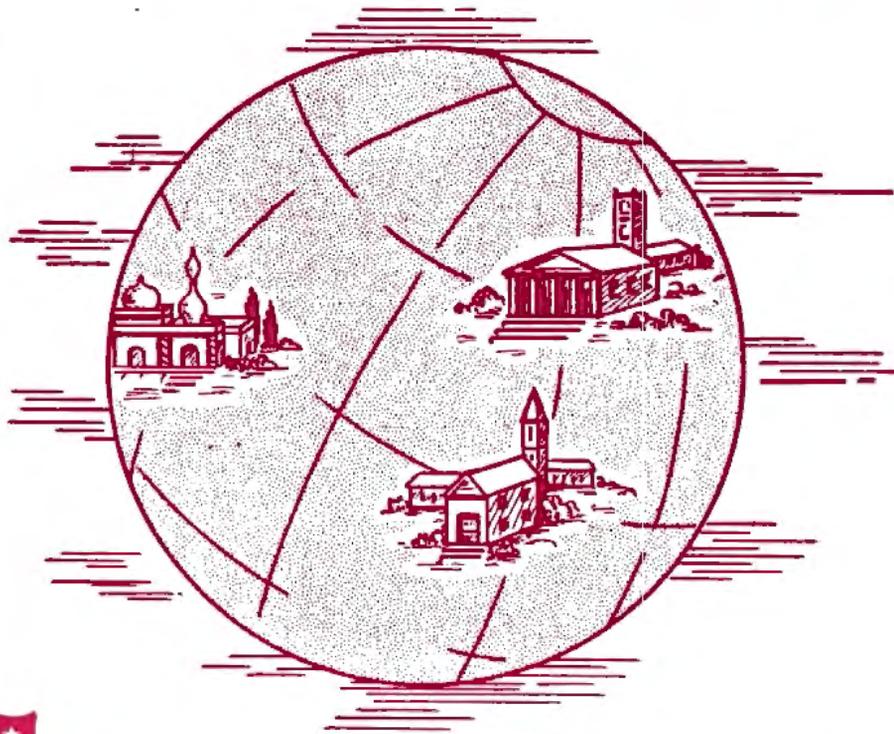


AMERICAN UNIVERSITIES IN TECHNICAL COOPERATION



FOREIGN OPERATIONS
ADMINISTRATION
WASHINGTON, D. C.
Harold E. Stassen, Director

American Universities In Technical Cooperation

An Oklahoma A. & M. faculty member—now working in Ethiopia—sent the following story to Harold E. Stassen, Director of the Foreign Operations Administration:

“With a few clothes in hand, a young boy named Kifle Gebre set out on an 800-mile trek to Addis Ababa, the capital of Ethiopia. He caught rides when he could, sold most of his clothes to get across a big lake, and walked . . . and walked . . . and walked. Without food for the last two days of his trek, he arrived at the U. S. Operations Mission in Addis Ababa so weak that he had to be taken to the hospital.

“But not before he told why he came. A new school that Americans were helping to get started . . . he had heard about it back in Eritrea . . . he wanted to go to that school. It was in Jimma, 14 hours away by car from Addis Ababa.

“After a week of treatment, food and rest, Kifle was given the entrance examinations. His grades were good. He was given the physical examination. Again the report was good. He became a regularly enrolled student at the Jimma school.

“This boy, as all the other students, had to know English. All classes at the Jimma Agricultural and Technical High School are taught in English as there are no textbooks in Amharic, the official language of Ethiopia.”

When this farm school opened in Jimma in 1952, 80 boys were enrolled. One year later more than nine times that number—a total of 731—applied for admission. Although the school had been enlarged during the summer of 1953, it could accommodate only 140 students. Many boys who had applied, but had been unable to meet the rigid entrance examinations, often lingered for days around the school or the homes of FOA officials—hoping against hope that they might yet have a chance to become students.

The Oklahoma Agricultural and Mechanical College was asked by the Government of Ethiopia in 1951 to help establish an agricultural college in Ethiopia. A contract was signed the following year. When the team of specialists arrived in Ethiopia in 1952 to help set up the college, the need for preparatory schools became apparent. The Government asked the American team to expand its operations and to help open a farm school at Jimma.

