

INSTITUTE OF INTERNATIONAL EDUCATION



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1985

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About IIE

The Institute of International Education (IIE) is the largest and most active international education agency in the United States.

In 1985, IIE administered programs through which approximately 9,000 men and women from approximately 120 countries studied, conducted research, taught, or provided scientific, technical, or administrative expertise in countries other than their own. These programs were sponsored by more than 150 governments, foundations, corporations, universities, binational agencies, and international organizations.

IIE's educational services annually reach more than 200,000 individuals worldwide, through publications, information services, counseling, meetings, conferences, and special services to colleges and universities. More than 500 U.S. colleges and universities are affiliated with IIE as IIE Educational Associates.

IIE's regional offices work with foreign students and scholars, distinguished international visitors, local community agencies, and colleges and universities, providing an international dimension to the areas they serve.

IIE relies heavily on the contributions of individual donors to carry out its educational and public service activities. Such donations are tax deductible.

On the cover:

Eight of the 9,000 men and women who participated in programs IIE administered in 1985. Left to right, (top row) Anders Paulsson, ITT Fellow from Sweden; Akio Kikai, Fulbright Fellow from Japan; Aleksandra Romanic, Fulbright Fellow from Yugoslavia; Lovemore Mandinyanya, Zimbabwe Manpower Development (ZIMMAN) Aid Program participant; (bottom row) Kunda Dixit, Fulbright Fellow from Nepal; Flavia Maria Calabi, Fulbright Fellow from Brazil; Wang Jian-Ye, Fulbright Fellow from China; and Jeffrey Beers, ITT Fellow from the United States.

Back cover: Anders Paulsson and his saxophone.

Design by Ner Beck.

Text by Mary Louise Taylor.

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The Year at IIE

The Institute of International Education builds international understanding and promotes international development through the interchange of students and scholars, knowledge and skills. In 1985, participants in the programs IIE administered came from 124 countries including the United States.

Finances

In fiscal year 1985, IIE expended \$103.6 million, an increase of \$11.9 million over 1984. Funds expended directly on behalf of grantees of sponsored programs represented \$89.45 million of this, \$10 million more than in 1984. IIE program administrative costs came to \$9.6 million, \$1.4 million above the 1984 total. IIE educational services to the higher education community and the public were funded at the level of \$2 million, \$200,000 more than in 1984. Costs of IIE support services in general administration, fund-raising, program development, and other areas totaled \$2.6 million, \$300,000 more than the year before.

Sponsored Programs

IIE managed a total of 186 programs for 152 sponsors. They included governments, binational agencies, international organizations, foundations, universities, and corporations.

Individuals Served

The programs IIE administered served

- More than 1,000 U.S. nationals in educational and cultural programs outside the United States. This included individuals pursuing academic degrees, doing independent study and research, serving as teaching assistants, and competing in international music competitions.
- More than 5,500 foreign nationals in academic degree programs, short-term study and training programs, professional and technical short-term enrichment programs, and U.S. assignments as teaching assistants. Of those in the United States, nearly 600 participated in English-language and other preacademic training provided to help them draw the maximum benefit from their stay in the United States.

- More than 700 distinguished leaders and professionals who came to the United States under the portion of the International Visitor Program IIE assists the U.S. Information Agency in administering.
- More than 1,200 scientific and administrative personnel on international technical cooperation programs, most of them at international agricultural research centers.
- Nearly 100 education professionals teaching or advising outside the United States, principally in developing countries, on assignments to which they were referred by IIE's Register for International Service in Education (RISE).
- Nearly 400 U.S. nationals screened or auditioned for admission to study and training programs outside the United States.

Educational Services

Contributions and grants to IIE supported educational services such as information, counseling, publications, research, seminars, conferences, professional services to the higher-education community, and the community services of IIE's regional offices. Five hundred forty-nine colleges and universities enjoyed special access to the Institute's educational services as IIE Educational Associates.

Staff and Offices

At the end of 1985, IIE had 334 employees. Two hundred seventeen were at New York headquarters, 51 (including 13 temporaries) in Washington, D.C., 32 in U.S. regional offices, and 34 in overseas offices. Regional offices are in Atlanta, Chicago, Denver, Houston, and San Francisco. Overseas offices in 1985 were in Bangkok, Thailand; Bridgetown, Barbados; Harare, Zimbabwe; Guangzhou, China; Hong Kong; Jakarta, Indonesia; and Mexico City, Mexico.

The Annual Report for 1985 covers the 12-month period beginning October 1, 1984, and ending September 30, 1985.

hairman's Message



Nineteen eighty-five was a year that witnessed many dramatic developments on the international scene. While the world experienced suffering in the form of both natural disasters and those for which mankind itself is responsible, there were also some very hopeful signs for the future.

In China, the development of new—yes, even dynamic—economic policies and an expressed desire for greater interaction with the international community nourished a spirit of active cooperation between the People's Republic and other nations, including the United States. In India, a dynamic new leader emerged in the person of Rajiv Gandhi, who, during his first full year as prime minister, tackled a number of India's most pressing internal problems. In some areas it was said that greater progress was made in Indo-U.S. relations this past year than in the previous two decades. And President Reagan concluded a successful summit with General Secretary Gorbachev, laying a foundation for continued dialogue with the Soviet Union about arms control and ways our two nations might, through increased educational and cultural exchanges, together build a new generation of leaders with a better understanding of one another. In an uncertain and rapidly changing world, it is unwise to be overly optimistic, but these events give us some cause for believing that positive change is possible. This is not to deny that there

are daunting world problems facing us: ongoing conflict in the Middle East and in Central America, famine in Northern Africa, and bloodshed and oppression in South Africa—all cry out for some kind of peaceful, lasting resolution.

I mention these global matters because IIE is an organization with a worldwide mission to promote mutual understanding, national development, and peace through international educational exchange. It develops programs and administers grants for students, scholars, and midcareer professionals from approximately 120 nations and has overseas offices in seven countries, plus seven in the United States. Its work takes place in a complex, unpredictable environment and is, necessarily, responsive to a wide variety of needs, including those of our own country to inform others about America and to educate our citizens about the world.

Over the past year, IIE undertook a number of initiatives that we hope will strengthen knowledge and understanding, contribute to future economic and social well-being, and demonstrate the value of cooperation within a conflict-ridden, yet increasingly interdependent, world.

- The South African Education Program, which enables black South Africans to pursue degree study in this country, continues to thrive, and in 1985 growing public awareness of the crisis facing South Africa led to substantially increased support for the program from foundations, corporations, universities, and the U.S. Agency for International Development. The students currently here under the program are for the most part doing extremely well in their studies, and of the 100 who have already returned to South Africa as alumni of the program, many have found employment as faculty members in South African universities or in corporate offices and law firms. Two new programs, one for the black clergy in South Africa and one for Namibian students, are also under way.
- IIE opened an office in the People's Republic of China. The IIE/Guangdong American Study Information Center provides academic guidance and reference materials to Guangdong students and faculty seeking advanced training in the United States. Guangdong Province historically has been a major source of Chinese citizens going abroad for education and professional development;

moreover, the vast majority of Chinese-Americans in the United States trace their roots to this province. It is expected that some 100,000 annually will make use of the center's resources. IIE believes that this new office has the potential to make a major contribution to the province's development, while ensuring that Chinese citizens seeking a U.S. education receive reliable, professional counseling.

- Under President Reagan, the critical role that educational exchange can play in assisting development abroad and in building goodwill between the United States and other nations has been given growing recognition, a fact reflected in the significant increase in support that the U.S. Information Agency (USIA) has provided to the Fulbright Program, which this year celebrates its 40th anniversary; the Hubert H. Humphrey North-South Fellowship Program; and the International Visitor Program, now in its 25th year. Especially noteworthy is the expansion of exchanges with Central America that occurred in 1985. It is hoped that strengthened exchanges in this region can help address some of the fundamental problems that exist by contributing to leadership development and by assisting in the building of viable educational institutions. There has also been a major expansion in study-abroad grants available for U.S. students—an extremely welcome development, since our own young people have much to gain from experiencing new cultures and from the intellectual and personal challenge of studying abroad.

IIE assists USIA in administering these programs, and we feel privileged to be part of these important efforts on behalf of public diplomacy and academic exchange.

- IIE opened its new International Education Information Center at New York headquarters to provide resources and information on international study opportunities for students and the general public. The facility, which is staffed by trained volunteers who offer orientation and assist visitors in effectively planning their own international study, is especially committed to serving New York and contributing to the metropolitan area's role as an international center for business, diplomacy, education, and the arts.

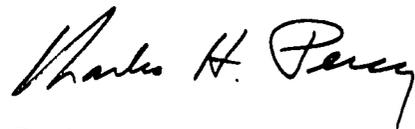
These are just a few of the developments that have occurred at IIE over the past year—developments that we hope can provide a solid foundation for the sharing of knowledge and for the growth of peace and mutual understanding.

Nineteen eighty-five also marked my first year as chairman of the Institute. Although I have worked

with IIE throughout my Senate career, it has been a special pleasure to come to know more closely the individuals who are associated with this organization—through my visits to the Institute's regional offices across the United States and visits to associated universities, and by officiating at the opening of the information center in New York City and inaugurating our new counseling office in China. Students, educators, volunteers and community leaders, dedicated supporters in the public and private sectors—all are part of the unique mix of resources that enable IIE to be of service.

It has also been a pleasure to work with my colleagues on the Board of Trustees and the regional advisory boards. The time, energy, and expertise they offer to the Institute are deeply appreciated. With their active commitment, the Institute will continue to provide effective services to its sponsors, as well as to develop innovative programs to meet new needs that arise.

I look forward to a stimulating and productive year for IIE and for international educational exchange—with the conviction that the work of the Institute can contribute to the building of a more peaceful and enlightened world. No one could have laid out our challenging future more clearly than President Reagan, who, following his summit meeting with Soviet Premier Gorbachev, declared, "people-to-people exchanges are an essential part of our building a lasting foundation for peace, because true peace must be based on openness and people talking to each other rather than about each other, and the peace must also be based on understanding."



Charles H. Percy
Chairman

President's Message



The New Generation of Third World Students on U.S. Campuses

As an organization engaged in international education, the Institute speaks frequently of the objectives we hope to achieve through the exchange of students between the United States and other nations: the fostering of peace and mutual understanding; the sharing of intellectual and cultural resources across national boundaries; strengthening the international awareness of U.S. citizens and their capacity to deal with other societies, and, through the training of students from Third World nations in our country's colleges and universities, the promotion of social and economic development abroad.

These are all worthy and legitimate ends. However, the last one, in particular, involves a number of issues that I feel require a fresh look as we move into the second half of the 1980s.

Numbers alone should alert us to the need for closer scrutiny: Of the 342,000 foreign students enrolled in U.S. institutions of higher learning, an overwhelming 80 percent are from developing nations. But it is more than statistics that leads me to the topic of Third World students on our campuses. When examining this aspect of international educational exchange, I think we have tended quite naturally to focus on the results of the process. Training of Third World nationals in this country, or

investment in human capital as it is sometimes called, is seen by host and guest alike as one of the keys to successful development. However, it seems to me that in our often shared eagerness to laud the contribution U.S. colleges and universities can make to development overseas by opening their doors to Third World students, we fail to look at the nature of the international study process itself. We neglect to consider just what the phrases "transfer of knowledge" and "human resource development" mean to those who are the principal actors in the process. We neglect, in other words, to consider what studying in the United States really involves for the individual foreign student.

