, but also upon those of the visiting Americans. The CAO, as Chairman of USEC/F [the Fulbright Commission], intends to give this point a high priority in his activities throughout the coming academic year.²⁰

A letter from an American Fulbright lecturer in literature during the year 1959-60 is, I think, indicative of the overall situation facing American literature in French universities:

* * * The teaching in France of the English language and of literature in English continues to be very strongly oriented to England: England is where the officially approved accent comes from, as well as most of the titles on official reading lists; England is where the candidate for the *agrégation* is required to spend a year polishing his English, and where most candidates plodding interminably toward the doctorate in English go to do research; French teachers of English go for vacations, when they can, to nearby, inexpensive England, not to distant, expensive America. Thus even students who have on their own developed some special American interests (and they are not as numerous as self-deluding Americans tend to suppose) are not likely to jeopardize their chances by undue attention to this interest when the main emphasis in their English studies is *not* American.

And he added:

* * * I have an idea that the Fulbright lecturers in American literature do in the main a good job, although they must be in the nature of fifth wheels. Certainly the people in our information services have frequently performed admirably, in spite of shockingly limited budgets. And I have an idea that the summer schools at Nice and Pau have made useful contributions, when they were properly staffed, toward the kind of understanding or clearing away of misinformation which should be the goal of any plans. I wonder if more might not be done in the way of special seminars (I like the one which the USIS people in Paris sponsor every spring), or lecture series, outside the universities. * * *

Seminars in American studies

Important developments, which need to be expanded, have occurred through special seminars and conferences. Annually, since the early 1950's, the Fulbright Commission and the U.S. Information Service have cooperated with the Ministry of Education and the University of Aix-Marseilles in sponsoring a 6-week summer seminar for French university students preparing for the optional certificate of American literature and civilization. And the American Cultural Center of USIS in Paris has sponsored a number of shorter sessions. In May 1962, for instance, the sixth annual seminar in American literature was attended by 32 French university students from 16 universities. A number of the students attending such seminars will in time become the future university professors and secondary school teachers of France.

Foreign students in France

The American Cultural Center also has sponsored a number of seminars on American society and politics attended not only by French university students but by students from Asia, the Middle East, and Africa who are studying in France. The faculty at the "American Perspectives—1962" seminar were American professors from Vanderbilt, Harvard, and the University of Wisconsin.

²⁰ American Embassy, Paris, to the Department of State, Oct. 12, 1962.

The large number of students from the developing countries that are in Paris, the United Kingdom, and Germany and other western European countries provide a challenging opportunity for the exchange program to reach many of the future leaders of such countries. In 1961, for instance, U.S. exchange grants were awarded to 15 African and Vietnamese student leaders studying in France to study in the United States for the summer.

The Institute for American Studies

One other development that could be significant for the future is the Institute for American Studies established in Paris by the U.S. Information Service in 1960. If this Institute can obtain sponsorship by and direction from an American university or universities or by some other nonprofit organization, it would be eligible to receive American Government funds under the Fulbright-Hays Act. With support and intelligent leadership, it is conceivable that this Institute could become an institution having substantial impact along with the Salzburg Seminar or the Bologna Center.

VII. INDIA

When the Fulbright Foundation in 1951 found a slight stirring of interest in American subjects in Indian universities, it requested one American historian a year to lecture in India. In 1959 the one became two and the next year three. Over the years some eight Indian universities were hosts to these lecturers. And where there were Indian faculty already offering some work on American history or desirous of doing so, Fulbright/Smith-Mundt grants were awarded for advance study in the United States.

Between 1952 and 1960, three Fulbright lecturers at Allahabad University offered courses and prepared syllabusi in American history. By 1960 a young Indian faculty member who had studied in the United States was offering the work in American history, thus fulfilling the hope of the Fulbright Foundation of "the Indianization of American pioneering."

Although it has only a small number of students, the most fully developed program in American history is in the Indian School of International Studies at Delhi. There an American-trained Ph. D.—up to 1962 the only full-time professor of American history in all of India—was in charge of training Ph. D. candidates in the field. With funds from the Ford Foundation, this school has brought distinguished American lecturers for brief periods.

During the 1950's, while most Indian universities had courses in comparative government and international relations which touched upon the United States, seldom did the faculty have special competence in the American aspects of these studies. Under the Fulbright program, a few American lecturers were assigned to Indian universities and a number of young Indians were awarded grants to study in the United States.

Interest in American literature was slow in developing. In 1950 there was no single course on the subject. Six years later, an American professor on a Smith-Mundt specialist grant started a course at Osmania University. He was followed by a Fulbright lecturer, and then the work was taken over by Indian faculty members who had had study grants to the United States.

With this initial start, courses in American literature began to develop in other universities. By 1960, 11 universities had offered some work in the subject. In India, as elsewhere, universities as a result of tradition and shortage of funds are loath to introduce new subjects. And, in the case of American literature, the subject has faced the additional hurdle of the traditional British influence on Indian universities. (In Britain itself American literature has made only slow progress.)

The Fulbright Foundation in India has followed the wise policy of using American Fulbrighters to stimulate interest in American studies and then assisting Indian faculty to take over the work started. Norman Dawes has written:

* * * India has not been envisaged as an American campus for American academic courses given by American educators. The emphasis has been on the subject, not on the American teacher. His function has been to initiate, develop, and encourage work in American history, government, or literature. The Foundation has simultaneously made special attempts to have Indian faculty members trained in the United States in American studies so that on their return they may take over the teaching of courses inaugurated by an American Fulbright professor * * *. By 1960 there were already several courses in either American history or literature which had been started by American professors and now were being taught by Indians who had studied in the United States under the Fulbright program. These include Allahabad, Jammu and Kashmir, Aligarh, and Lucknow.
* * * 21

Seminars in American studies

In the early 1950's American achievements in science and technology were widely known in India, but American accomplishments in the humanities and social sciences were not. As a result, the Fulbright Foundation started a seminar on American civilization in 1953 for Indian college teachers. These have been held annually with supporting funds from the Ford Foundation and cooperation from the U.S. Information Service. The Fulbright Foundation's objectives in this particular seminar (the Foundation sponsors seminars in many other subjects including workshops in secondary education) were:

To broaden the horizon and enrich the background of young college teachers. Since American studies seldom appear in the curriculum of Indian colleges, most of them have had only incidental contact with American history and ideas.

To give to those young instructors who are called upon to teach aspects of Western civilization some insight into the American part of it; and to those who teach American history and government, further knowledge of the field.

To familiarize young Indian teachers with the discussion method of instruction and with the informal professor-student relations characteristic of American colleges. * * *

In 1961 the Fulbright Foundation held a conference of the heads of literature and history departments at Indian universities to discuss problems of curriculum, faculty, and library resources in American literature and history. From this came a workshop (May 29 to June 14, 1962) for faculty who were actually teaching either of these two subjects.