As the team of Oklahoma specialists continued their work, Ethiopia asked for help on other projects. It called upon the Oklahoma staff for guidance in experimental farm projects and other elements of a research program to



Ethiopia's Emperor Haile Selassie discusses the operation of Her Imperial Majesty's Handicraft School with Miss Mary Mitchell, Associate Director of the School. This school is an outgrowth of the Ethiopian-FOA joint programs in education.

give the technical workers and farmers a knowledge of the soils and the animal and plant diseases with which they had to deal.

Oklahoma specialists, again upon further official requests by the Ethiopian Government, have helped in the initial operation of programs for pest control, cattle vaccination, and well drilling. Their work similarly has been extended to helping with improvements in education outside agriculture, including vocational schools.

The arrangements of the Oklahoma institution with the Ethiopian Government have worked out so well that when His Imperial Majesty, Haile Selassie, Emperor of Ethiopia, came to visit the United States in May 1954, he not only called at the White House but made it a point to visit the campus of Oklahoma A. & M. at Stillwater, Oklahoma, to express his appreciation for the work of the college in helping develop Ethiopian agriculture and education.

In July 1954 the Oklahoma contract was broadened still further to include not only help in developing more trade schools but also surveys in water development, help in improving farm marketing services, and aid in designing a sewage disposal system in Addis Ababa.

Two staff members from another American university—Syracuse University, New York—watched closely the showing of a “how-to-do-it” motion picture. Use of films, and other audio-visual methods, to inform the public, was their business.

They were keenly interested in how well this particular film told the story of the proper care of a baby. National well-being starts with the health of the people. They knew that the motion picture is a swift and vivid way to get across a message.

The two men kept experienced eyes on the audience. It was important that the picture hold attention and that its instructions be easily grasped. In the middle of one scene, a husband in the audience strode over to his wife and began to belabor her for not having used on their own child the methods of baby care shown in the film.

The incident, showing the success of the film, was particularly significant because the film was made in Iran for Iranians, and it was being shown in an Iranian village.

The work done in Iran by Syracuse University covered just one field; the contract was unique in that it was so specialized. Syracuse University was helping the Government of Iran to prepare films, and related material, for spreading knowledge about health, education, and agriculture, and to help train Iranian specialists in audio-visual techniques.

Oklahoma A. & M. and Syracuse University are two of a growing number of U. S. colleges and universities taking part in technical cooperation programs through contracts financed by FOA. The role of university participation in technical cooperation is being expanded. An increasing number of contracts are linking American universities directly with overseas institutions.

Many Universities Taking Part

When the technical cooperation programs began, the United States Government frequently “borrowed” university faculty members to serve in missions overseas. In 1953 the emphasis turned to bringing the universities themselves into special projects on a contract basis.

As of September 1, 1954, a total of 40 distinct contracts with American universities was in operation—22 contracts in the Near East, Africa, and South Asia, 7 in Latin America, 10 in the Far East, and 1 in Europe. These contracts involved 31 different U. S. institutions, more than a third of them land grant colleges. Negotiations were continuing with about 30 other universities for the signing of about 40 more contracts.

The 31 universities now under contract are at work under one-to-three year agreements in 22 countries around the globe. Individual contracts vary in amount from about \$20,000 to \$4,000,000.

Host countries share in the costs involved. The U. S. has made more than

\$20 million available for its part in the contracts. In more than a fourth of the contracts, it is estimated that the host country contributions exceed the amount of FOA financing. Host country contributions include cash, personnel, services, and facilities, and are not readily evaluated in dollars. Contributions vary by country and by difference in type of contract.

Many of the contracts with U. S. universities provide for work with universities in the host countries. Some call for technical cooperation directly with the host government.

The New Approach

This greater use of American universities in sharing technical knowledge abroad is in keeping with the direction of Congress. The Act for International Development specified that private agencies be used in the programs "to the greatest extent practicable."

Under this approach, the experience and skills of an entire U. S. educational institution, particularly equipped in technical fields, become a part of the overall technical cooperation effort. Through this contractual arrangement the broad knowledge of the whole U. S. faculty and the full facilities of the home institution can be drawn upon to backstop the efforts of faculty members working abroad.