It should be clear to all of us concerned about the education of students from abroad, and especially those from areas of the world with cultural heritages quite different from our own, that "transfer of knowledge" is no simple process. It is, in fact, a process that can be attended by very mixed emotions and charged with psychological conflict, doubt, hostility, creativity, and self-discovery. I hope I do not exaggerate, but consider what is involved.

First, what is transferred—knowledge—is value-laden, carrying with it a host of attitudes and assumptions derived from Western tradition and experience that may or may not be compatible with those of the countries from which students come and to which they will presumably return.

Second, the method by which that knowledge is transferred—temporarily extracting a young adult from his or her home country and transporting the individual to an alien, complex, impersonal environment towards which he or she may feel considerable ambivalence—is a radical one, entailing both psychological and actual physical dislocation.

Third, the very terms in which we speak—the "transfer of knowledge"—imply that the flow of expertise and learning is in one direction only and suggest, at least for some, that one actor in this drama of educational development, namely the United States, is superior, while the other actor, the sending Third World nation, is inferior, dependent. And it is not so much the West's technological superiority that presents the problem, but rather the implication that it is accompanied by superiority in other areas—in modes of political and economic organization, and in values.

While certainly there has been extensive debate about the societal manifestations of these issues—framed in terms of the impact that modernization has on traditional societies—somewhat less attention has been paid to the ways in which these issues impinge on the individual student.

In short, study in one of our colleges or universities can add up to a considerable challenge, one that is more than solely academic in nature, to the

student from a Third World country. Granted, the nature of the challenge can vary tremendously, depending on an array of factors ranging from the country from which the student comes and what its historical experience has been, to the attitudes a student encounters at his or her host institution. But international study certainly entails much more than simply gathering up a neat package of knowledge and carrying it back to one's home country; rather, it is a process that raises questions about basic values and that can have a profound impact on the image one has of oneself and one's country.

Of course, this can happen to anyone who pursues international study—including the American student who studies abroad. But for a Third World student from a traditional culture, there are perhaps special considerations and challenges. Arriving in the United States, he or she is confronted with a vast array of cultural and social currents, expressions of the rich and dynamic pluralism that characterizes American society. These currents, aided by the popular media, present themselves without inhibition, and although they can elicit responses of respect and awe, or wonder and delight, they can also be threatening and deeply disturbing and give rise to considerable confusion.

On another level, an encounter with the United States also introduces the student to an economically and technologically advanced country and to the assumptions on which its development has been based: the centrality of the individual and the right to free and open personal and political expression; the value of work and of mastering the physical world; the efficacy of technological solutions to human problems, and the merits of a secularized legal and political structure. While it is likely that any response to the United States—to its social and cultural displays, its accomplishments and values—will be an extraordinarily complex one, both intellectually and emotionally, let me nonetheless sketch, at the risk of being overly schematic, the two extreme forms this response can take.

The first type of response is that of total conversion, a kind of "cultural apostasy," whereby an individual is so attracted (some might say seduced) by the West that he or she rejects the traditional norms and values that link one with the home culture and becomes, as one foreign student put it, "more American than the Americans." The result is not simply a person who is caught between two cultures, which at least leaves open the possibility for some kind of creative synthesis, but one who is effectively cut off from his or her own roots—an exile, spiritually if not physically.

This response was probably more common in the middle decades of this century, when newly emerging nations were still in the process of political

self-definition. For those individuals who came to maturity in the 1940s and 1950s, although decolonization was indeed a burning issue, there was nonetheless a tendency to view the West as *the* development model. But we are now in the closing decades of the century, and the world is a very different place. There is a new generation with us, one whose members, born in the 1960s and thus shaped by completely different political events, are increasingly preoccupied with the issue of cultural dependence and who—while they may want the technology the West has to offer—are asking hard questions about the values that go along with it.

It is against this background that we are now seeing more expressions of the second type of response to the West, one characterized by rejection and reaction and by a desire to reaffirm the integrity and moral superiority of traditional indigenous values. Often the issue is conceptualized in powerful symbolic terms—purity versus pollution, or the forces of light arrayed against the forces of darkness. And this is really the distinguishing characteristic of this type of response: that the reaffirmation of traditional values is accompanied by an intense hostility to the West and specifically to America.

These two types of responses, that of the cultural apostate who rejects his or her own traditions and that of the hostile reactionary who is intent on resisting all aspects of the West, are extreme in the sense that they exist at either end of a spectrum of possible responses. While they are real options, it is far more likely that any given student from a Third World nation will find himself or herself not firmly stationed at one pole or the other, but trying rather to "sort it all out"—attempting to come to terms with a range of ambivalent feelings and conflicting intellectual responses to the West, and engaged in a process of continual assessment and re-assessment. If study here is to contribute to development abroad, those who are the main actors in the process will have to be selective about the knowledge and technology they take back with them, and sensitive to the ways in which the new values and organizational frameworks to which they have been exposed can most usefully be incorporated into their own systems. And this kind of response—an openness to change and a willingness to adapt and synthesize elements of the West and of the culture from which the student comes—seems to me the appropriate one, appropriate in the sense of avoiding the extremes of "apostasy" or "reaction," neither one of which provides a very sound basis for a constructive, fruitful approach to the West.

However, this "sorting out" and assessment process is immensely difficult, and it is this point that we as hosts—educational institutions, communities, sponsoring public and private agencies, and admin-

istrative organizations—must come to recognize and that I sometimes feel we are not sufficiently attentive to. It is much more than "culture shock." Most of the foreign students in our midst are engaged in a complicated process of coming to terms with elements of the West—of meeting profound challenges to traditional values and to self-image. And it is in both our interest and theirs to create an environment in which a balanced appraisal of what the West has to offer can be carried out with self-confidence and wisdom—an environment in which a student can choose some things, but surely not all, and certainly not at the expense of all aspects of the traditional culture. Moreover, if we wish extreme responses to be avoided, we have an obligation not to be guilty of extremes on our side: patronizing attempts to convert, on the one hand, or indifference, or even hostility, on the other.

If we fail to understand this, we make a mockery of the idea that educational exchange encourages mutual understanding and respect. What we can and should do is ensure that students come to know our country as accurately and fully as possible, given the constraints of their study programs, so that informed judgments can be made and, having opened our academic doors to students from Third World nations, respect their right to make their own decisions about the best way to pursue development at home. It is only on this basis of equality that genuine and creative intellectual discourse can take place, and that individuals can thoughtfully assess the new intellectual currents and socio-political realities to which they are exposed.

Not only is this approach principled and consistent with our own values, but it is also eminently practical. Attempts at propagandizing and conversion rarely succeed. Indeed, they can backfire and be perceived as so threatening as to drive our guests into a defensive posture, into a judgmental fundamentalism that is intent on resisting all that the West represents; and surely this response does not open the way to reflection and reasoned debate on the very complex issues involved in relating U.S. education and training to development.

What does all this mean in concrete terms? In short, it means that universities and host agencies must deal with the total experience of U.S. study, not just with what happens inside the classroom. For example, there should be more activities aimed at reducing the isolation of foreign students on our campuses and in our communities, and more opportunities for them to come to know our country better. By saying this, I do not mean that we should make some special effort to show only our positive side. The aim should be to present a realistic, truthful picture—to enlighten and inform. An accurate,

multifaceted picture rather than stereotypes or distorted impressions of America and Americans can provide the foundation on which a student can carry out the assessment process mentioned earlier. It can prevent misconceptions and provide the basis for an open-minded approach that is more rational than emotional, more pragmatic than ideological.

Orientation programs, homestay and hospitality programs, joint discussion groups, programs that engage the foreign student with the community or with high schools, internships with local businesses—all of these can offer the student an opportunity to interact with Americans outside the university setting and thus to gain a better perspective on U.S. life. (It goes without saying that such interaction can also benefit our own citizens, strengthening their international awareness and enabling them to learn more about—and more from—the world community.) In addition, seminars that address cross-cultural issues, especially those centering around the difficult task of reentry to the home country, can be of tremendous value in helping foreign students assess their U.S. experience.

Such enrichment activities, however, are not typically offered to foreign students, especially those who are self-sponsored (and these are the majority). But if we as hosts are seriously concerned with creating an environment that conduces to a balanced appraisal of the U.S. study experience and its larger meaning, then it is important that we all work to strengthen such activities in the coming years. Many IIE-administered programs include such components, but much more can and should be done. It is an area to which IIE plans to give priority in the future.

Although there are pitfalls in the international study process, there are also exciting opportunities, not the least of which is that of developing future leaders who are aware of the world's complexity and interdependency and who can function with flexibility, resourcefulness, and wisdom within it.

What happens to the new generation of foreign students studying in our country—our personal and institutional responses to them, the degree to which we can honestly and forthrightly present our society and, at the same time, respect the diversity of their concerns and cultural perspectives—will help determine the nature of that leadership and the success of the entire international education enterprise.



Richard M. Krasno
President

.S. Government Support: Continued Growth

The U.S. Information Agency (USIA)

Strong bipartisan U.S. government support for international education led to significant expansion of the three major programs that IIE assists the U.S. Information Agency in administering: the predoctoral Fulbright Fellowship Program, the Hubert H. Humphrey North-South Fellowship Program, and the International Visitor Program.

For fiscal 1985, Congress appropriated \$118.79 million for the Fulbright, Humphrey, and International Visitor programs—an increase of \$25.89 million over 1984. While Congress has appropriated even larger sums for 1986, the passage of the Deficit Reduction Act (Gramm-Rudman-Hollings) may result in program levels smaller than those approved.

At the start of the 1984-85 academic year, there were more than 2,700 Fulbright Fellows from approximately 120 countries studying in the United States under the portion of the Fulbright Fellowship Program that IIE assists USIA in administering (see box); an increase of 400 over the average of the preceding year. By October 1985, the number of foreign Fulbright Fellows had risen to more than 3,000.

There were 486 new grants awarded to U.S. nationals beginning Fulbright programs in 1984-85, while 563 new U.S. Fulbright Fellows were selected to begin their programs in the fall of 1985. Fourteen teams were selected to conduct research under USIA's new Collaborative Research Grants Program.

Under the part of the International Visitor Program for which IIE acts as program agency, 711 distinguished visitors from all over the world—86 more than the preceding year—participated in group and individual programs arranged by IIE's Washington

office. The sixth group of Humphrey Fellows, with 133 members, was the largest ever.

USIA continued its longtime support of IIE's annual census and surveys of foreign students in the United States and awarded a substantial grant to IIE for new editions of two IIE publications on specialized short-term study opportunities in the United States.

The U.S. Agency for International Development (USAID)

When he announced plans to expand USAID's annual scholarships from 10,000 to 15,000 early in 1985, USAID Administrator Peter McPherson observed, "It is, after all, people who shape societies and energize a nation's future. It is important that we focus on educating people not just for what they are going to do but also for what they are going to be."

In 1984-85 IIE arranged U.S. and third-country training under eight USAID programs for more than 900 men and women from 45 countries. They included energy professionals studying in the United States under the USAID Conventional Energy Training Program, Zimbabweans studying in the United States and other countries in key development fields, and professionals and technicians from 13 countries in Central America and the Caribbean in technical, administrative, and scientific fields. USAID also contributed half the support of IIE's South African Education Program, in cooperation with U.S. colleges and universities, foundations, and corporations, to enable black South Africans to study in the United States. These programs are described in the regional sections that follow.