Books and research materials

In addition to discussing the need of additional courses in these fields, it was recognized that a healthy development required a vigorous program of research, but materials for such research in India

²¹"A Two-Way Street: The Indo-American Fulbright Program, 1950-60" (Bombay: Asla Publishing House, 1962), pp. 68-69.

were extremely limited. At the close of the conference, the Indian participants proposed to the Fulbright Foundation:

During several of the panel discussions at the Mussoorie Workshop, it became increasingly clear to the delegates that the study of American civilization as an academic discipline, conducted for academic reasons, would not get solidly established and developed in this country as a subject of scholarly teaching and research unless primary and secondary sources for such a study were available in this country itself.

The delegates authorized us, at the conclusion of the workshop, to request you on their behalf to examine, with the help of a representative committee of Indian scholars and educational administrators interested in the scheme, if such a library, comparable in its range and resources in the field of American civilization to the best of such libraries in Europe and in your own country perhaps, could be set up at some suitable place in India. The place should be centrally situated and enjoy a comparatively mild climate in summer since it is only during the long summer vacations that Indian University teachers are free to get away from their universities for study elsewhere. The library will serve as a forum for seminars and discussions among Indian and visiting American scholars, and perhaps may also provide a center of orientation for Indians going to your country. In due course of time, it may be possible to publish a bulletin under the auspices of the library. * * *

The U.S. Information Service, the Asia Foundation, and others have helped in the purchase of books and research materials. There is no doubt, however, that much more needs to be done to assist Indian universities in building their library resources, particularly for work at the B.A. and M.A. level and, if additional funds can be found, for establishing a center where at least part of the research for the doctorate can be done.

By 1962, as in other countries discussed in this report, there was a wide range in the quality of work offered in American subjects in Indian universities. There was, as well, diversity in the manner in which these subjects fitted into the general curriculum. In most universities there were optional M.A. papers; in a few there were required M.A. papers; and, in even a fewer number there were B.A. papers; and, at the Indian School of International Studies, there was an ongoing Ph. D. program.

Chairs established under Public Law 480

There is no question of the growing interest among university faculties to develop further work in American subjects. The exchanges carried out under the Fulbright program over a decade were an important stimulus to this. By 1962 a number of Indian universities had requested the assistance of the American Embassy in establishing full-time chairs in American history, government, and literature. By 1962, under Public Law 480, a chair of American literature was established at the University of Osmania, a chair in American history and institutions at the University of Bombay, and a similar chair was created at the University of Jadavpur. As mentioned in chapter 3 of this report, these grants were made to three American universities which cooperate directly with the Indian university on a private university-to-university basis.

In order that this brief discussion about American studies in India not be viewed in a vacuum, it should be remembered that *the exchange program is in reality a two-way street in India as it is elsewhere*. There were in the Indian Fulbright program for 1960-61 grants for 30 American professors to lecture on various American subjects in Indian universities and grants for 12 Indian scholars to engaged in research

on American history and literature in the United States and for 12 Indian graduate students to study the same subjects in America. At the same time there were grants to 3 American scholars for research in Indian studies in India, grants to 40 American school-teachers and liberal arts college faculty to attend seminars on Indian history and culture in India, and, finally, grants to 12 American graduate students to study Indian history and culture in India.

VIII. JAPAN

The exchange programs of the Department of State started with Japan in 1952. Prior to this, during the period of military occupation, the University of Tokyo and Stanford University had begun a 6-week seminar in American studies in 1950. After that, it was held annually through 1956. In all, 34 American lectures selected by Stanford conducted the seminars which were attended by more than 400 Japanese. In 1957 this American studies seminar program was replaced by the University of Tokyo Center for American Studies sponsored by a Tokyo-Stanford Committee chaired by Prof. John D. Goheen, of Stanford. Since that date the committee has invited two American professors annually to teach at Tokyo and has sent two young Japanese specializing in American subjects to the United States. In addition, the committee has been increasing the books and periodicals at the library of the Komaba campus of the University of Tokyo.

Another development during the occupation was the founding of the American Studies Association in 1946 on the initiative of such men as Yasaka Takagi, Shigeharu Matsumoto, and Moritane Fujiwara. Until 1950 the association published the "American Review." After this—it was never a very large organization—it concentrated on publishing "A Documentary History of the American People." With financial support from the Rockefeller Foundation and the Ministry of Education, some five volumes plus a supplement have appeared. Since 1958 the American Studies Association has been inactive. But Japanese interested in American literature have organized American literature societies which are active and are in the hands of university-based Japanese.

The Universities

In the universities and colleges in Japan which offer courses about America, the predominant work is in American literature. Fewer than 15 institutions have been offering a course in American history. A few institutions have programs—or plans—for teaching American subjects in an area studies context. The most developed of these is at Komaba campus of the University of Tokyo. But, year after year, American Fulbright lecturers have been necessary for the functioning of the program. By April 1961, after 11 years of operation, this program had awarded 91 bachelor of arts degrees. Twenty of the graduates have studied in the United States, 21 are at Japanese universities or colleges as instructors, assistants, or graduate students, and the remainder are in Government ministries, corporations, or financial institutions, international organizations, and the mass communication industries.

The Komaba campus also started an M.A. program in 1953 and a Ph. D. one 2 years later, in the school of international relations and area studies, for those specializing on America.

At the Hongo campus of the University of Tokyo, there are a number of courses offered—not oriented to area studies—by specific academic departments. The department of law and government has courses in American law and political and diplomatic history. The humanities department offers two or three courses in American literature in a semester. Other departments often use American subject matter but do not have regular courses just on the United States. And the Institute of Social Science has a number of research projects dealing with the United States.

In 1961 plans were drafted for an enlarged University of Tokyo Center for American Studies. The council for this center was to be composed of representatives from such departments as Literature, Law and Government, Economics, and Education with a chairman to be elected by the university-wide faculty. The problems of finance and how to adjust relations among the interested departments had not been solved by the time of the writing of this report.

At the National University of Kyoto the departments of Humanities, Law, and Economics have specialists on American subjects. Both the National University and the private Doshisha University in Kyoto have been training specialists in American subjects by sending them to the United States.²² At Nippon Women's College there are courses in American history and literature. At a number of other institutions, including Kobe University, Hitotsubashi University, Nagoya University, Waseda University, and Aichi University, there are study projects on aspects of American civilization.