The major objective in the university-to-university program is to help build in the host country stronger educational institutions and centers of technical knowledge which can make a continuing contribution to social and economic development—a basic need in the underdeveloped areas.

Both the university in the host country and the American university are enriched; mutual understanding is developed among their faculties, and the sharing of technical knowledge is put more on a person-to-person basis.

The overseas institutions acquire more than increased specialized knowledge and techniques; they learn also how to develop university extension, demonstration, and advisory services for the benefit of the people. They grow accustomed to a process long familiar in the United States—that of getting learning translated into action, of seeing to it that tested techniques are put to work in their own countries.

To make it easier for the universities to carry out these overseas undertakings effectively, the duration of the contracts, formerly one to two years, has been increased to three years. Economic development takes time, and longer-term contracts make it possible for the two universities to plan over a longer period.

Present arrangements between universities in the U. S. and in other nations encourage the continuance of a mutual affiliation between the institutions in the years ahead under foreign government or private sponsorship after FOA financing has terminated.



Two university contracts are signed in Washington: Texas A. & M. College to work with the University of Dacca in East Pakistan and Washington State College to work with the University of Punjab in West Pakistan. College representatives are seated at either end; in the center are the Foreign Minister of Pakistan, Sir Chaudhry Mohammed Zafrullah Khan, and the Director of Foreign Operations, Harold E. Stassen.

How The Contracts Work

Selection of University

University contracts are undertaken only when requested by the country desiring the cooperation of an American educational institution. In the country concerned representatives of the host government—and, when appropriate, representatives of the local university—confer with members of the FOA overseas Mission on the general arrangements and scope of the proposed exchange. The Mission then forwards the request to Washington.

Many foreign schools already have had some contact with an American university and know what U. S. school or schools they would like to work with. In most cases a request for cooperation indicates one or more U. S. universities. If a specific university is not requested, the Foreign Operations Administration, after contacting appropriate professional organizations and government agencies, arranges a list of suggested institutions.

Several considerations influence the selection of particular universities for specific contracts. One is the standing of the university in a chosen field of study. The skills represented in an institution may be those especially required in a given country. Another consideration is the similarity of climate, terrain, and other factors in the geographical location of the two institutions. Still another consideration is the availability of a particular school for a particular contract.

When a specific university is chosen by the institution abroad from those recommended, FOA arranges to send representatives of the American institution to prepare, in conjunction with the foreign school, a mutually agreeable work program. The program is developed as an integral part of the economic programs of the country and is made to fit into the technical cooperation plan for the nation as a whole.

Upon return of university representatives to the United States, the official contract is drawn up.

Nature of Contract

In general, under the terms of this contract, the American university agrees to maintain a faculty team in residence overseas and to provide special consultants for short periods. These staff members are to serve in an advisory capacity rather than to serve as teachers, except for demonstration purposes. They advise also on facilities and equipment, and, when appropriate, may assist in the procurement of supplies in the United States.

A contract generally covers activities in one or more agreed fields such as agriculture or public health, engineering or public administration.

It also generally provides that the staff members of the contracting institutions are to work together on matters of organization, administration, and methods in teaching and in research. They are to cooperate in the training of local staff members; in developing extension programs, demonstration projects, and technical consultative services; and in planning and conducting special conferences in major fields covered by the contract, in preparing and disseminating educational materials and aids, and in developing professional associations and technical publications.

The exchange also works in reverse. From the host university key faculty members, and graduate students who may become faculty members, come to the United States to observe techniques used at the American institution.

Where feasible, the host institution abroad assigns a faculty member to work as a counterpart with each American team member. The two work closely together in developing courses of study, new teaching methods, demonstration and extension projects, research, and other projects.

Another member of the host faculty, also assigned as a counterpart, goes to the United States for study. After the first year, he returns to work side by side with the American team member in the host country while the first co-worker spends a year in the United States.

Provision for Individuals

When a faculty member of a U. S. institution is given an assignment by his university under an FOA contract, he must meet certain requirements:

1. He must be physically fit and should carry a statement from his doctor that he is in good health and free from communicable diseases.