Administration of the Fulbright Program

The Fulbright Program is authorized by Public Law 87-256, the Mutual Educational and Cultural Exchange Act of 1961. The purpose of the program is "to enable the Government of the United States to increase mutual understanding between the people of the United States and the people of other countries." The primary source of funding is an annual appropriation made by the Congress to the U.S. Information Agency. Participating governments and host institutions in many countries and in the United States also contribute financially, through cost sharing as well as by indirect support such as supplementary salary, tuition waivers, university housing, or other benefits.

Grants are made to U.S. citizens and nationals of other countries for a variety of educational activities, primarily university teaching, advanced research, graduate study, and teaching in elementary and secondary schools.

The Board of Foreign Scholarships (BFS), composed of 12 educational and public leaders appointed by the President of the United States, within its statutory authority supervises the administration of the program, establishes criteria for the selection of candidates, and selects candidates for awards.

The U.S. Information Agency administers the program with the assistance of binational educational commissions and foundations in more than 40 countries that have executive agreements with the United States for continuing exchange programs; U.S. embassies in more than 80 other countries; and three major cooperating agencies in the United States.

The binational commissions and foundations propose the annual country programs, which establish the numbers and categories of grants based on requests from local institutions, review applications of nominated Americans, arrange or confirm their academic affiliations, make travel arrangements for grantees and their families, and provide orientation and facilitative services. In a country without a commission or foundation, the U.S. Embassy develops the program and supervises it locally.



Akio Kikai, Japan

"I have always been fascinated by the philosophy of language," says Fulbright Fellow Akio Kikai as he prepares to lead a class discussion for City University of New York's graduate department of linguistic philosophy. The course is Russian semiotics, the topic of discussion Bakhtin's "Marxism and the Philosophy of Language." Akio had been enrolled in a doctoral program at the University of Kyoto but decided to apply to study in the United States when he found his department too restrictive. "I prefer not to limit myself to one particular discipline. Here at CUNY I enjoy the diversity and am able to take many subjects." After receiving his degree in 1987, Akio will return to the University of Kyoto to teach philosophy.

Photograph by
Christina Thomson.

Kunda Dixit, Nepal

"All my known ancestors being writers, poets, or historians, it was perhaps inevitable that I should ultimately turn to writing myself," says Kunda Dixit (left), a Fulbright Fellow at Columbia University's Graduate School of Journalism. After completing his master's degree at a technical university in Czechoslovakia, Kunda went home to work at *Rising Nepal*, the nation's largest English daily newspaper, where, because of his background in science, he covered stories on development and environmental issues.

Kunda came to the United States to broaden his world perspective and improve his skills as a journalist, a profession to which the Nepalese government has given development priority in order to improve the country's mass communication. Having successfully completed his course work, he was selected for an internship at the British Broadcasting Company's office at the United Nations. This assignment is of particular importance to Kunda, who is interested primarily in reporting on developing-country issues from an international perspective.





The Fulbright Fellowships

Reading the dossiers of graduate-student Fulbright Fellows is a heartening experience. They come from all over the world. They are gifted achievers, ambitious idealists, persistent inquirers, inventive problem solvers. They propose projects that are rigorous, imaginative, and often creatively daring, and they demonstrate the background to undertake them successfully. They are young, for the most part. They are concerned about human rights and social justice. Some come from backgrounds of privilege; others have overcome such severe obstacles to the development of mind and spirit as prejudice, poverty, and physical disability.

For the 39th year, IIE assisted the U.S. Information Agency in administering the Fulbright Fellowship Program. In 1985 IIE arranged and supervised Fulbright fellowship programs in the United States for more than 3,500 men and women from 124 countries, and arranged for nearly 500 U.S. graduate students and creative artists to undertake projects abroad.

. . . in the United States

Among the foreign Fulbright Fellows under IIE supervision in 1984-85 were:

- Papua New Guinea's first woman law graduate, working for her master's degree at Harvard Law School in international trade, economics, and negotiation.
- A brilliant Mexican student studying astronomy at California's Pomona College despite the fact that he is nearly blind.
- A Polish specialist conducting research at Rutgers University's Center for Alcohol Control.
- A Swedish clarinetist ranked by his mentors at the University of Southern California—among others—as "the best in the world."

IIE's Foreign Fulbright Division worked closely with overseas Fulbright Commissions and USIA posts, providing facilitative services and current information on U.S. study and research opportunities as background for selecting candidates. IIE's Placement Services Division arranged admission to U.S. colleges and universities, with financial aid where needed, for more than 800 incoming grantees, while some 2,700 Fellows continued studies in the United States. IIE's regional offices and Northeast Student Services Division provided administrative support services and acted as liaison between students, their universities, and their Fulbright sponsors in Washington and their home countries.

U.S. colleges and universities continued their generous support of the Fulbright Program. For incoming 1985-86 candidates, they offered first-year scholarships and assistantships valued at \$2.4 million, \$340,000 more than the previous year. Most awards are renewed for the subsequent years required to complete master's or doctoral degrees, so the scholarships and assistantships represent an even greater contribution than the figures suggest.

USIA made a special effort to provide enrichment opportunities for Fulbright Fellows during the year by setting aside approximately \$100,000 in a Cultural Enrichment Grants Fund. Students may apply for grants of up to \$300; most use them for professional development, such as attending conferences or meetings with colleagues in other parts of the United States.

African university staff development, intensified efforts in Central America, professional development in Asia, and continuing cultural exchange with Europe are among the specific Fulbright emphases described in the regional sections of this report.

. . . in Other Countries

The projects U.S. Fulbright Fellows undertook in more than 70 countries reflected a broad range of intellectual interests and social concerns. An industrial designer developed mobile health care appliances in Kenya that can be made with local skills and materials and used in the bush. A linguist chose to go to Fiji to explore the interaction of languages among the nationals of the country, the people of the colonizing country (in this case Britain), and the workers imported from India. An engineer of Polish descent went to Poland to study advanced electronics, while a journalism student went to Yugoslavia to study the influence of state committees on journalism in different national regions.

IIE's U.S. Student Programs Division administered the competition for the grants awarded to U.S. students, publicizing the program on campuses throughout the country, working with 1,400 campus Fulbright Program advisers nationwide, receiving and reviewing all applications, and arranging for selection panels of distinguished scholars and artists to review submissions and recommend grantees to the Board of Foreign Scholarships. For the first time, IIE provided financial, administrative, and reporting services for U.S. students going to countries where there are no Fulbright Commissions.

Carmel Aquilina, Malta
Jean Gnimadi, Benin

Carmel (center) and Jean (right), seen here touring the South Brooklyn Marine Terminal with a representative of the International Terminal Operating Co., are both Hubert H. Humphrey Fellows at the graduate department of urban planning of Hunter College of the City University of New York.

Carmel is particularly interested in the process of setting up port authorities and in the administration and management of marine terminals. Prior to his acceptance to the Humphrey Program, he was the administrative director of a large parastatal construction company responsible for the construction of a breakwater and quays for Malta's new transshipment port—a \$170 million venture, the largest construction project the country has ever undertaken.

Jean, who received master's degrees in geography and maritime transport from the Sorbonne in Paris, returned to his native Benin to work at the Ministry of Transportation and Communication, where he became a senior staff member involved with investigations of maritime transport systems.



Fifty-one research teams applied for the first awards under USIA's new Collaborative Research Grants Program, designed to enable teams of U.S. university-affiliated researchers to undertake interdisciplinary projects outside the United States. Fourteen teams have been selected for grants. Among them are a team that will conduct research in England on blockades during the U.S. Civil War, one that will do research in France on Vietnamese history, and one that will go to Ecuador to conduct interdisciplinary research on the teaching and use of English as a second language.

International Visitors Meet Counterparts, Share Views

- Jose Maria Collado, executive adviser to Spain's Minister for Autonomous Communities, visiting the Basque Center in Boise, Idaho, was fascinated by the emotional intensity of Basque-Americans' concern about Basque issues in Spain, even though they had lived in the United States for many years—some for generations.
- Zhu Shanqing and Liao Dong, both high officials in China's Communist party, concluded, after visiting family farms in Nebraska and a cattle ranch in Arizona, that America and China had much more in common than they thought, though great differences still existed.

These three were among the 711 distinguished foreign visitors for whom IIE arranged 30-day U.S. visits in 1985 under USIA's International Visitor Program. The program is part of USIA's continuing effort to bring outstanding foreign leaders and specialists to the United States to meet and share ideas with U.S. counterparts on issues of common concern.

One of the year's most provocative programs was a multiregional project, "U.S. Trade Protectionism: Fact or Fiction," on issues growing out of what some perceive as increased U.S. trade protectionism. Twenty-eight senior government officials and private-sector leaders from 23 countries shared information on trade-policy formulation in their own countries along with their perceptions of U.S. trade-policy trends.

The group then divided into three teams to examine U.S. industrial sectors regarded as increasingly protectionist: steel, automobiles, and textiles. All have been struggling against fierce competition in world markets. One team went to Pittsburgh to examine the changing steel industry from both labor and management perspectives. One went to Detroit, where team members examined new forms of international cooperation in the automobile industry. The

third went to Raleigh, North Carolina, to meet with textile manufacturers and workers as well as with state-government officials who are aggressively promoting changes in the state's export policy.

Other programs included a community education project on drug-abuse control, which brought participants from 19 countries together to examine this worldwide concern, to share views on solutions, and to visit U.S. drug-control programs.

Humphrey Fellowships For Midcareer Professionals

Midcareer professionals from 72 countries made up the 1984-85 class of the Hubert H. Humphrey North-South Fellowship Program. With 133 members, it was the largest ever. The Fellows were men and women in public-service careers in both the public and private sectors; their fellowships brought them to the United States for a year of academic study and practical professional experience. Among them were the medical director of a Burundi hospital, the planning officer of the University of Papua New Guinea, a deputy director of Portugal's Ministry of Transportation, a newspaper editor from India, and an urban planner from Tunisia.

IIE has assisted the U.S. Information Agency in administering the program since it was created in 1978. Most of the Fellows work together in multinational groups in special nondegree programs based at universities. One of the program's purposes is to encourage cooperation and professional ties among developing countries. All the Fellows come together for a workshop in Washington in the fall and a workshop in Minnesota in June; at the workshops the Fellows examine development-related topics from various national perspectives.

In 1984-85, Fellows undertook academic programs in urban planning at Hunter College of the City University of New York; in public health at Tulane University; in mineral economics at the Colorado School of Mines; in education at the University of Chicago; in agriculture and forestry at Cornell University and West Virginia University; in public policy relating to science and technology at George Washington University; in urban and regional studies at the Massachusetts Institute of Technology; and in public administration, public affairs, and international development at the American University, Boston University, Colorado State University, the Fletcher School of Law and Diplomacy, the University of Maryland, the University of Minnesota, Pennsylvania State University, the University of Pittsburgh, and the University of Southern California.