Seminars in American studies

Over the years since 1952 the Fulbright Commission has brought American lecturers to Japan and, at the same time, made it possible for Japanese faculty and graduate students to study, teach, or engage in research in the United States. In those universities where there is an interest in American subjects, the Commission has sponsored an American studies lecture series. Beginning in 1959 this series has consisted yearly of fifteen 2-hour lectures held in consecutive weeks at each of four or five universities. The lecturers have been mostly Fulbright visiting professors but have included several Japanese scholars as well. At some universities this series has been considered a regular course, and credit has been awarded to student participants. One analysis of the exchange program with Japan has observed:

It is very difficult to measure to what extent the program has succeeded in its objectives, as it is always hard to define effect in the field of education. Very certain, however, is its success in encouraging the interests of students and junior scholars, and also in calling the attention of those who had not been so interested in America. * * *²³

In addition to this lecture series, the Fulbright Commission, the Exchange of persons section of the American Embassy, and the USIS libraries have cooperated with various Japanese educational institutions in conducting occasional seminars about the United States. Kyoto and Doshisha Universities have held several summer seminars for young faculty and graduate students. And the seminars held in cooperation with Tohoku University have included not only univer-

²² The Rockefeller Foundation has nourished American studies by grants to Kyoto, Doshisha, and Tokyo and the Universities of Michigan, Illinois, and Stanford for cooperative projects.

²³ "Ten Years of Cultural and Educational Interchange Between Japan and America, 1952-1961: A Report Submitted to the Joint United States-Japan Conference on Cultural and Educational Interchange, January 1962," by Kenichi Nakaya and Robert S. Schwantes, p. 13.

sity faculty and students but high school teachers and staff members of local newspapers and radio stations.

Americana

Since 1955 the American Embassy in Tokyo has published a scholarly journal entitled "Americana." By 1962 "Americana" had reprinted approximately 600 articles (translated into Japanese) from such American professional publications as the "American Historical Review," the "American Journal of Sociology," the "American Economic Review," "American Literature," and "Scientific American." Japanese professors, who are specialists in various fields, select the articles to be translated and published. By 1962 the journal had a circulation of 6,000 copies at a year's subscription cost of \$2.50.

The American Studies Foundation

In 1962 a group of leading Japanese businessmen and educators established the American Studies Foundation. They recognized that American studies were "extremely weak" in Japan and that it was in their national interest to encourage scholarly teaching and research about the United States. Among the activities they hope to pursue are—

- (1) Encouraging American studies at universities by establishing professorships, instructorships, and assistantships;
- (2) Bringing foreign scholars in the field of American studies to Japan and sending Japanese scholars in this field abroad;
- (3) Conducting research work on American government, economy, and culture;
- (4) Publishing research papers in the field of American studies;
- (5) Holding international conferences, seminars, and lecture meetings on American studies;
- (6) Collecting and making available to the public books and other materials pertaining to American studies.

The Department of State has entered into an agreement with the private Foundation to grant it up to \$242,000 in yen on a matching basis. If the members of this new organization can raise the necessary funds, it should be in a strong position to stimulate greatly increased knowledge about the United States.

An area study or a disciplinary approach?

In the study already referred to entitled "Ten Years of Cultural and Educational Interchange Between Japan and America, 1952-61," the authors point out that American studies "in Japan are still in infancy." They recommend, among other things, an expansion in library holdings of American books and periodicals and an increase in the number of Japanese graduate students and junior scholars studying in the United States as well as an expanded program to send senior scholars for "recharging batteries."

Moreover; they feel it is necessary, in light of the shortage of Japanese trained in American subjects, to continue the flow of American lecturers. But, in addition to having top-level American instructors, they remark that "there should be rather radical changes in some patterns of Japanese attitude toward visitors; for instance, more active participation by Japanese professors, scholars, and students in order to get as much as possible from what visitors can offer and a freer exchange of opinions has to take the place of a mis-

conceived hospitality which very often either discourages or spoils visitors" (p. 17).

This report also states that area studies "is the ultimate goal toward which efforts for development of American studies should be directed" (p. 2).

I think it is a vital necessity to realize that before there can be any serious intellectual discussion of the United States as an area study in Japan—as elsewhere—there must be able scholars *well trained* and *established* in the individual academic disciplines of history, government, literature, and related subjects. This is far from having been achieved in Japan. And, even when it has been accomplished, specialists can cooperate, without an area study apparatus, even though their subjects are in traditional academic departments.

It would appear that in Japan enthusiasts for American studies as an area study have overshot the mark. The warnings of Prof. Sigmund Skard in his analysis of the problems besetting the growth of American studies in Europe may well be appropriate to Japan as well. With minor exceptions, he feels that a healthy growth in the teaching about the United States has to develop within such long-established university departments as history, literature, and government. And he advises that the area concept may only delay progress in introducing these subjects into the curriculum in view of the great hold that tradition has on university administrators and faculties. (It should be added that the area approach to American civilization has not been widely adopted by universities in the United States.)

It is hoped that the newly established American Studies Foundation will avoid overemphasis on the United States as an area study and instead will stimulate the more solid and productive growth of American subjects through the interested academic disciplines.

CHAPTER 3. MUCH TO BE DONE: SOME OBSERVATIONS

In the years immediately following World War II, the enactment of the Fulbright and Smith-Mundt laws reflected the fact that world leadership involves much more than formal diplomatic relations among nations. Through Government initiative Americans had gained the opportunity to study, engage in research, and teach overseas and, by so doing, to acquire new insights into other societies. At the same time, it became possible for more and more citizens of other nations to come to the United States to pursue their own educational goals and also acquire knowledge of American life, its institutions, and its ideals. The Government program recognized that the exchange of qualified persons was the most effective way of conveying the true cultural values of one society to another.

The pioneering Fulbright program, adopted in 1946, authorized the use of U.S.-controlled foreign currencies for educational exchanges. Two years later, the Smith-Mundt program provided dollar funds to operate exchanges with countries where there were no U.S.-controlled local currencies and also to pay the dollar costs of a portion of the Fulbright grantees from abroad who came to the United States. The Fulbright program, which in 1960 operated in 39 countries was entirely academic oriented. Meanwhile, the Smith-Mundt program, in the

70 countries in 1960 where the Fulbright program was not functioning, made a considerable number of academic exchange grants, and in all 109 countries where it operated it included a substantial number of academic personnel among the leader and specialist exchanges.

It was important from the outset to establish the fact in the minds of peoples in other countries that the exchange program was for mutual educational purposes and not for propaganda. The Fulbright Act created the Board of Foreign Scholarships—8 of whose 10 members were not Government employees—to set the policy and to make the selections of those receiving awards. The eight private citizens, appointed by the President, were representatives from the educational world.

The Board of Foreign Scholarships in turn relied on such private agencies as the Institute of International Education and the Conference Board of Associated Research Councils to assist in the selection process. These agencies, as well as the Office of Education which screened teacher applicants, relied heavily on a host of voluntary committees of educators throughout the United States (there were approximately 860 such committees in 1960) to aid them in the screening process.²⁴

One of the most important indications of the value of the exchange program has been the willingness of thousands upon thousands of educators to volunteer their time to assist the Board of Foreign Scholarships over the years. Moreover, the dominant role that private American educators have played in the Fulbright selections has contributed significantly overseas to the acceptance of Fulbright lecturers, researchers, school teachers, and students as educators, not propagandists. The Fulbright-Hays Act (1961) has wisely empowered an enlarged Board of Foreign Scholarships to select *all* academic educational exchange grantees with *all* countries with which we have an exchange program, thus covering those academic grantees who previously, under the Smith-Mundt Act, were selected by U.S. Governmental agencies.