2. He must be acceptable to the host institution and to the host country.
3. He must be cleared for security purposes by FOA before leaving the United States.

His university takes care of advising FOA of his assignment, the post he is to fill, the proposed length of his duty, and the date set for his departure. The university also arranges for his passport and visa, and for necessary inoculations and vaccinations before departure.

The faculty member reports to the FOA offices in Washington for three days of orientation. This includes information about his responsibilities as a contract employee abroad, and other information concerning the customs, culture, economic and social conditions in the country to which he is going.

His salary payments by the university cover the time of travel to Washington, to his overseas assignment, and the return to his place of residence. Travel expense, including that of his dependents, and the shipping costs of his household effects, are taken care of under the university contract. An overseas allowance is provided in some foreign posts on the same percentage of base salary as provided for FOA employees.

In accordance with the terms of the specific contract, the host country provides quarters and cost-of-living allowances as well as office space, supplies, equipment, communication services, and necessary transportation within the country.

Examples of Contracts in Operation

Cooperation in the Philippines

In the Far East, Cornell University has been working closely for the last two years with the College of Agriculture of the University of the Philippines. Under this university-to-university relationship, the American institution has been helping to rehabilitate and expand the Philippine college, whose facilities were almost completely destroyed during World War II. The Cornell staff gives advice on what buildings are needed and their location; on laboratory and other equipment; on greenhouses, poultry shelters, barns, and other structures used for agricultural purposes.

The main responsibility of the American university team, however, is to help train a teaching staff, and to develop a central agricultural experiment station for the Philippine Islands. Dollar costs are being met by FOA on items purchased in the United States; the Philippine Government meets local costs.

During the two years since the contract arrangement began in 1952, the enrollment at the college has outstripped the expansion of facilities. The number of students has risen from 589 in 1950-51 to more than 2,000 in 1953-54. Part of the task facing the Cornell faculty members has been the



Rizal Hall, one of the new buildings at the University of the Philippines, houses the Institute of Public Administration, which was developed under an FOA-financed contract between the University of Michigan and the Philippine institution.

training of a nucleus of instructors to handle this growing load. About 20 new teaching and research positions have been established. Ten research fellowships have been provided. Younger faculty members of the Philippine college have come to the United States for study. A library of 6,000 books and journals on agricultural subjects has been built up and put to use by faculty and students.

Members of the Cornell faculty have been helping the Philippine college set up and expand courses of instruction in such fields as animal husbandry, vegetable crops, agronomy, plant breeding, plant pathology, agricultural engineering and economics, among others.

At the suggestion of the Cornell staff, the college has been offering, in addition to its regular instruction, short courses of a few days duration to help train technical personnel, such as extension workers, and to give instruction to farmers who are able to attend.

An ultimate objective of the exchange between the two institutions is the setting up of a Philippine College of Agriculture on a pattern similar to that of the land grant colleges in the United States. The goal is to have the college serve the Philippine nation as a whole, to have it help the people of the rural areas with all of their problems, and to encourage the dissemination of technical knowledge developed on the college campus for practical use by Philippine farmers.

The University of the Philippines also is building up its other departments. It has placed particular emphasis on public administration. In June 1952 a contract was arranged with the University of Michigan to help in the establishment of an Institute of Public Administration. This Institute is now providing in-service as well as pre-service training for civil employees of the Philippine Government.

To date nearly 2,000 officials and employees have completed in-service training courses offered directly at the Institute, or by government agencies with the help of Institute staff members and using training materials developed by the Institute.

The benefits of this Institute will not be restricted to Filipinos. The University of the Philippines is making the Institute a regional training center for students from other Southeast Asian countries. Scholarships have been offered by the Philippine Government to students from Burma, Thailand, Taiwan (Formosa), and Indonesia, and some citizens of these countries are already studying at the Institute.

The interest among the Southeast Asian nations in these scholarships is illustrated by the fact that 60 candidates applied for the five scholarships available in the spring of 1954.