Anders Paulsson,
Sweden

Anders began playing the saxophone when he was 13. Captivated by the instrument's rich and warm possibilities of expression, Anders knew that the saxophone would become a lifetime friend. In 1978 he was admitted to the Royal Academy of Music in Stockholm and two years later was invited to study classical saxophone at the National Conservatory in Bordeaux, France. Anders has performed in Scandinavia, France, West Germany, and the United States.

Having received strictly classical training in Europe, Anders was eager to come to the United States to study jazz, an art form unique to America. In uniting these two musical genres, Anders hopes to contribute to the development of the instrument. Under the sponsorship of the ITT International Fellowship Program, Anders is currently pursuing a master's degree in jazz and commercial music at the Manhattan School of Music, which will qualify him to teach saxophone at the university level. Says Anders, "Music can have an amazingly communicative power. It can make us realize that despite huge cultural differences we are still all one people. I would like to contribute to the use of music as a means to international understanding and world peace."



Professional work experience supplements academic study. Assignments in 1984–85 included internships at the New York City Department of Transportation; the Chase Manhattan Bank in New York; Pillsbury Co. in Minnesota; the Charity Hospital in New Orleans; the U.S. Bureau of Mines in Colorado; and the Mediation Office of the State of Massachusetts.

Making the Most of Energy Resources

One hundred twenty energy professionals from 30 countries completed training in 1984–85 under the Conventional Energy Training Project (CETP), which IIE administers for USAID. CETP participants are working engineers, geoscientists, managers, planners, and other energy professionals from developing countries. IIE arranges training to help them develop their countries' oil, gas, coal, and non-nuclear electric-power resources and their capacity to use existing resources effectively. Since its inception in 1981, CETP has trained more than 600 energy specialists from 45 countries.

"CETP has earned a reputation as a no-nonsense, hands-on, practical training program which requires participants to work 40-hour weeks throughout the period of training," wrote project director Steven Ebbin in the USAID publication *Front Lines*. Each year, about one-third of the participants are enrolled in master's degree programs at universities throughout the United States. The rest are placed in special short-term courses and/or in practical internships with public and private energy-related companies, agencies, and institutions.

IIE has enlisted extensive cooperation from both private industry and public agencies in providing training. Cooperating organizations have included Brookhaven National Laboratories; the Coal Research Center of the University of Illinois; Exxon; Gulf Oil Company; Los Alamos National Laboratories; Pacific Gas & Electric Company; the Tennessee Valley Authority; the U.S. Army Corps of Engineers; and Westinghouse.

A special priority for IIE's CETP staff is to incorporate a developing-country perspective into the U.S. training experience. "This is very hard work, even for people who have worked overseas," according to CETP assistant director Robert Gordon. "We do our very best to make it relevant, to bring it to the right level, and to reflect what these managers have to manage. It's partly a matter of the equipment they have to work with, but also partly a question of management styles and systems—reporting, how decisions are made, who makes the decisions."

Where there are no courses available to meet specific developing-country needs, IIE designs them, working with universities, energy corporations, and

government energy agencies. CETP developed two such courses during the year. One, on energy management and policy, designed in cooperation with the University of Pennsylvania, elicited 40 requests for the 24 places in the course.

At the year's end, IIE was developing a course specifically to address the coal-related needs of the members of the Association of Southeast Asian Nations (ASEAN): the Philippines, Indonesia, Singapore, Thailand, Malaysia, and Brunei. It will enable 24 engineers from these countries to study the uses and impacts of low-rank coal and lignite in industry and power plants and will include practical internships in U.S. plants to look at such processes as chemical testing of coal ash, disposal techniques, and environmental considerations. The four-month course will involve two months in classrooms and two in U.S. plants.

ITT Fellowships: Corporate Commitment

The 12-year-old ITT International Fellowship Program represents this major corporation's long-standing commitment to helping students attain their highest potential through cross-cultural study.

Like its predecessors, the 12th class of ITT Fellows was made up of diverse, gifted, and dedicated men and women. Of the 47 members of the class of 1984–85, 22 were U.S. fellows who studied abroad and 25 were nationals of other countries who studied in the United States. Among them:

- Glaudine Jacoia Mtshali of Soweto, South Africa, a lawyer and physician who studied health administration at the University of Massachusetts with the objective of organizing health care facilities for rural blacks in South Africa.
- Saxophonist Anders Dag Paulsson of Sweden, a medal-winning chamber music player who studied jazz performance and commercial music at New York's Manhattan School of Music to, in his words, "acquire a more profound knowledge of the art form most unique to America—jazz...soul, rock, fusion, swing, etc."
- Journalist Leslie Ann Scism of North Carolina, who went to Sweden to do research for a book about the desertion of American servicemen to Sweden during the Vietnam War. Her research resulted in a cover story in the *Philadelphia Inquirer Magazine*, and she now covers the city beat for the *Philadelphia Daily News*.

By the end of fiscal 1985, 53 nations had participated in the ITT Fellowship Program since its inception, either by accepting U.S. scholars or by sending their scholars to the United States. A total

of 636 graduate students had undertaken study and research programs with ITT support. In the words of Rand V. Araskog, chairman of ITT, "the exchange of creative and talented young people is perhaps the best long-range means to ensure cooperation and harmony among people the world over."

Unesco Fellowships For Academics, Officials

A team of geochemists from China studying nonmarine oil fields and a ministry official from Bangladesh visiting U.S. university science programs were among the 59 men and women for whom IIE arranged short-term Unesco fellowships in 1984-85. IIE also provided support services for 57 Unesco Fellows in graduate-degree programs at U.S. universities.

The Unesco Fellowship Program was established in 1947 to provide developing-country government officials and academics with opportunities to meet professional counterparts in government, research centers, and academia; to participate in intensive short-term training, to conduct research; and to pursue advanced degrees. IIE has administered the program in the United States since its inception. Despite the United States' withdrawal from Unesco, the international agency has maintained its support for the U.S. program. The U.S. Information Agency pays IIE's administrative costs.

Internships Support Human Rights Struggle

Selected from hundreds of applicants, 11 men and women dedicated to protecting and defending human rights interned in leading human rights organizations under the International Human Rights Internship Program. Interns received training in many aspects of human rights work, including legal methods of protection and redress, organizing educational and public awareness campaigns, documentation, and promoting corporate responsibility. Interns from Australia, Brazil, Canada, Malaysia, the Netherlands, Pakistan, the Philippines, Thailand, and the United States gained international perspectives on human rights developments through the program in 1985.

Established in 1976 with Ford Foundation support, the program has been administered by IIE since 1983. In 1985 the Ford Foundation approved additional funding to expand activities in the developing world, and the John D. and Catherine T. MacArthur Foundation made a \$250,000 five-year grant that will enable the program to increase the number of internships over the next several years.

The program annually receives about 50 requests for interns from human rights organizations worldwide. In 1985, organizations receiving interns included, for the first time, ALIRAN, a Malaysian organization dedicated to raising social consciousness toward the evolution of a society where there

is greater justice, equality, and freedom. Other organizations participating were the Lawyers' Committee for International Human Rights, the International League for Human Rights, and Americas Watch in New York City; the Center for Legal and Social Studies in Buenos Aires; the International Commission of Jurists and the International Labour Organization in Geneva; and the International Human Rights Law Group, the Indian Law Resource Center, the Lawyers' Committee for Civil Rights under Law, the Asia Resource Center, and the Washington Office on Latin America, all in Washington, D.C.

Sixty percent of former interns have continued to work in human rights organizations.

Alfred Friendly Press Fellowships

Ten young journalists from nine developing countries worked in newsrooms across the United States for five months in 1985 as the second group of Alfred Friendly Press Fellows. The late Mr. Friendly, former managing editor of *The Washington Post*, established and endowed the program in 1983, with the cooperation and support of participating U.S. news organizations.

Based on the conviction that a strong, free press is essential to the healthy functioning of a democracy, the program is intended both to expose participants to American journalistic values and to develop Third-World capability to gather and disseminate news. Reflecting Mr. Friendly's belief that high professional standards are best learned in newsrooms where they are practiced, intensive on-the-job exposure is at the heart of the Fellows' U.S. experience.

The news organizations receiving Friendly Fellows in 1985 were *Newsday* (Long Island); *Time*; *The Tennessean* (Nashville) and *USA Today*, both Gannett Company publications; *The Baltimore Sun*; *The Albany Times-Union*; *The Oregonian* (Portland); *Science '85* (Washington, D.C.); *The Dallas Morning News*; *The Washington Post*; *The Anniston Star* (Alabama); and *The Philadelphia Inquirer*. The Fellows, all highly regarded working journalists in their 20s and 30s, came from Hong Kong, Singapore, India, Korea, Sierra Leone, Jordan, Malaysia, Nepal, and Brazil.

Register for International Service in Education (RISE)

By the end of fiscal 1985, more than 90 U.S.-based teachers and scholars had undertaken teaching, curriculum-development, and consulting assignments in 18 developing countries through IIE's computer-based Register for International Service in Education (RISE). They included a teacher of English literature at King Faisal University, Saudi



**Jeffrey Beers,
United States**

While still an undergraduate at the Rhode Island School of Design, Jeffrey organized a six-week study tour of Brazil to research the country's architecture and establish contacts with artists and architects in the field. The trip was extremely successful and, intrigued by the architectural styles he encountered, Jeffrey returned to Brazil on an ITT International Fellowship the following year to continue his research. He was most impressed with the ability of the Brazilians to unite art and architecture in their designs, particularly their creative use of glass and concrete that "enables their structures to remain cool, yet light-filled."

Upon returning from Brazil, Jeffrey joined the architectural firm of I. M. Pei and Partners, where he has been involved in several international projects. In his spare time he has completed several architectural projects of his own. Jeffrey is seen here in one of his recently completed projects—a restaurant in lower Manhattan, where he has emphasized the use of glass in his design. The restaurant's light fixtures were all hand-blown by Jeffrey in his glass-working studio at the New York Experimental Glass Workshop, where he also conducts classes.

Arabia; a professor of business economics at the Shanghai Institute of International Economic Management; a teacher of educational psychology at the University of Swaziland; a physical rehabilitation specialist at Kuwait University; and a classicist at the University of Malawi.

RISE matches individuals' qualifications and preferences with overseas assignments. Individuals receive printouts describing jobs that correspond to their specifications, while prospective employers receive printouts listing appropriate applicants' qualifications. During 1985 more than 1,000 assignments of varying durations in 61 countries were registered, principally at universities but also at international secondary schools, development projects, and non-profit organizations.

The program was developed with grants from the Andrew W. Mellon Foundation, the Lilly Endowment, Inc., of Indianapolis, and the Commonwealth Fund. It is currently supported by registrants' fees.

Scientific and Technical Cooperation Services

IIE provided personnel support services to 23 international agricultural research centers, a major health research center, and two development projects in 1985. The Institute also provided purchasing services to nine international agricultural and medical research centers as well as to universities, inter-

national primary and secondary schools, museums, and Ford Foundation projects throughout the developing world.

The agricultural research centers in 20 countries conduct research and training programs to increase the production of developing-country food crops, improve animal production systems, and control livestock diseases. They draw upon a worldwide pool of scientific knowledge. IIE's international personnel services enable the centers to offer international scientific and administrative employees the continuity of coordinated personnel and benefits services: group medical, life, and accident insurance plans; pension programs; and tax reporting. In 1985, IIE provided these services to 1,200 senior technical-cooperation professionals. IIE also assists in recruiting administrative personnel.