A second element that was vital in establishing the acceptance of the Fulbright program as an educational venture and not a propaganda campaign was the Fulbright Commission or Foundation in each country where the program operated.²⁵ In drafting the executive agreements to implement Public Law 584 (the Fulbright Act), the Department of State wisely made provision for the creation of binational boards consisting usually of an equal number of the citizens of the country (appointed by that government) and American residents in the country, including representatives of the embassy (appointed by the ambassador). The membership of these commissions is oriented toward education—its needs and resources—not toward news or information on day-to-day developments. They reflect the mutuality of national interests that can be achieved in the educational exchange program.

These commissions have real power. They aid the Board of Foreign Scholarships in the drafting of the country programs; they recommend to the Board the citizens of their country who should

²⁴ The Board of Foreign Scholarships, "A Report to the President on the Educational Exchange Program Under the Fulbright Act" (Feb. 27, 1961), p. 8.

²⁵ The nine-man committee that produced the report, "The University and World Affairs" (New York: Ford Foundation, 1960), pp. 59-60, has a discussion of the commissions and warns: " . . . our representatives must be careful not to impose unwelcome choices, or standards of choice, on the foreign academic community."

receive travel grants to the United States; and they have the responsibility of affiliating American grantees with educational institutions in their country. This particular power means that at times they have, in effect, a veto over Americans recommended by the Board. This power has been used, but it has not been abused. It is important for a commission to have this power since it helps create a truly mutual or binational program.

Leading educators and government officials are members of the various commissions. This alone has given the program considerable prestige and helps to facilitate its acceptance by the country concerned. The presence of leading citizens of the respective countries on the commissions—in addition to the real powers the commissions have—has weakened considerably the charge that the program is “cultural imperialism.” As one distinguished American observer in the United Kingdom wrote in 1953:

As was obviously apparent at Cambridge last summer, the Fulbright Commission can undertake what may be called extra-curricular activities such as the Cambridge Conference in American Studies. * * * If the Embassy, even the Embassy's Cultural Officer, attempted to do the same thing, I think it would prove extremely difficult, if not impossible, as it would be considered to be a propaganda conference. Many of the British participants * * * pointed out that the validity and success of the Cambridge Conference was that it was obviously not a propaganda attempt and they remarked upon this among themselves with considerable surprise and pleasure.

It is this authentically educational framework within which American studies in other countries have been encouraged which is responsible in large part for their acceptability and progress abroad. This is especially important since American literature, history, or government as well-developed academic disciplines are not yet too well known abroad and even the most authentic offerings may be suspected by faculty, students, or the public as being simply “propaganda.”

RECOMMENDATION 1²⁶

The Fulbright-Hays Act provides for the continuation of existing commissions and the creation of new commissions in those countries where Public Law 584 had never functioned. Except where it has been proven not to be feasible, *it is essential not alone for the growth of American studies but for the entire academic exchange program that binational commissions be established with dispatch in the 70 or more countries where the Fulbright program did not exist.*

Senator Fulbright said on the floor of the Senate on June 27, 1961:

* * * I utterly reject any suggestion that our educational and cultural exchange programs are weapons or instruments with which to do combat. There is no room, and there must not be any room, for an interpretation of these programs as propaganda. * * *

And he added:

Much of the success of the program has been due to the selection process here at home and to the operation of the binational commissions abroad.

Not only do the commissions contribute to insuring that the exchange program is academically respectable, but they also directly involve the interest of the foreign government in the program. Moreover, the commissions have continuity and thus they can advance the

²⁶ The exchange program operates with countries of widely divergent cultures and, therefore, any recommendation has to be interpreted in the light of variations from country to country.

long-range planning that is necessary for maximum effectiveness of an educational program.

It is quite clear from the developments discussed in chapter 3 of this report that in the United Kingdom, Norway, Sweden, Denmark, Italy, France, India, and Japan the expansion in the teaching of American history and literature, for instance, in universities and secondary schools would have been slowed considerably had the Fulbright commissions not been in existence.

RECOMMENDATION 2

Prof. Walter H. C. Laves, in his report "Toward a National Effort in International Educational and Cultural Affairs," remarks:

The Government has engaged in these programs [American studies] because of the clear need to stimulate greater foreign academic attention to American studies. In principle, however, assistance in the development of American studies programs in foreign universities should be left as far as possible in the hands of universities and other educational groups where professional competence, mutual respect, scholarly cooperation and long-term commitment can develop the basic relationships that must underlie this kind of effort. Government initiative frequently introduces political considerations which are prejudicial to sound academic development.²⁷

The Fulbright commissions, the Board of Foreign Scholarships, the Conference Board of Associated Research Councils, and the educators in the various countries who assist these groups in the planning of the program and in the selection of grantees represent one significant method of achieving this recommendation.

Another is the activity of the American Council of Learned Societies in stimulating the teaching of American subjects in the United Kingdom and the countries of Western Europe. (The ACLS may soon expand its activities to certain Asian and Middle Eastern countries.)

A third method has been the allocation since 1961 of Public Law 480 funds to American universities in order that they can cooperate with foreign universities in developing endowed chairs in American subjects. *It is urgent that more Public Law 480 funds and other funds in foreign currencies to the maximum extent possible be allocated to carefully selected American universities to increase such academic arrangements in as many countries as possible.* Since the Board of Foreign Scholarships is authorized by the Fulbright-Hays Act to supervise the progress in American studies, it is urgent that the BFS give its immediate attention to the creation of new chairs. At the same time, the BFS must establish priorities in the filling of requests from abroad for lecturers in American studies in order that limited resources can be used most effectively.

RECOMMENDATION 3

The Salzburg seminar in American studies has made a notable contribution since 1947 to an understanding of American civilization among European intellectuals. In 1961, for the first time, the U.S. Government made a small, direct grant to the seminar to help defray the expenses of the teaching staff. In no way—and properly so—did this grant affect the power of the private board of directors to select the faculty and set the curriculum. *The grant was admirable and*

²⁷ Report prepared for the U.S. Advisory Commission on Educational Exchange (Department of State publication, 1961), p. 44.

further support of this kind should be extended to the seminar in order that it may continue its present activities and, perhaps, expand the number of its sessions if the board of directors so desires. The Salzburg seminar itself might well consider holding special seminars for secondary school teachers and the faculty of teacher-training institutions. Other program activities, as well, should be explored.