Engineering in Formosa

In Nationalist China on the Island of Taiwan (Formosa) an American institution, Purdue University, is working with the Taiwan College of Engineering to help reorganize its courses and update its teaching methods. Purdue is advising also in the selection and procurement of laboratory equipment, library supplies, and special teaching aids. Faculty members are being exchanged between the Chinese and the American institutions, and Taiwan students are being selected for advanced study in the United States.

The work at the Taiwan College also has taken on a regional aspect. Facilities of the college are being developed to provide instruction for free Chinese from other parts of Asia who desire advanced training but do not wish to pursue their studies in the Communist institutions on Mainland China.

Agriculture in Panama

In Panama the University of Arkansas has been cooperating with the Panama Ministry of Agriculture and the National Institute of Agriculture of Panama since May 1951.

The Arkansas team has helped the Government of Panama to develop a long-range plan for nationwide improvements in agriculture. Specialists have been assigned to individual projects. An agronomist, for instance, has cooperated in experiments looking toward greater yields of the food staples, corn and rice, and of other crops, and is testing and introducing new crops. An agricultural engineer from Arkansas has worked with the

Panama Department of Agricultural Engineering on improving irrigation and on adapting to local needs the use of farm machines.

Members of the University of Arkansas team also have helped plan and develop a national extension service in Panama. At the National Institute of Agriculture they have assisted in reorganizing the courses and in training teachers in improved methods of instruction. Classroom instruction has been supplemented by demonstration work in the fields to give students experience in putting technical knowledge into practical use. The courses are designed also to equip the students for entrance into colleges and universities for further study.

Guiana Development Plan

On June 22, 1954, the University of Maryland undertook a comprehensive contract in South America. It is sending specialists to work in a broad economic and social development plan with experts of the Government of British Guiana—the largest territory of the United Kingdom in the Western Hemisphere.

The United Kingdom and British Guiana are providing the funds for the development plan but have an insufficient number of technicians available for the projects.

Basically the Maryland University staff members will follow two procedures:

1. They will train local technicians to undertake and man scheduled projects.
2. They will take part in the actual start and early operation of some undertakings.

Among other things, the U. S. specialists will apply their technical knowledge to the problem of draining low areas and irrigating dry regions, thus helping to open thousands of acres of new lands to farming. They will help to develop a beef cattle industry and to extend the growing of coffee. They will train surveyors and workers in housing and community development.

Exchange with Pakistan

Two contracts linking American colleges with Pakistan institutions were signed on June 24, 1954. The contracts, one linking Washington State College with the University of Punjab in West Pakistan and the other linking Texas Agricultural and Mechanical College with the University of Dacca, in East Pakistan, initiate three years of cooperation.

Under these contracts faculty members from the two American institutions will work directly with corresponding faculty members of the Pakistan universities. They will cooperate in fitting courses to the needs of the Pakistan economy, in the introduction of improved teaching methods, in building up school libraries, and in staffing and administration and other problems.

The exchange of technical knowledge will apply in several fields of instruction, in agriculture and home economics, in engineering and education, and in business administration. Graduate students from Pakistan will be chosen for advanced study in the United States.

Regional Training Contracts

Three American institutions located outside the continental United States are helping to share technical knowledge abroad under a slightly different type of contract financed by the Foreign Operations Administration.

One contract is with the American University of Beirut in Lebanon; a second is with the Commonwealth of Puerto Rico, including the University of Puerto Rico; and the third is with the Territory of Hawaii, including the University of Hawaii. The contracts call for specialized training for individuals from countries participating in FOA programs. These arrangements are in addition to the contracts with American universities for the training, within continental United States, of participants from other countries.

The contract now in operation with the American University of Beirut is to run until June 1957, with FOA dollar costs of about \$4 million. Training is being given to students from the Near East and Africa region. Travel costs are paid by the countries sending the students. Payment of other related costs vary by country.

The University provides a program of teacher training and teacher education. As a part of this program it conducts six to eight-week summer



American University of Beirut wall charts and posters in use at school health conference workshop in Lebanon-FOA programs of technical cooperation.

institutes in education for elementary and secondary teachers from both urban and rural areas.

In addition, it provides training for public health nurses, sanitarians, and laboratory technicians. It includes training in basic agricultural sciences with special attention to agricultural conditions and problems in the Near East.