IIE purchased equipment and supplies valued at \$4,150,000 for a wide range of nonprofit institutions and projects worldwide. Purchases included substantial quantities of computer hardware and software as well as agricultural machinery, chemicals and pharmaceuticals, books, classroom and office furniture, building materials, and office supplies—the whole spectrum of equipment needed for research and training.



Trainee doing field work at the International Maize and Wheat Improvement Center (CIMMYT) in Mexico.

By David R. Smock

Africa claimed more international attention in 1985 than in any previous year. Unfortunately, this attention focused upon two tragedies—the first being drought and famine and the second the sharpening racial conflict in South Africa. As governmental intransigence became increasingly apparent in South Africa, black anger and international outrage reached new peaks. The call for meaningful black political participation was joined with insistent demands for equal educational opportunities. School boycotts by black students were motivated in part by the refusal of the government to give serious consideration to either the integration of educational institutions or significant improvements in the quality of black education.

Limited educational opportunities for blacks, combined with the increasing need for well-trained black leadership in South Africa, continued to prompt IIE to bring black South African students to U.S. universities under the South African Education Program (SAEP). Eighty-three new SAEP students came in 1985, lifting the total number who have benefited from the program to nearly 400. IIE also launched a parallel program in 1985 for students from Namibia and a program for black South African clergy to spend a postgraduate year at U.S. seminaries.

Beyond the damage imposed by drought, famine in Africa has a complex set of causes. Rapid population growth increases pressure on the land and reduces per capita productivity. Moreover, the burden of debt servicing and the stringency of International Monetary Fund conditions often reduce the available capital for investments in rural development. IIE is helping to address two other problems. The first is the need to improve education, not only for farmers but also for agricultural administrators and researchers. Second, the dramatic advances in agricultural research that generated the Green Revolution in much of Asia and Latin America are usually not directly transferable to Africa. Sophisticated agricultural research in Africa has a much shorter history than in Asia and Latin America, but several International Agricultural Research Centers are now planted on African soil, and centers located elsewhere are establishing outreach programs in Africa. These centers, including IITA (International Institute of Tropical Agriculture) in Nigeria, ILCA (International Livestock Center for Africa) in Ethiopia,

David Smock was IIE's vice-president for Program Development and Research from 1981 to 1986 and headed its South African Education Program. He represented the Ford Foundation in Africa for many years. He is now executive associate to the president of the United Church of Christ.



South African Education Program Conference, Columbia, Maryland, December 1985.

ILRAD (International Laboratory for Research on Animal Diseases) and ICRAF (International Center for Research in Agroforestry) in Kenya, and WARDA (West African Rice Development Association) in Liberia, all receive personnel support services from IIE.

The rate of population growth in recent years has been 2.9 percent in Africa, compared to 2.6 percent in Latin America and 2.1 percent in Asia. While these differences appear small, their impact on food requirements is alarming. Because of the inability of African farmers to keep pace with expanded demand, over a recent ten-year period the average annual increase in food imports for African nations reached the unsustainable level of 8.4 percent. Recent research indicates that even in countries that have not suffered from serious drought, nutritional levels, particularly for children, are deteriorating.

The International Agricultural Research Centers, along with their national counterparts, can claim credit for dramatic improvements in productivity and disease control for such crops as cassava and cowpeas. But solutions to the many puzzles posed by Africa's soils, along with the many other unknowns of African agriculture, continue to command the urgent attention of these centers, and IIE will continue to provide the administrative services that these centers require. To complement the work of the centers, IIE also administers Ford Foundation-funded training programs focused on rural poverty.

**Lovemore
Mandinyenya,
Zimbabwe**

Lovemore Mandinyenya's interest in pharmacology was kindled when, after completing three years at a polytechnic institute in England, he went to work in a clinical pharmacology laboratory in Harare, Zimbabwe, his hometown.

Determined to build on the knowledge he acquired in the laboratory, Lovemore applied and was accepted to study pharmacy under the Zimbabwe Manpower Development (ZIMMAN) project, which IIE administers for USAID. He is now in his fourth year at Long Island University, where he will receive his bachelor of science degree in January 1987. He then plans to return to Zimbabwe to work in one of the government's rural hospitals.

Lovemore plans to proceed with graduate work in pharmacology, specializing in the use of plants for medicinal purposes. An enthusiast in the practice of traditional African medicines, he supports the integration of native African and Western pharmaceutical practices. Says Mr. Mandinyenya, "I strongly feel that the importance of traditional healers should not be neglected and that they can play a valuable role in Zimbabwe's health care system."



in Africa, as well as a project intended to boost agricultural and livestock productivity in Somalia.

Education and human-resource development have been identified by Africans as key components of Africa's liberation and development. Impressive advances can be cited, reflecting an average annual rate of growth of educational enrollments of over six percent, the highest for any world region. Over the past 25 years, the proportion of primary-aged children in school has more than doubled, and the proportion in secondary schools has more than quadrupled. Comparable increases will probably occur over the next 25 years. These advances dramatically expand the need for teachers. The Economic Commission for Africa has projected that by 2008 Africa will have 250 million young people in school and will require seven million teachers, more than twice the number now available.

IIE plays an increasingly important role in developing highly skilled personnel for Africa. Most of the training takes place in local universities, and IIE's Register for International Service in Education (RISE) assists 38 African universities in recruiting faculty. More African universities have become RISE clients than have universities in other parts of the world. As was true for most African countries at the time of gaining independence, the liberation of Zimbabwe has presented a range of challenges and opportunities that require more highly trained people than were available at the time of independence. As a consequence, IIE administers a large USAID-funded training project for Zimbabwe to assist that new nation in making up for lost time by preparing Africans to fill vacancies at the University of Zimbabwe and other key institutions.

The Fulbright Program in Africa devotes most of its grants to the African Junior Staff Development Program to provide advanced training for younger faculty members of African universities. IIE also administers Ford Foundation-funded university-development projects in Ethiopia, Tanzania, Uganda, and Kenya. Through administering Unesco training grants in the United States for African teachers and other specialists, and through organizing training programs for African public servants under the Hubert H. Humphrey North-South Fellowship Program, IIE contributes not only to the strengthening of educational institutions but also to the public service in general.

In an era in which declining numbers of African students attend U.S. universities, IIE is serving increasing numbers of African students in the United States. The growing number of Africans benefiting directly from IIE-administered projects, now totaling 800, constitutes a healthy countertrend to the overall decline. ■

South African Education Program (SAEP) Strengthens Black Leadership

The experience has made a completely different person out of me. I am no longer afraid to converse with other people (especially whites), and I am confident that I will be able to hold my own in the future. In the United States I was treated as an equal, my opinion was respected, and for the first time I felt that I was not being treated as a second-class citizen.

These are the words of one of the almost 400 black South Africans—including Africans, Indians, and Coloureds—who have studied in the United States under IIE's South African Education Program since it was established in 1979. It exemplifies one of the primary purposes of the program: to stimulate self-confidence, maturity, and leadership qualities among gifted black South Africans who, upon their return home to South Africa, will benefit the black community more broadly.

IIE, with the support of concerned U.S. organizations, established the SAEP program to compensate in some measure for the lack of educational opportunities for blacks in South Africa and the poor quality of educational programs open to them. Since 1983, the U.S. Agency for International Development has been the program's largest single donor of funds. USAID support is roughly matched in value by scholarships from colleges and universities and contributions from 60 U.S.-based multinational corporations, the Ford Foundation, the Carnegie Corporation, and the Rockefeller Foundation.

During its sixth year the program focused increasingly on exploring and developing career opportunities in South Africa. Well over 100 SAEP students have completed their programs, virtually all of them have returned to South Africa and obtained positions there. The largest number are employed as university professors or in U.S. corporations.

In 1985 the students themselves took an active role in planning the program's orientation at Denison University. One second-year SAEP student developed workshops to orient newcomers to U.S. life, with suggestions on how to budget, study, and take advantage of the opportunities the United States has to offer the South African student.

Policy guidance comes from the National Council of the South African Education Program, chaired by Harvard University president Derek Bok. The liaison organization in South Africa is the Educational Opportunities Council, a predominantly black multi-racial group. Its executive director is Dr. Mokgethi Motlhabi; its chairman is Bishop Desmond Tutu.

During the year, Dr. Florence Ladd, former dean of students at Wellesley College, conducted an evaluation of the consequences of participation in SAEP.

She surveyed some 290 men and women who had studied in U.S. universities under the program between 1979 and 1985, including both alumni who had returned to South Africa and students still in U.S. colleges and universities. Among her findings:

- The South African students were adequately equipped for U.S. study, and their U.S. experience increased their knowledge base significantly
- Psychological benefits included increased self-confidence and diminished inhibitions about working with whites in egalitarian relationships
- Most alumni found positions in South Africa commensurate with their training and career goals
- Alumni returned to their families and townships expecting to be fully engaged in the social issues that surrounded them

As one participant, responding to a survey question about how valuable she thought her U.S. experience would be in her career, put it: "My U.S. education will be invaluable, not only to me but to my students, other women, and everybody in South Africa."

Fulbright Fellowships: Strengthening Educational Resources

Responding to Africa's expanding need for well-qualified university faculty, predoctoral Fulbright Fellowships awarded in 23 African countries since 1982-83 have gone to younger university faculty and staff under the African Junior Staff Development Program.

Seventy African faculty members began their U.S. studies in 1984, while 64 new grants were awarded for 1985-86. The sponsoring U.S. Information Agency provided special funding for English language training for ten grantees from Francophone Africa. Participating countries were Burkina Faso, Burundi, Botswana, Cameroon, Congo, Ethiopia, Ghana, Guinea, Ivory Coast, Kenya, Lesotho, Madagascar, Malawi, Nigeria, Niger, Rwanda, Senegal, Sierra Leone, Somalia, Swaziland, Tanzania, Togo, Uganda, Zaire, Zambia, and Zimbabwe. In addition, Liberia and South Africa have their own Fulbright programs.

One grantee, Lillian Ephraim Paul Temu of the University of Dar es Salaam, Tanzania, is doing master's degree research on the writers of the 1919-1930 U.S. Harlem Renaissance at the State University of New York at Buffalo. An assistant lecturer in her home university's literature department, she is preparing to teach specialized courses on Afro-

American literature. Another grantee, from Somali National University, is studying food science and technology at Cornell University and plans to return to help his country reduce serious crop and dairy-product losses due to poor handling and preservation.

In addition to the Junior Faculty program, the University of Zambia sponsored its own staff development program, administered through the Fulbright Program. Eighteen junior faculty members of the university were enrolled in U.S. institutions under IIE supervision during the year.

The new USIA Teacher-Text-Technology program is designed to strengthen secondary and teacher education. The initial participating countries are Liberia, Togo, Tanzania, Rwanda, and Malawi. The first grantees are four Togolese students, who began master's degree studies in Teaching English as a Foreign Language at Arizona State University, and two Rwandans who began postbaccalaureate studies at Eastern Washington University, after which they will join their Togolese colleagues at Arizona State.