The Bologna center of the Johns Hopkins University, although younger than the Salzburg seminar, has already established a fine record of academic excellence. *Fulbright lecturers should be continued to the center, Fulbright grants should be awarded to foreign students to attend, and Public Law 480 funds and other available foreign currencies as well as dollar funds should be made available to the center to enable it to conduct among other things special seminars on American civilization. The various Fulbright Commissions might well consider cooperating with the center in holding annual seminars of this type.*

RECOMMENDATION 4

While the Government conducts programs with the developing countries and assists them in the expansion of their educational systems, *academic exchange activities with Western Europe must not be curtailed.* The pathways in Europe for American studies have been carved out. There is need for continued traffic until American subjects are fully established. When this occurs, the given university will no longer need a U.S. Government-supported American lecturer. In the United Kingdom there is at this moment an important opportunity to assist a number of universities in expanding their work in American subjects by U.S. grants for a 3- to 5-year period to establish professorships, readerships, and lectureships in American subjects. At the close of this period, the universities involved will assume the financing of these positions.

In Sweden, Norway, Denmark, Italy, France, Austria, Belgium, and the Netherlands there is a significant opportunity to aid secondary school teachers of American literature and civilization in gaining a deeper knowledge of the United States.

The Bureau of Educational and Cultural Affairs of the Department of State and the Board of Foreign Scholarships must be in a position to cope with these opportunities. If the Congress fails to appropriate additional dollars to do this in Europe, then a reduction in the student and research awards will be necessary in order to meet the challenging opportunities existing in the countries mentioned above.

Just as our future leaders need to know Western Europe intimately, so the next generation of European leaders needs to know the United States as intimately.²⁸ The most obvious way to achieve such knowledge on a selective, long-term basis is to exchange the best students, teachers, and professors. As Doris and Edward L. Bernays pointed out in 1958, " * * * we should not depend solely on the hope that the grand alliance is permanent and indestructible and therefore that nothing need be done to safeguard or strengthen it."²⁹

Moreover, thousands upon thousands of the future leaders of many Asian, African, and Latin American countries are now studying in the universities, teacher-training colleges, and technical colleges of the

²⁸ See John A. Garraty and Walter Adams, "From Main Street to the Left Bank: Students and Scholars Abroad" (East Lansing: Michigan State University Press, 1959), pp. 190 ff.

²⁹ Report reprinted in the Congressional Record, Feb. 19, 1958.

United Kingdom, France, West Germany, and other Western European countries. Fulbright lecturers in American history, literature, et cetera, at these institutions are in a position to assist in the professional orientation and development of these potential leaders. The growing acceptance of American subjects as acknowledged academic disciplines by the educational institutions of Western Europe can have considerable influence on educational developments in those countries of Latin America, Africa, and Asia which are educationally and culturally oriented to Europe.

RECOMMENDATION 5

At the close of the first British Fulbright Conference on American Civilization, the "Times Educational Supplement" (August 8, 1952) remarked:

It is of fundamental importance to increase the knowledge and stimulate the interest of those whose duty it is to teach others.

But before the Fulbright Commission in the United Kingdom sponsored this conference, it called a meeting of leading British educators to ascertain whether there was a demand for more teaching about the United States. When the response was enthusiastic, the conference was launched.

It is obvious that one reason for the success of the British summer conferences was that they were not something pressed upon an unwilling commission or upon unhappy British educators. There was a strong demand among some British educators to teach more about the United States. The Fulbright program reacted to that interest by priming the pump.

The experience of recent years also reveals that at times there has been too much *pushing* of American studies both by private and American governmental sources. Prof. Sigmund Skard has reminded us that while Americans have been a helpful factor in the recent progress of American studies, they have sometimes been "a complicating one. They have often provided the resources which started the European wheels moving. But their eagerness also once in a while shows a certain 'inflationary bent'; they have sometimes exaggerated the possibilities of American studies in Europe, in particular when it comes to the establishment of a separate, integrated discipline."³⁰

It is quite clear as Professor Skard regularly—but politely—warns that *progress in the teaching about the United States must come within the established disciplines in universities* and that to date it is within this framework that the main progress has been made.

Further progress, judging from the experience of the past, will come only when there is a deep interest among university administrators and faculty to do something about introducing American subjects in an already crowded curriculum. When there is an expression of such interest, the Fulbright-Hays program, the American Council of Learned Societies, and American universities and foundations should be ready to assist in the development of this interest.

Fulbright-Hays lecturers should be guaranteed for a term of years to those universities which display a strong interest in developing American studies. Grants under Public Law 480 and by the American Council of Learned Societies to finance chairs with the understanding that at

³⁰ "The American Myth and the European Mind: American Studies in Europe, 1776-1960," p. 95.

the close of the 3- to 5-year period the university will then assume the cost itself make up an excellent procedure. The same concept can be carried out in the Fulbright-Hays lecture exchange. If after 3 to 5 years³¹ of having had an American lecturer, the university fails to show its active interest in American subjects by assuming the responsibility itself, then Fulbright-Hays lecturers should no longer be continued to that institution. This recommendation should not be construed, however, as opposing the sending of American lecturers to assist regular faculty members in expanding American subjects that are already in the curriculum.

RECOMMENDATION 6

While sending Fulbright-Hays lecturers in American subjects only to universities actively interested in American subjects, *graduate students and faculty from these same institutions should have a high priority to receive grants for advanced study and research in the United States.* "It should not be forgotten," Professor Skard observes, "that in the long run one European scholar teaching American studies in a permanent position may be more important than a dozen American visitors."³²

While continuing to send Fulbright-Hays lecturers in American history, government, literature, and related subjects to those countries where the universities actively want them, *the long-range emphasis of the Fulbright-Hays program should be to help train the faculty of these countries to teach the subjects themselves.* But while pursuing this objective care must be exercised so as not to train too many such specialists for the country to absorb.

As long as Americans do the teaching, these subjects, generally speaking, will be optional courses in the curriculum, attracting relatively few students. In other words, until American subjects are in the examination system, that is, in the established curricula, they will not be institutionalized in most foreign universities. Fulbright lecturers to the United Kingdom, Norway, Sweden, and Italy in the past, although teaching optional courses, pioneered the way. Now in many universities in these countries today the subjects are taught by nationals and are in the examination system.

In countries where there are organizations comparable to the British Association of American Studies, they should be asked to cooperate in the recommendation of graduate students and faculty to receive grants to the United States. These grants to both graduate students and faculty should be sufficient *in dollars* to enable the awardees to spend more than just the academic year studying and doing research on American civilization. Since the graduate students ordinarily will be extremely advanced toward their degree, and in a year or two normally will become instructors in universities, *they should be placed at American universities by the Conference Board of Associated Research Councils through its strong Advisory Committee on American Studies.*

³¹ The time will vary country to country and in some of the developing countries the time limit may have to be longer.

³² "American Studies in Europe: Their History and Present Organization," p. 653.