Technical training is given to prepare workers for foreman and other supervisory posts in fields of specialized skills. Training is given also in public administration.

Under the contract fellowships are provided. Candidates are selected by mutual agreement of the several countries, the University and FOA. Each country agrees to utilize the services of the student, upon completion of his training, for further extension of his knowledge and skills within his own country.

Earlier contracts with the American University of Beirut have provided for similar training, and have included two summer institutes of eight weeks each to train teachers from the region in both rural and urban elementary education methods. The need for this type of regional study is illustrated by the fact that, when the first summer institute for teachers began in 1952, the American University of Beirut anticipated about 40 students; instead it was swamped with 700 applicants.

The Commonwealth of Puerto Rico is conducting an international technical cooperation training center for participants from more than 40 countries, but with primary emphasis on training for Latin Americans. Puerto Rico's experience in economic development makes it a valuable post of observation for visitors from underdeveloped areas.

The contract recently signed renews, for three years, a cooperative training program begun in 1950. About 1300 persons have already received training there. FOA will provide funds to train some 500 more per year.

Puerto Rico is making available the facilities of its vocational school, its Department of Education, and the University of Puerto Rico. Apprentice training is being given on the farms and in the shops and growing industries of the Commonwealth.

Several types of training are provided. A full year's course is given at the well-equipped mechanical trade school; instruction is bilingual, English or Spanish. Specialists in various fields, who spend one or two months in Puerto Rico, receive training in their specialities, some at the experimental farm and research laboratories, some at government fiscal or accounting offices, some in classes on labor problems.

Advanced courses in most subjects are available at the University.

During the current fiscal year concentrated short courses are being given in several fields. Particular attention is paid to the use of audio-visual information aids in these short courses.

By special arrangement the University of Puerto Rico is increasing the teaching staff of its Medical School to provide graduate training in public health. This is being done to take care of up to 38 individuals to be chosen for fellowships under FOA programs. The instruction, scheduled to begin in September 1954, includes nine months at the University and three months field training arranged through the Puerto Rican Department of Health. All of the year's training will be conducted in the Spanish language.

The Territory of Hawaii, under contract with FOA, is maintaining an International Cooperation Center in Honolulu for students and observers from the Far East. The new Center provides academic study at the University of Hawaii and work training with Hawaiian industrial and business firms for technicians and professional persons from countries taking part in FOA programs.

University study in Hawaii is offered to selected groups recommended by FOA missions. Training is given for periods of 6 to 12 months in such fields as agriculture, public administration, education, trade and industry, and public health. For officials and technicians enroute back to their countries after study projects in the U. S., training may run for shorter periods.

Summary of Contracts

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The following summary lists the contracts in operation as of September 1, 1954, with American universities for technical cooperation with other countries. The list is arranged alphabetically by university. It cites the expected amount of FOA financing (over a three-year period in most instances), and gives a brief description of the contract.

In addition to the U. S. contributions, in each instance the host country carries its fair share of the total costs, contributing cash, personnel, services, and facilities. The contributions vary by country and by differences in the type of contract. In many instances the contribution exceeds the amount of FOA financing.

The list follows:

University of Arizona, (\$230,000) to assist Iraq to develop the Abu Ghraid Agricultural College. Arizona U. is to provide \$25,000 worth of demonstration equipment.

University of Arkansas, (\$800,960) to assist the National Institute of Agriculture and Home Economics, in Panama.

Armour Research Institute, (\$195,000) to work with the Industrial Development Corporation, Ministry of Industry and Mines, of the Government of Burma in the field of industrial research and development, and \$90,000 to

do similar work on industrial development with the Mexican Institute of Technological Research, Bank of Mexico.

American University of Beirut, (\$4,029,830) to provide training to students from the Near East and Africa in agriculture, education, health and other fields.

Bradley University, Peoria, Illinois, (\$250,000) to help Iraq's Ministry of Education develop a technical institute to teach trades such as automobile mechanics, carpentry, machinery, electricity and graphic arts.

Brigham Young University, (\$569,335) to assist Iran in expansion of its secondary education system.

University of California, (\$692,000) to assist the University of Indonesia in developing and strengthening its medical school.