Africa's public health needs, unique wildlife resources, and political and economic development were the focus of most of the study and research projects 22 U.S. Fulbright Fellows undertook in Africa in 1984-85. One fellow, for example, studied the impact of water delivery systems in Togo and their relation to infectious diseases, especially diarrhea and ganay worm. Another conducted genetic and behavioral research on red-tailed monkeys in Uganda. A third investigated the economic impacts of Morocco's fishing industry. And a fourth studied at the University of Botswana, exploring the relation between regime legitimacy and broadcast credibility.

One Fulbright Fellow, industrial designer Ricardo Gomez of the University of California at Los Angeles, earned international recognition for his work in Kenya, where he designed mobile health care appliances that can be made in developing countries with local materials and skills and carried into the bush.

Hubert H. Humphrey North-South Fellowships

More than one-third of the 1984-85 class of Humphrey Fellows were from Africa—52 out of 133. They came from 24 countries and represented virtually every field important to Africa's development. They included the chief of agricultural research of Cameroon's Ministry of Higher Education and Scientific Research, the deputy news director of Gabonese Radio and Television, the deputy permanent secretary of Lesotho's Ministry of Information and

Broadcasting; the head of mother and child care services of Madagascar's Ministry of Health; and the senior research officer of the Bank of Sierra Leone.

Zimbabwe Project Targets Key Development Fields

For many participants in USAID's five-year Zimbabwe Manpower Development (ZIMMAN) project, preparation for returning to Zimbabwe's job market became an imminent concern toward the end of 1985, the program's third year. Developed shortly after Zimbabwe's independence, ZIMMAN focuses on fields most likely to improve the quality of life of the average Zimbabwean: small-farm agriculture, primary and secondary education, health care, technology, and management. IIE has provided administrative services for the program since its inception.

IIE arranged short-term training at U.S. sites ranging from livestock feedlots at the University of Maryland to leprosy research programs in Hawaii, Georgia, and Louisiana, as well as visits to education programs in Africa and Asia in such fields as physiotherapy, nonformal and adult education, university examination systems, and training for air traffic controllers.

At the year's end, Zimbabwe's Ministry of Labour, Manpower Planning, and Social Welfare was working with IIE to assess training needs and develop training plans for the remainder of the project. A special subcommittee was formed to explore major needs for private-sector training.



Outcry II (1981) by former Fulbright Fellow Ashley Ward of South Africa, part of an exhibit entitled *Outcry: A Struggle Against Apartheid* at the African-American Institute June 6–October 30, 1985. (Photograph by Peter Harris.)

IIE also arranges U.S. and third-country training for participants in USAID's Basic Education and Skills Training (BEST) project, Zimbabwe Agricultural Sector Assistance (ZASA) project, and the Child Spacing and Fertility (CSFA) project. Two hundred and three Zimbabweans took part in the four programs under IIE administration in 1985.

Ford Foundation Program Strengthens Universities

IIE administered a number of programs sponsored by the Ford Foundation to strengthen the qualifications of the faculty and potential faculty of universities and research centers. They included the East Africa International Affairs program, the South African Staff Development program for the faculty of black universities in South Africa, the East Africa Social Sciences and the West Africa Rural Poverty programs, the University of Nairobi International Economics program, and two programs for the faculty of Addis Ababa University, one of which provided advanced degree training abroad for its women staff members.

In Brief . . .

Agriculture. IIE provided personnel support and/or purchasing services to the International Institute for Tropical Agriculture (IITA) in Nigeria; the International Livestock Center for Africa (ILCA) in Ethiopia; the International Laboratory for Research on Animal Diseases (ILRAD) and the International Center for Research in AgroForestry (ICRAF) in Kenya; and the West Africa Rice Development Association (WARDA) in Liberia. For the Government of Somalia, IIE arranged U.S. academic training for participants in the Agricultural Extension and Farm Management Project, funded by International Development Association credits.

Energy. Under the USAID-sponsored Conventional Energy Training Project, IIE arranged U.S. training in 1984–85 for 34 energy professionals from Egypt, Ivory Coast, Kenya, Liberia, Mali, Morocco, Seychelles, Somalia, Sudan, Tunisia, and Tanzania.

Guinea: Corporate Programs. Since 1981, four Guineans a year have come to the United States for master's degree study under this program funded by Halco (Mining) Inc. of Pittsburgh. For another program sponsored by the Compagnie des Bauxites de Guinée, IIE identifies appropriate U.S. training programs for employees of this bauxite-mining company and arranges for their admission.

International Visitors. Twenty-four teachers of English from French- and Portuguese-speaking African countries were among the 71 visitors from Africa who came to the United States in 1984–85 under the USIA-sponsored International Visitor Program.



by Jay Henderson
Director
IIE Southeast Asia

For the past 20 years, IIE has had offices in Asia in addition to worldwide programs involving Asians. The year 1985 saw our physical presence in the region expand even further by virtue of IIE's new office in Guangzhou (Canton), China, opened in October at the invitation of, and with partial funding from, the Chinese government. The China opening is an example of how IIE's long years in Asia have positioned us to make small but essential contributions to the region's continued pattern of astonishing economic growth.

After nearly a century of unbroken upheaval, much of Asia is enjoying an era of peace and pragmatism. Regional hostilities are at an all time low. Across the continent, there is a trend toward greater and greater reliance on appropriate forms of international education and West-to-East knowledge transfer, as the peoples of Asia struggle to fill specific needs.

Very few figures sum up the situation as concisely as the fact that 42 percent of all the foreign

Mr. Henderson, a former associate editor of The Asia Mail, heads IIE's offices in Hong Kong and Bangkok.



IIE Board Chairman Charles H. Percy and Vice-Governor Wang Pinshan of Guangdong Province at the opening of the IIE/Guangdong American Study Information Center in Guangzhou (Canton), China.

students in the United States in 1985 were from Asia: more than 140,000, compared with but 60,000 only a decade earlier. Taiwan now sends more students to the United States than any other country or region in the world does. Right behind Taiwan is Malaysia, whose student population in the United States has quadrupled in the last five years, from 5,000 in 1980 to the current 21,700.

Hong Kong, with a population one-fourth the size of Taiwan's, sends twice as many students per capita, more than any other country, meaning that one out of every 550 Hong Kong citizens was enrolled in a university or college in the United States in 1985. Looming on the horizon is the People's Republic of China, with the largest potential reservoir of international students, an increasingly supportive international education policy, and 1985's highest percentage increase among all countries sending students to the United States.

It is important to note that the surge of Asian interest in U.S. higher education is strikingly different today from the post-World War II surge that saw so many Asian nations looking overseas for sources of strength. Asians of today are under no illusions that we in the Western world have all the answers; nor are they anxious to blend our cultural heritage with theirs. As the distinctly diverse nations of East, South, and Southeast Asia evolve politically as well as economically, it is clear that these are genuinely independent nations with agendas of their own. Increasingly, Western know-how is recognized as necessary but insufficient on its own.

IIE has always been sensitive to the nationalistic and human sides of development. We have found from experience that the most effective way to be of service, not only in Asia but all around the world, is to be as responsive as possible to the needs expressed to us by policymakers and program administrators in the developing world.

IIE has experienced a steady increase in management of Asian agricultural development programs in recent years. In 1985, for example, IIE responded successfully to a request for administrative assistance from Sri Lanka, which, approaching the point of being self-sufficient in rice, wished to receive training in crop diversification techniques.

IIE is increasingly well known in Asia. Staff members of ministries of education, state planning agencies, principal universities, and research institutes know our representatives well. Our long presence in the region is proving effective in keeping us on the edge of America's international education relations with the world's fastest-developing continent. As the peoples of Asia continue to shape their own social, political, and economic institutions and policies, IIE will endeavor to remain sensitive to their preferences and available to play a useful role in stimulating Asian development and in meeting basic human needs. ■



Wang Jian-Ye,
People's Republic
Of China

Due to China's Cultural Revolution, which began in 1966, Wang Jian-Ye had to postpone higher education. After graduating from high school in 1971, he was assigned to work at a communications equipment factory in his native Guangzhou (Canton), where he became deputy director of a workshop in 1977. Shortly after his promotion, Guangdong's economy began to change. The state was no longer buying everything the factory produced. "We had to locate a market for our products and the technology to upgrade them," says Jian-Ye, "so we initiated contacts with Hong Kong." It was this initial exposure to foreign trade that inspired Jian-Ye to pursue serious study of international economics.

Jian-Ye entered Peking University in 1979 and, after receiving his bachelor's degree in 1983, was selected by the Chinese Ministry of Education for study abroad. In 1984 he was awarded a Fulbright Fellowship for study at Columbia University, where he is specializing in international trade and finance, economic growth and development, and macroeconomics. After he completes his program at Columbia, Jian-Ye plans to return to Peking University to teach economics.

Photograph by
Christina Thomson.

**By Norman Goodman
Representative
IIE/Jakarta**

The challenge of Asia for IIE is to respond to the great diversity of demands the countries of Asia put on education to help them achieve their national development objectives. The countries of Asia are moving in all directions to bring stability, security, and prosperity to the peoples of the region. All are striving to establish their own identities, master their own destinies, and participate in the international community with respect and influence.

In some countries the priorities remain producing enough food, combating disease, controlling population growth, and raising the general standard of living from meager subsistence to a semblance of affluence. Some of these countries are also struggling with the exigencies of political turmoil and the unpredictable calamities of nature.

Other nations, like Indonesia, blessed with natural resources and stable political environments, are exploiting their advantages to propel their countries into modernized, urban, industrialized states. Still others, like Malaysia, are enjoying surging economies and have already succeeded in organizing their natural and human resources to create relatively affluent, self-sustaining societies.

All the countries of Asia have given education a central role in their strategies for national development. Education is called on to perform a myriad of tasks. At all levels it is expected to mold the human resources necessary to achieve the grander social and economic plans. It is viewed as the major vehicle for introducing new agricultural techniques, promoting knowledge and understanding of family planning, and spreading information on health. It is expected to create the technical expertise to work the sophisticated technology of modern industry and to develop entrepreneurs who will establish new enterprises to employ the rapidly growing, youthful populations of Asia.

Education is called on to prepare nationals to take over the roles of foreign technical experts in programs called Indonesianization or Malaysianization. Education is also held responsible for training the public administrators and business managers who direct the development of these nations. And the list goes on.

The emphasis Asian countries place on education to serve these functions is evidenced by the allocation of government resources and the willingness to borrow from both bilateral and multilateral resources, even among the more affluent Asian countries.

In spite of the demands put on local education, and the resources invested in it, the countries of

Before joining IIE in 1983, Dr. Goodman developed international programs for Southern Illinois University.



Kim Chang-hoe of Korea, a reporter for a Seoul English-language news service, prepares for an assignment with *The Baltimore Sun* as an Alfred Friendly Press Fellow.

Asia are not yet able to rely on their own education resources to meet all their needs, nor are they likely to be in the foreseeable future. Consequently, from Pakistan to the Philippines and from Sri Lanka to Bangladesh, the governments have looked overseas for educational opportunities and technical assistance.

Repeatedly, IIE has risen to the challenges of Asia, identifying and marshalling the appropriate educational resources to meet requests for assistance from both public and private sponsors. Whether it is a matter of finding scarce U.S. accounting professors for two-year positions with Indonesian universities or designing and implementing a training program for some 200 people in a USAID-funded agriculture project in Sri Lanka, IIE is there. ■

Counseling and Testing

China: Since nearly half of all the foreign students in the United States come from Asia, IIE provides a vital service there by disseminating information about U.S. universities. IIE's reputation in Asia for providing student counseling led to the invitation from the People's Republic of China to establish an office in that country.