RECOMMENDATION 7

Not only is it difficult to introduce new subject matter in the curriculum of universities everywhere, but in many universities around the world their teaching of history and literature stops at approximately the date when the United States became a nation. As long as this practice persists, it is *futile* to urge them to teach American history or literature. Nevertheless, in many of these same countries the universities are happy to welcome American lecturers in such general subjects as government, economics, and sociology which are already in their examination systems. *It is important to support such exchanges, particularly in Latin America.*

RECOMMENDATION 8

At present, where there is a shortage of trained faculty to teach American subjects, special seminars for secondary teacher training, and university teachers of literature, history, government, and English as a foreign language provide a temporary bridge. The seminars for secondary school teachers in the Scandinavian countries, Italy, and France, for instance, have stimulated more and more effective teaching of these subjects in the schools. *It is of vital importance that special seminars on American civilization, particularly for secondary school teachers and the faculty of teacher training institutions, be increased.*

It is highly desirable that such conferences be co-sponsored by the ministries of education, teachers' groups, and the Fulbright commissions. (The embassies should not sponsor seminars or workshops without the active cooperation of local educational groups.) Assistance from American foundations and universities, as well, is wise. Such cooperation has taken place frequently in the past and should be encouraged in the future. In those countries where there are active associations of American studies—such as the Nordic and British Associations—they should be invited to assist in such seminars including furnishing some of the faculty from their own ranks.

The experience with these seminars demonstrates that sessions of 2 weeks or more are necessary to provide ample enough opportunity for informal association among the faculty and students. Moreover, where all the participants have been housed together, the seminars have been far more valuable to all concerned.

It is quite clear in many countries that an increased amount of teaching in the secondary schools about the United States since 1949 has influenced universities in these countries to include such subject matter in their curriculums. When American material is not part of the school training, any specialization at the university level is made relatively difficult.

In the non-English-speaking countries, the teaching of English as a second language supported by the Department of State's exchange program, the U.S. Information Service, and the Agency for International Development has greatly increased information about the United States. Special seminars in American subject matter for teachers of English will help turn such information into knowledge. The way in which the teaching of English is increasing in the universities and secondary schools of many Latin American nations suggests that seminars for such teachers are an important way to increase knowledge about the United States.

RECOMMENDATION 9

Increasingly in school system after school system, many teachers are seeking assistance to become better qualified to teach material about the United States whether it be literature, history, or a related subject. Not only will the special seminars aid them in this, but yearly a selected number of such teachers should receive Fulbright-Hays grants for advanced study in the United States for a year if possible but for a term or the summer when a year is not possible.

Since such teachers are older than regular university students, and are not coming to the United States either to teach or to study pedagogy, it is essential that a new category within the framework of the operations of the Conference Board of Associated Research Councils be created to help place these teachers in universities as advanced individuals to study American subjects in the universities best equipped to increase their professional competence in subject matter.

If a scarcity of appropriated dollars makes it difficult to implement this type of exchange, as an alternative such secondary school teachers might receive grants for study at selected universities abroad—and at the Johns Hopkins Center at Bologna—where there are already advanced teaching and research in American studies.

RECOMMENDATION 10

American studies abroad have to be developed as a scholarly discipline which will be respected by the foreign intellectual elite in both education and government. But many difficulties stand in the way of achieving excellence in the exchange program.

As early as 1953 Francis A. Young, of the Conference Board of Associated Research Councils, pointed out:

* * * there are not enough qualified candidates to meet the needs of the program, and ways must be found to stimulate greater interest in these appointments and to make the awards more attractive financially.³³

In 1962 the chairman of the British Association of American Studies warned that the Fulbright-Hays program was not attracting enough first-rate American lecturers. And, he added, if the visitors are mediocrities, "they may do more harm than good, by reinforcing instead of challenging the prejudices that exist against the United States, its universities, and its American studies curricula." He suggested among other things that the Fulbright Commission and the Board of Foreign Scholarships concentrate on finding able people to accept awards for one-term rather than a full academic year.

The Advisory Committee in American Studies of the Conference Board of Associated Research Councils stated in June 1962:

This Committee feels that the Fulbright program will be unable to do its job of representing America at its best overseas unless certain practical steps are taken to treat the matter of financial terms of awards more realistically. In particular the Committee feels that obtaining travel [funds] for accompanying dependents is essential for all lecturers spending one semester or more abroad. Furthermore, the Committee feels that in certain countries the basic living allowance is discouragingly low with the result that persons of a caliber to carry out the responsibilities of a post cannot financially afford to accept appointment without serious loss. Accordingly, the committee urges that attention be given to adjusting the terms of award and that dollar supplementation be made when necessary to bring

³³"The Fulbright Program," News Report (National Academy of Sciences, National Research Council) March-April 1953, p. 22.

appointments within the means of first-rate persons. It urges the Department of State, the Board of Foreign Scholarships, and the U.S. Advisory Commission on International Educational and Cultural Affairs to continue its request to Congress for adequate appropriations to provide dependents' travel and other essential grant benefits, and it offers to cooperate in every way possible in preparing such requests to the Congress and testifying in their support.

The stipends for Fulbright lecturers have not kept abreast of the rising cost of living in most countries and the rapid improvement of salaries in the United States. The reports of former grantees time and again reveal that their year as a lecturer has cost them or their university several thousand dollars just to break even on expenses. Under the present system it is financially difficult for a person without private means to accept a Fulbright-Hays grant. Many of the best qualified persons thus cannot afford to accept assignments.

If more funds cannot be provided for the program, then it is better to reduce the number of grants in order to increase the amounts of those remaining. These grants, then, would be more attractive to top-flight persons than is currently the case. To make them more attractive should be the main objective.

It should be understood that I do not necessarily consider the best-known expert to be the most qualified to teach overseas. When a Fulbright-Hays lecturer is a pioneer helping to establish an American subject, the experience in many countries conforms to that of Iceland where the Cultural Affairs Officer has reported:

This * * * program does not necessarily require a "big name," but does equally as well, or better, with the young, adaptable professor who is thoroughly competent and takes over the job with genuine enthusiasm."³¹

Although the Fulbright-Hays Act specifically authorizes payment of the dependents' travel, the Appropriations Committee of the House of Representatives has refused to permit this. This action is a serious handicap to the exchange program.

In addition to an increase in the amount of the grant and funds for dependent travel, it is essential that lecturers in American subjects be recruited at least 2 years in advance of their going abroad. There has been too much reliance in the past on open competition to produce the quality of lecturers that is desirable.

Also there should be more flexibility in the length of these awards. The leader and specialist exchanges have allowed this flexibility, but the emphasis in the past under the Fulbright program has been on the academic year. It is encouraging that the Board of Foreign Scholarships in September 1962 adopted the policy of permitting short-term grants for distinguished American and foreign scholars.

In countries where interest in American subjects is just awakening, to assign a lecturer month by month to different universities may be far better use of his services. If these universities subsequently show a concerned interest with developing American history, literature, and related subjects, a lecturer should be assigned to them for a longer period (as has been suggested in Recommendation 5 of this report).