Colorado Agricultural and Mechanical College, (\$500,000) to advise the University of Peshawar in Pakistan on expanding its educational programs.

Columbia University, Teachers College, (\$210,000) to assist the Ministry of Education of Afghanistan and the Teachers Training College in Kabul in developing educational institutions in Afghanistan.

University of Connecticut, (\$175,000) to help create a permanent division of the University of the Philippines to be known as the Philippine Labor Education Center.

Cornell University, (\$250,500) to help expand the college of Agriculture at the University of the Philippines; (\$100,000) for assistance to Burma's Ministry of National Planning in the use of aerial photography in economic development; and (\$31,000) to assist Liberia in the codification of present laws and the maintenance of a modern codification system.

Georgetown University, Washington, D. C., (\$106,000) to assist five Yugoslav universities to establish and conduct English language training institutes, and (\$48,500) to establish a training program for English language teachers at the Ankara Institute, in Turkey.

Harvard University, (\$17,000) to provide specialized counsel in the field of health and nutrition in Peru.

University of Illinois, (\$450,000) to expand engineering program at India's Institute of Technology; and (\$220,000) to expand teaching facilities at the Allahabad Agriculture Institute.

University of Maryland, (\$900,000) to provide technical support to British Guiana which is launching a \$25,000,000 economic and social development plan financed by itself and the United Kingdom.

University of Michigan, (\$440,000) to assist the University of the Philippines to develop an Institute of Public Administration.

Michigan State College, (\$226,820) to help the University of Sao Paulo and the Getulio Vargas Foundation, in Brazil, in business administration; and (\$749,813) to aid the National University of Colombia in agriculture, forestry and related fields.

State University of New York, (\$1,815,700) to assist Israel in the fields of public health, education, agriculture, and industry.

Oklahoma A. & M. College, (\$2,434,368) to help Ethiopia establish an agricultural and mechanical arts college, and secondary level school system.

Pennsylvania State College, (\$75,000) to help the Taiwan (Formosa) Teachers College establish a Department of Industrial Education to train vocational teachers.

Purdue University, (\$250,000) to aid in expanding the Taiwan (Formosa) College of Engineering; and (\$88,660) to aid the Rural University of Minas Gerais, in Brazil, in agriculture and home economics.

University of Southern California, (\$710,000) to work with the University of Tehran in Iran in the field of public administration.

Stanford University, (\$500,000) to help the University of the Philippines develop its colleges of engineering, education and business administration.

Syracuse University, (\$240,000) to work with the Government of Iran's National Teacher Training School in developing audio-visual techniques.

Texas Agricultural and Mechanical College, (\$1,700,000) to assist the University of Dacca in East Pakistan in reorganizing its courses, teaching methods, and administration in agriculture, engineering and other fields.

University of Texas, (\$230,000) to assist Chulalongkorn University in Thailand in expanding its engineering instruction.

Utah State Agricultural College, (\$1,800,000) for assistance in agricultural development in Iran.

University of Utah, (\$410,000) to assist Iran in community food and health improvement.

Washington State College, (\$1,600,000) to assist the University of Punjab in West Pakistan in reorganizing its courses, teaching methods, and administration in agriculture, engineering, and other fields.

University of Wisconsin, (\$680,000) to expand the teaching facilities in engineering at India's Bengal Engineering College, and provide equipment valued at \$72,000, and \$20,000 to make a survey of land problems in Afghanistan, Pakistan, Iran, Iraq, Jordan, Libya, Egypt, and possibly Ethiopia and Turkey.

University of Wyoming, (\$115,000) to develop training programs of the Government of Afghanistan in agriculture, engineering, education and other fields. Wyoming U. is to provide \$15,000 worth of equipment.

“It is our basic conviction that if we can find the right way to bring to bear upon that vast area (the underdeveloped regions) and population of the world, the resources, the intelligence, the experience, the ingenuity, the executive skill, the research of the land-grant colleges . . . and to some extent other educational institutions . . . that we will make within the next decade or two decades a tremendous contribution toward the fundamentals of the future peace and progress of the world.”

**—Harold E. Stassen
Director of Foreign Operations**

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