On October 30, 1985, IIE officially opened an office in Guangzhou (Canton), Guangdong Province, China, to provide counseling services and reference materials to Chinese students and faculty seeking study and training opportunities in the United

States. The office is cosponsored by the Guangdong Provincial Consultative Center for Human Resource Development, reflecting China's new policy of encouraging students and faculty to advance their education at U.S. colleges and universities. On the U.S. side, funding is being provided by the Henry Luce Foundation, the Trustees of Lingnan University, and the United Board for Christian Higher Education in Asia.

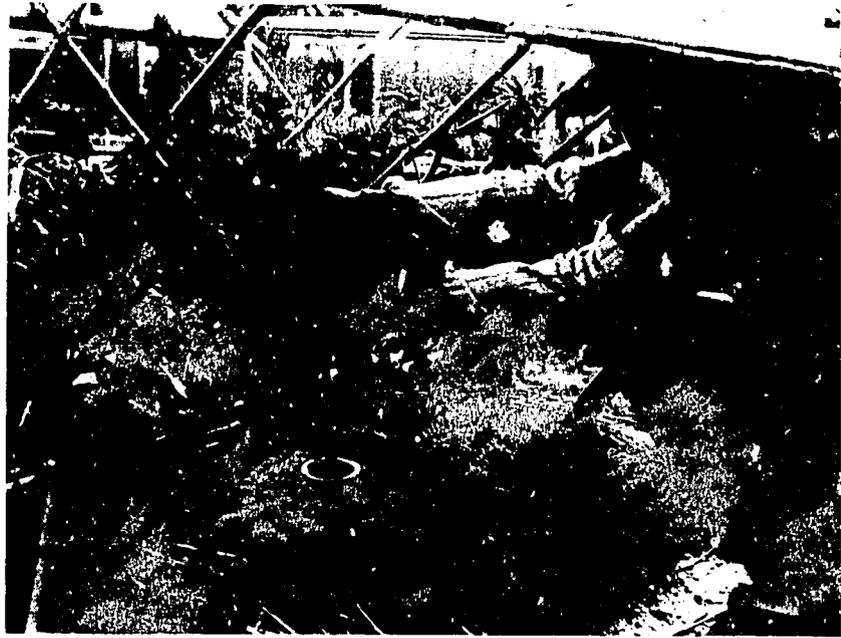
IIE/Guangdong's library contains catalogs of U.S. colleges and universities, as well as information on fields of study and sources of financial aid. A Chinese staff assists in providing counseling and orientation programs. Knowledgeable observers predict that the office will serve nearly 100,000 Chinese students annually.

Hong Kong: More than 30,000 visitors a year—most of them determined young students seeking to open the doors to U.S. study opportunities—use IIE/Hong Kong's library and counseling services. The library contains 5,000 college catalogs, representing more than 2,000 institutions, and offers a variety of personal and computerized counseling services. In addition, the staff conducts an outreach program that disseminates information about U.S. education to Hong Kong's 450 secondary schools and ten institutions of higher education. These services are supported primarily by the U.S. Information Agency.

Thailand: IIE's information library on U.S. higher education every day receives more than 100 visitors in search of free, unbiased, and professional information on accredited colleges and universities in the United States.

In 1985 IIE's office in Thailand helped to found the Coalition of Nonprofit Education Advisory Services in cooperation with the local USIA post, the Thai government's civil service commission, and the Bangkok Bank, the largest bank in Southeast Asia. The coalition's purpose is to extend nonprofit counseling services to Thais in large urban areas who may be unaware that there is never any need to pay for this information in Thailand, as well as to students in rural areas that are currently underserved.

Indonesia: Indonesia draws extensively on U.S. education resources to strengthen its own education system and train its professionals in managerial, scientific, and technical disciplines. Administering Educational Testing Service tests for admission to colleges and universities, therefore, is one of the principal activities of IIE's Jakarta office.



A researcher tests practices to reduce nematode damage at the Asian Vegetable Research and Development Center (AVRDC) in Taiwan, one of the agricultural research centers for which IIE provides services.

In 1985 IIE arranged for 6,800 tests. Some 5,500 were the Test of English as a Foreign Language (TOEFL), required of applicants who are not native speakers of English. Other tests included the Graduate Record Examination (GRE), the Scholastic Aptitude Test (SAT), the Secondary School Aptitude Test (SSAT), and the Graduate Management Aptitude Test (GMAT).

Having an office in Jakarta enables IIE to provide expertise as needed. The Indonesian government, for example, chose IIE representative Norman Goodman to be a consultant in the design of several World Bank-funded development projects involving overseas training to upgrade staff at six Indonesian government research centers.

Fulbright: Emphasis On Faculty Development

In several key Asian countries, the binational Fulbright Program placed special emphasis on university faculty development in 1985. Indonesia, for example, concentrated on using Fulbright fellowships to strengthen the qualifications of the faculty members of its newer, smaller, more rural universities. With 55 Fellows, 28 new and 27 renewals, Indonesia had the largest number of fully funded Fulbright grantees. (Japan had the largest number—115—but in keeping with the Japan Fulbright Commission's policy, most Japanese Fellows had supplementary funding from other sources.)

Because Asian Fulbright Fellows tend to be mid-career professionals, university professors, and government ministry staff members, they are older than the average Fulbright grantee, and most have jobs to go back to in their home countries. In the field of international relations, they are often able to complete master's degree programs in one year because of their professional experience. The first Fulbright grantee from Brunei, for example, selected in 1985, is enrolled in a one-year midcareer master's degree program at the School of Advanced International Studies at Johns Hopkins University, as are two Burmese from their country's Ministry of Foreign Affairs. Two midcareer grantees from Singapore are in a one-year master's program at the Fletcher School of Law and Diplomacy at Tufts University.

India chose to concentrate its 1985 Fulbright fellowships on communications technology. Six Indian grantees, all in the field of television, undertook a one-semester program at Boston University followed by internships with an educational television station. Nepal devoted five of its ten Fulbright grants to studies related to the environment, a crucial concern for Nepal's fragile ecology. China awarded 12 fellowships last year, all in American studies, business, and economics.

China: International Relations Studies

Revived Chinese interest in international relations studies led to the creation of the Committee on International Relations Studies with the People's Republic of China (CIRSPRC). Its purpose is to arrange U.S. study and visiting-scholar opportunities for Chinese scholars, research and lecturing opportunities in China for U.S. scholars, and collaborative research opportunities for both. The Ford Foundation, the Rockefeller Foundation, and the Rockefeller Brothers Fund provided financial support for an initial three-year period.

In its first year, CIRSPRC concentrated on placing Chinese students and scholars at U.S. universities in time to begin graduate studies or research in international relations by the fall of 1985. Eleven grantees are now in graduate-degree programs at Harvard, Yale, Stanford, the University of Chicago, the Fletcher School of Law and Diplomacy of Tufts University, the School of Advanced International Studies of Johns Hopkins University, and the University of Michigan. Seven midcareer visiting scholars are pursuing research in collaboration with U.S. colleagues for periods ranging from six months to one



I. Rajeswary of Malaysia, a senior reporter for *The Star*, Kuala Lumpur, on assignment as an Alfred Friendly Press Fellow in the newsroom of *The Washington Post*.

year, and an eighth has completed a three-month study tour of Soviet foreign policy programs in the United States.

After discussion with relevant PRC institutions, the committee expects to provide travel grants for two or three U.S. scholars invited to China to lecture on international relations topics.

In December 1985, the committee, in cooperation with the National Committee on U.S.-China Relations, sponsored a three-week visit of a small delegation from the Institute of Contemporary International Relations, a large and important center of foreign affairs analysis in Beijing.

Sri Lanka: Diversified Agriculture Development

As 1985 drew to a close, IIE/Indonesia representative Norman Goodman was in Kandy, Sri Lanka, working with Sri Lankan officials on a plan to train Sri Lankan agriculturalists in universities and research centers in India, Malaysia, the Philippines, and the United States. Their efforts were on behalf of USAID's Diversified Agriculture Research Project, designed to expand and diversify Sri Lankan agriculture from its historic concentration on rice and tea. IIE will administer the training portion of this technical-assistance project as a subcontractor of Development Alternatives Inc., a private Washington-based organization.

During the year, IIE continued to administer a World Bank-funded program under which Sri Lankan agriculturalists earn U.S. master's degrees, completed a USAID program enabling Sri Lankan agricultural research officers to study rice research in the United States, and provided personnel-support services to the International Institute for Irrigation Management (IIMI).

Oil Companies: Training, Scholarships

Oil revenues are responsible for much economic development in Asia, and the industry requires both skilled employees and cooperative host-country relationships. For many years IIE has administered training programs for multinational oil companies operating in Asia. They meet a range of needs: employee training, scholarships for employees' children, and fellowships to train host-country nationals either in industry-related fields or in fields related to country-development priorities, such as population or public health. Among corporate sponsors in 1985 were:

P.T. Caltex Pacific Indonesia, which provided master's degree training for seven university lecturers in agronomy, poultry science, geology, geophysics, mechanical engineering, and teaching English as a second language (TESL); advanced training for four company employees in accounting, civil engineering, geology, and TESL; and advanced training in computer science and electrical engineering for two children of employees;

Union Oil Company of Indonesia, which offered advanced training for company employees and/or bachelor's degree study for their children in petroleum engineering and geophysics;

Mobil Oil Indonesia Inc., which provided bachelor's degree training for 14 employees in petroleum engineering, business, engineering technology, and industrial relations.

In Brief . . .

Agriculture, Forestry, Fisheries. IIE provided personnel support and purchasing services for the Asian Vegetable Research and Development Center (AVRDC) in Taiwan; the International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) in India; the International Rice Research Institute (IRRI) and the International Center for Living Aquatic Research and Management (ICLARM) in the Philippines; and the International Institute for Irrigation Management (IIMI) in Sri Lanka. IIE also provided purchasing services for the Bangladesh Agricultural Research Institute, the Bangladesh Agricultural University, and the Ministry of Agriculture and Forests Division.

Energy. Fifty-two energy professionals from nine Asian countries received U.S. training in energy-related fields under the Conventional Energy Training Program that IIE manages for USAID. Participants came from Bangladesh, Burma, India, Indonesia, Jordan, Nepal, Pakistan, the Philippines, Sri Lanka, and Thailand.