RECOMMENDATION 11

An important factor in discouraging some American lecturers from accepting an overseas grant has been the inadequate use of a number of their colleagues who have had awards. Not all grantees have dis-

³¹ Report to the Department of State, Jan. 4, 1963.

played the patience and understanding required to adjust to a different educational pattern. But many of those who have had the requisite patience and understanding have been frustrated by their experience.

In some cases they have not been told fully at the time they accepted an award that their American subject was optional and that they should not expect many students to attend their courses. If they understood in advance, however, that the university inviting them viewed them as pioneers preparing the way for the subject to be introduced into the required curriculum, then some of their frustrations resulting from a paucity of students might be eased.

Another factor in discouraging leading scholars from accepting awards to Belgium, France, and Germany, particularly, is that American lecturers frequently have not been included in the professional life of the university but have been kept at a distance by their colleagues. *Lecturers in American studies should not be sent any longer to universities which in the past have largely ignored them.*

The requests for lecturers from countries and universities which have a serious interest in learning more about American civilization are so numerous that the Department of State's exchange program should concentrate its limited resources on these countries.

The Conference Board of Associated Research Councils' Advisory Committee on American Studies remarked in 1961:

We must make the most effective use of the limited number of well-qualified Americanists. We must be more selective about the posts to which they are assigned, concentrating on those where good results can be hoped for and where programs can be initiated with a fair prospect of becoming established. In the past decade we have accomplished little in some countries despite a succession of Fulbright lecturers; there are countries which continue each year to invite Fulbright lecturers in American studies where there is little likelihood that effective results can be achieved.

I suspect that in the past there has been a number of cases where overseas officials of the U.S. Information Service have exerted pressure to push American studies. These officers seem to have persuaded Fulbright commissions and/or universities to acquiesce in accepting American lecturers when the university concerned had no real intention of using them. For instance, a Smith-Mundt lecturer to Iran, during 1957-58, has written:

When I arrived in a provincial city in Iran, in response to a request from the Iranian Government to help develop a program of American studies, I learned at once that no one at the university had heard of an interest in American studies.³⁵

However this assignment originated, it is futile to push American studies when the university involved is uninterested. Moreover, such steps only endanger a natural educational growth of serious interest in American subjects.

The Cultural Affairs Officers and the commissions must not only resist such pressures but they must establish a close rapport with the universities, the teacher-training institutions, and secondary schools. When these institutions display a serious intention of developing material for American studies, the Cultural Affairs Officer and the commissions should work closely with them to plan long-range activities. (Such planning has taken place in a number of countries including the United Kingdom, Norway, Sweden, Denmark, Italy, and India.)

³⁵ Robert T. Fitzhugh, "Swapping Cultures," Wall Street Journal, Mar. 24, 1960.

It is incumbent upon cultural affairs officers and commissions to prepare reports at annual intervals about American studies in the countries where they are stationed. The paucity of thorough, intelligent reports in the Department of State is a serious handicap. (There are excellent reports from the United Kingdom, Sweden, Germany, Italy, and India.) There cannot be the requisite long-term educational planning by the Board of Foreign Scholarships, the Department of State's Bureau of Educational and Cultural Affairs, the Conference Board of Associated Research Councils, and by foundations and universities unless the Department of State obtains much more thorough and precise reports in depth from the field than in the past.

RECOMMENDATION 12

The formation in 1961 of an Advisory Committee on American Studies, under the auspices of the Conference Board of Associated Research Councils, was a necessary and important step. Up to that point, scholars in the American studies field were only serving as a committee to evaluate applicants for Fulbright grants. While the Advisory Committee will continue this function, it will also prepare rosters of highly qualified personnel to be recruited. In addition, it will gather and assess information on the teaching of American subjects abroad and advise the Department of State on long-range planning.

In August 1962, the Advisory Committee started a much needed "American Studies News: An International Newsletter" to improve communication among scholars. The time has now arrived for scholarly studies to be made both of the quality of the teaching about the United States and of the materials that are being used.

Although *the Advisory Committee* so far has confined itself to developments at the university level, it *should increasingly concern itself with nurturing American subjects at the secondary level.* The Department of State's Bureau of Educational and Cultural Affairs has wisely relied heavily on the Advisory Committee on American Studies. *The U.S. Information Agency, the Agency for International Development, and the Office of Education should utilize the services of this Committee more than in the past when these agencies' activities involve American studies.*

RECOMMENDATION 13

It is important that the Board of Foreign Scholarships, the Fulbright commissions, and the Bureau of Educational and Cultural Affairs of the Department of State plan their activities in American studies on a country-by-country basis at least 3 to 5 years in advance. Foundations and universities must be fully informed about these plans in order to work with the government in a complementary and coordinated way. There is no clear-cut division between what the government should do and what foundations and universities should do. This is not surprising since the American experience itself reflects a blending of private and governmental activities.

But, in order that private and governmental agencies interested in American studies overseas can use their resources in the wisest manner, *it is essential that a central clearinghouse of information be established.*

The American Council of Learned Societies would seem from every prudent calculation to be the ideal group to perform this function. Not

only does it have an important program in American studies already, but it is a scholarly organization respected by educated people at home and abroad. Moreover, being a private society, it has more flexibility of action than a governmental agency or even the Conference Board of Associated Research Councils' Advisory Committee on American Studies, which cooperates with the Department of State and is under contract to it.

RECOMMENDATION 14

Since 1950 the U.S. Information Agency has assisted foreign publishers in the translation and publication of American books. The Agency also through its informational media guarantee program enables foreign importers, faced with a shortage of U.S. dollars, to make payment for American books and periodicals in their own currency. And through its American libraries abroad the Agency provides an important resource for educational and cultural material about the United States. In addition, the Agency has assisted in the growth of American studies by presenting American book collections to university libraries, and has made grants for the purchase of collections selected by binational committees composed of representatives of the local university and of the U.S. Embassy.³⁶

That all these activities should be expanded is obvious. It is to be hoped that cooperation between the Government agencies involved—in addition to the Information Agency, the Agency for International Development, and the Department of State—and the American Book Publishers Council, the American Textbook Publishers Institute, and the Association of University Presses will be increased by the Government Advisory Committee on International Book Programs created in October 1962. The new Committee—with the skillful coordination supplied by Assistant Secretary of State Lucius D. Battle—is a most promising development.

The U.S. Government agencies should continue to stimulate the growth of American studies by the presentation of book collections to universities that both need them and will use them. The translations of American books should be increased.

The goal of Government agencies should be to aid universities to acquire general books and periodicals and reference works to backstop degree programs at the bachelor's and master's levels. A desire is developing in many countries to establish research collections that would permit doctoral dissertations to be written about the United States. This can be an unending problem and financially a huge burden. The U.S. Government should be wary of committing itself to help guarantee the vast amount of research material needed for such an undertaking. Instead, it would be both more satisfactory and more efficient that exchange grants be awarded to Ph. D. candidates so they can do their basic research in the United States.

U.S. Government agencies should be able, however, to supply university libraries with those U.S. Government documents that are wanted. Also, as has been done in the past, national associations of American studies can be aided in the preparation of guides to books, journals, and research material available in each country.

³⁶ Edward R. Murrow, "Amerlea Abroad—Books and the National Meaning," *Teachers College Record*, February 1962.

The Department of State, the U.S. Information Agency, and the Agency for International Development should avail themselves of advice and guidance from the American Council of Learned Societies on the entire question of assistance to overseas university libraries. The ACLS follows the policy of making grants to match what the university itself will expend to purchase materials in the American studies field. In addition, as cited earlier in this report:

The Council will attempt, through its library grants for research materials, to build up positions of strength in each subject in selected universities, so that a particular library might serve the research interests of the scholars for a wide area. Within such an area, it would appear preferable to have one good research collection rather than a number of mediocre collections.

RECOMMENDATION 15

Senator Michael J. Mansfield said to the Senate on February 16, 1956:

The Fulbright program and the Smith-Mundt programs * * * are a credit to this Nation and to the farsightedness of the Senators whose names they bear.

Public Law 584 (the Fulbright program) operated only where there were foreign currencies owned by the United States. This resulted in sizable sums in certain countries for the exchange program. But where there were little or no U.S.-owned foreign currencies—in most of Latin America, for instance—the exchange program (Smith-Mundt) had to develop on sparsely appropriated dollars and consequently never achieved the same order of magnitude as in countries where U.S. Government-owned foreign currencies paved the way.

Under the new Fulbright-Hays Act, foreign currencies will continue to play an important role in shaping the exchange program. It is fortunate that these are available. But the Congress should recognize that *the size and scope of a given country program should not be conditioned in large part by the mere availability of such currencies, but rather should be defined by the task to be accomplished.*

Many improvements in the program as it relates to American studies, including a number suggested in this report, can be made within the limits of existing funds. If the exchange program, however, is to make the important contribution to the broad international interests and responsibilities of the United States, of which it is capable, dollar appropriations will have to be increased.

As the authors of "The University and World Affairs" conclude:

The major limitation on the exchange programs of the Department of State appears to be in their chronic fiscal starvation.³⁷

³⁷ Ford Foundation publication (1960), p. 60. The members of the committee and the staff which prepared this report were Harold Boeschstein, president, Owen-Corning Fiberglas Corp.; Harvie Branscomb, chancellor, Vanderbilt University; Arthur S. Flemming, Secretary of Health, Education, and Welfare, J. W. Fulbright, U.S. Senator; John W. Gardner, president, Carnegie Corp. of New York; Franklin D. Murphy, chancellor, the University of California at Los Angeles; Phillip D. Reed, formerly chairman of the board, General Electric Co.; Dean Rusk, president, the Rockefeller Foundation; J. L. Morrill, chairman, formerly president, University of Minnesota. Staff: John B. Howard, Study Director, International Training and Research Program, The Ford Foundation; Phillips Talbot, executive director, American Universities Field Staff; and Adam Yarmolinsky, consultant, Washington, D.C.

TABLE ON GRANTS IN AMERICAN STUDIES 1952-62

1. *The table includes:*

In the *foreign* column, graduate students, research scholars, teachers, specialists, leaders, and members of educational travel groups. (Those in the last-named category are primarily university students; regardless of their field of study in their home university they have been included in the "American civilization" count since that is their primary interest while they are in the United States. This program started in Latin America in 1957 and still is heavily concentrated in that area—hence the large figure in the Latin America column.)

In the *American* column, university lecturers, teachers, and specialists.

2. *The table does not include:*

In the *foreign* column, university lecturers, teenage exchanges, and scholarships for attendance at American-sponsored schools abroad.

In the *American* column, graduate students and research scholars.

3. *Subject-matter fields:*

History—includes U.S. history and "history, general."

Literature—includes "literature and language, general," U.S. literature and language," and "English literature and language."

Government—includes political science, international relations, governmental organizations, governmental operations, public statistics, public administration, and police enforcement.

4. *Statistics:*

Of the 17,693 grants awarded to Americans from 1952 through 1962, 3,157 (17.8 percent) were in American studies.

Of the 42,184 grants awarded to foreigners during this same period, 15,191 (36 percent) were in American studies.

And of the 59,877 grants awarded to Americans and foreigners during this period, 18,348 (30 percent) were in American studies.

Grants in American studies, 1952-62

| | Europe | | Latin America | | Near East and southeast Asia | | Far East | | Africa | | Combined Geographic Areas | | Total | |
|------------------------------|----------|---------|---------------|---------|------------------------------|---------|----------|---------|----------|---------|---------------------------|---------|----------|---------|
| | American | Foreign | American | Foreign | American | Foreign | American | Foreign | American | Foreign | American | Foreign | American | Foreign |
| Anthropology..... | 3 | 30 | 13 | 14 | 1 | 16 | 9 | 30 | 2 | 4 | | | 28 | 94 |
| Economics..... | 93 | 761 | 50 | 118 | 31 | 203 | 22 | 287 | 8 | 78 | 9 | | 213 | 1,447 |
| History..... | 179 | 349 | 21 | 33 | 49 | 41 | 26 | 69 | 6 | 14 | 10 | | 291 | 506 |
| American civilization..... | 89 | 610 | 4 | 2,247 | 13 | 53 | 4 | 28 | 2 | 41 | | | 112 | 2,979 |
| Sociology..... | 64 | 267 | 30 | 18 | 38 | 52 | 16 | 60 | 2 | 17 | 6 | | 154 | 414 |
| Literature..... | 713 | 1,693 | 83 | 149 | 310 | 181 | 195 | 362 | 43 | 41 | 5 | | 1,349 | 2,426 |
| Education..... | 43 | 939 | 48 | 346 | 59 | 389 | 26 | 456 | 9 | 132 | 7 | | 182 | 2,262 |
| English language..... | 188 | 174 | 65 | 414 | 108 | 186 | 119 | 466 | 22 | 24 | | | 524 | 1,264 |
| Government..... | 130 | 1,574 | 22 | 337 | 59 | 373 | 39 | 750 | 8 | 285 | 11 | | 269 | 3,319 |
| Community organizations..... | 17 | 174 | | 16 | 1 | 30 | 2 | 15 | | 4 | | | 20 | 239 |
| Folklore..... | 1 | | 1 | | | | | | | | 1 | | 3 | |
| Other..... | 1 | 206 | 1 | 13 | | 9 | | 8 | | 5 | | | 2 | 241 |
| Total..... | 1,531 | 6,777 | 340 | 3,705 | 567 | 1,533 | 468 | 2,531 | 102 | 645 | 49 | | 3,157 | 15,191 |
| Grand total..... | | | | | | | | | | | | | 18,348 | |

Prepared for this special report by the Information and Reports Staff, Bureau of Educational and Cultural Affairs, Department of State.