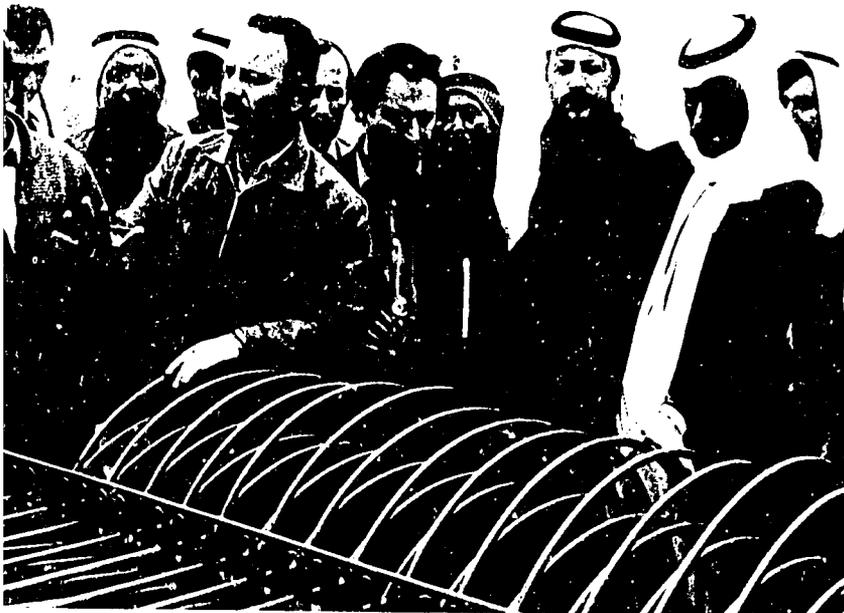
International Visitor Program. Almost 250 visitors from Asia came to the United States for 30-day study-visits under this USIA program. They included student leaders from Bangladesh, India, and Nepal; archivists from China; university administrators from China's Sichuan University; Korean art critics; and educators from Japan studying U.S. educational reform.

Hubert H. Humphrey Fellowships. Thirty-two Fellows from 13 Asian countries studied at U.S. universities and gained practical U.S. work experience as participants in the Hubert H. Humphrey North-South Fellowship Program in 1985. Among them were the director of general affairs for Korea's Ministry of Labor, the assistant director of the industry and utility staff of the Philippines National Economic and Development Authority, and the chief of the loan policy section of Nepal's Agricultural Development Bank.

Medical Research. IIE provided purchasing services for the International Center for Diarrhoeal Disease Research in Dhaka, Bangladesh.

The Middle East

The Asian continent includes a number of countries that are part of that complex region known as the Middle East. While the media focus on its military and ideological conflicts, behind the headlines leaders, teachers, and scholars in many fields are working to explore new intellectual and technical resources and to integrate modern aspirations with traditional values. Several of the major programs IIE administers enable students and scholars from the Middle East and the United States to share perspectives.



Demonstration of lentil harvest at ICARDA in Syria.

International Visitor Program. Students from Bahrain, Jordan, Lebanon, and Yemen were among 20 student leaders from the Middle East and North Africa who participated in a month-long U.S. program sponsored by the U.S. Information Agency. IIE arranged for them to meet with U.S. academics and officials, as well as with successful Arab-American immigrants. They met academic, government, and industry leaders in New York, Michigan, Texas, Florida, Iowa, and California, and they attended the national convention of the Arab American Anti-Discrimination League in Detroit.

Fulbright Fellowship Program. Among the U.S. Fulbright Fellows in the region in 1984-85 was one who went to Israel to study astronomy at Hebrew University to aid him in his studies of ancient Mesopotamian texts which include a Babylonian map of the world and a creation myth. He was one of 11 Fellows selected to study and conduct

research in Israel, Jordan, and Syria. Two of them received Israeli Government awards; four received Syrian Government/Fulbright grants.

Agricultural Research. IIE provided personnel-support and purchasing services to the International Center for Agricultural Research in the Dry Areas (ICARDA) in Syria.

Humphrey Fellowship Program. Midcareer professionals from Israel, Lebanon, and Syria participated in the Hubert H. Humphrey North-South Fellowship Program in 1984-85. They included a spokeswoman for the Hadassah Medical Organization, a clinical instructor on the faculty of nursing of Jordan University, a researcher for the Lebanese Council for Scientific Research, and the head of a regional extension service for Syria's Ministry of Agriculture and Agricultural Reform.

RISE. Academic institutions in Bahrain, Cyprus, Israel, Jordan, Kuwait, Lebanon, Saudi Arabia, Turkey, and Yemen registered a total of 222 assignments with IIE's Register for International Service in Education (RISE), a computer-based referral service matching faculty qualifications with academic positions overseas. Fourteen U.S.-based academics undertook assignments during the year in Israel, Jordan, Kuwait, Saudi Arabia, and Turkey.

Wrote one scholar who took an assignment in Lebanon:

Living in Beirut has taught me the urgent need for international understanding and cooperation, which I believe can come about through international educational exchange (rather than international military exchange). As long as I'm among the living, I need something to do. Here I feel a sense of doing something when I enter a classroom full of students, knowing they have risked their lives to come to class and that their education is now their only hope for the future.

At ICARDA, gathering wheat stubble for use as sheep feed.



By Richard W. Dye
Vice-President

Exchange Programs and Educational Services

When it was created in the aftermath of the first world war, the Institute adopted two primary goals: to help build greater bonds of understanding between the United States and other countries and to educate U.S. people toward a better comprehension of the world and the requirements of international leadership. In both cases, the initial focus was on Europe.

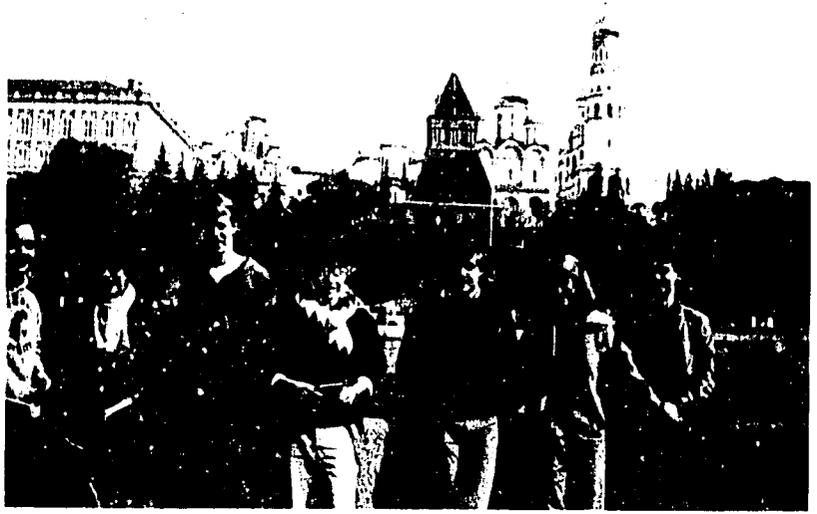
In 1920 IIE launched a program to bring European scholars to the United States to lecture before international clubs and campus organizations. The following year it initiated an exchange of teachers between U.S. colleges and European schools and universities. It organized its first reciprocal student exchange in 1922; programs to send U.S. students to Europe for summer language study followed in 1923. IIE's long tradition of assistance to refugee students and scholars began in the 1920s with assistance to stranded Russian students after the Russian Revolution, providing practical experience for later programs for German academic refugees in the 1930s and Hungarians in the late 1950s.

To this day, European programs play a major role at the Institute. IIE's single largest activity, the Fulbright student programs, remains strongly Europe oriented. Between 1949 and 1983, 80 percent of U.S. Fulbright students went to Western Europe for university study, while over 50 percent of Fulbright students in the United States came from the same region. Almost half of the prestigious ITT International Fellowships—332 out of 636 over the first 12 years of the program—have been awarded for exchanges with Europe. The majority of the Institute's privately assisted or endowed educational and cultural programs relate to Europe in one way or another.

The rationale for maintaining a high level of educational and cultural exchanges with Europe is as strong as it was when IIE launched its pioneer programs in the 1920s and 1930s, or stronger. The Institute's original agenda remains valid today.

Building fully meaningful and enduring ties among the nations of the Atlantic Community, for example, remains an important and unfinished task. As periodic surges of anti-American feeling in Europe demonstrate, international understanding, even among nations with a closely shared heritage,

Mr. Dye is responsible for most of the programs IIE administers involving exchanges with Europe.



ITT Fellows attending the annual ITT Student Symposium in Moscow, May 1985.

cannot be taken for granted. New links must be forged among each succeeding generation. The shared memories of two tragic world wars that motivated earlier generations have by now largely faded. The young on both sides of the Atlantic have only dim visions of the kind of world their parents had in mind when they created such postwar institutions as the United Nations, the North Atlantic Treaty Organization, and the European Economic Community. They need a new and firmer grounding than they currently possess in their common history and destiny.

Also, new issues and challenges have arisen that require new networks of contacts and exchanges of information and views. Recent programs like President Reagan's Youth Exchange Initiative, exchanges of parliamentarians and young professionals with the Federal Republic of Germany, and special summer institutes on U.S. political and economic institutions are attempting to respond to the needs of this new generation. Others are needed.

Another strong and persistent theme in U.S.-European exchanges is the transfer of scientific and technical knowledge. In 1984-85, over 33,000 European students were counted in IIE's annual foreign-student census. In recent years Europeans have tended to come to the United States primarily for advanced study in the basic sciences, engineering, management, computer science, and medicine. U.S. students going to Europe have in turn been predominantly interested in the social sciences, humanities, and languages. This is international exchange at its best and a clear indication of the continued value of exchanges, not only to the participants but also to the societies to which they return.



Hester Minnema, The Netherlands

Hester's concern for human rights led to her involvement with Amnesty International while she was a law student at the University of Amsterdam. Beginning in 1979, she worked primarily in the Refugee Department, writing articles and preparing background information for Amnesty International projects. After she received her law degree in 1984, Hester came to the United States as a participant in IIE's International Human Rights Internship Program, serving as an intern at the Lawyer's Committee for International Human Rights in New York City. Hester has investigated human rights conditions in Honduras, the Philippines, Cambodia, and El Salvador and has monitored the progress of aliens seeking asylum in the United States and other countries. She also interviews refugees to determine their reasons for seeking asylum. Hester (center) is seen here in New York visiting a family from Afghanistan that had been forced to flee the country.

Governments and private institutions on both sides of the Atlantic have recognized, through their financial contributions and other support, the continued vital importance of vigorous, extensive exchange programs. Well over one-third of the cost of the Fulbright exchanges between Europe and the United States, for example, is now provided by the European governments. U.S. educational institutions are also substantial contributors. IIE is proud of its share in enhancing funding for the Fulbright and other programs. In the 1984-85 academic year, IIE-generated scholarship offers with a first-year value of \$1.3 million helped finance the studies of European Fulbright students in the United States. In the same year, endowment funds administered by the Institute financed 30 transatlantic exchanges, while scholarships worth another \$620,000 were obtained by the Institute for European undergraduates seeking to study in the United States.

IIE, mindful of its original mission and recognizing the continued validity of the tasks set for it by its founders in strengthening U.S.-European friendship, will continue to assign high priority to its European programs. ■

Fulbrights to Europe: Cultural Roots

Of the 486 grants made to U.S. students for study abroad under the Fulbright Program, 316 were for study in Europe. Among the recipients:

- A pediatrician who used the advantages of Denmark's homogeneous population and uniform health care facilities to conduct a rigorously controlled research study on the value of breast feeding as protection against infectious illnesses.
- An engineer, daughter of Polish immigrant parents, who went to Poland's Warsaw Polytechnic both to do advanced study in electronic circuits and to learn more about the Polish people's culture, history, and language.
- A journalist who chose to attend the Yugoslav Institute of Journalism in Belgrade to study the influence of government-selected general social councils on the content and editorial positions of newspapers in different areas of Yugoslavia. His goal is to become a foreign correspondent in Yugoslavia, "because I am fascinated by its unique political-economic system, ... its unusual niche in the international community, and its extreme geographical, ethnic, and cultural diversity."

IIE conducts the awards competition for the U.S. Fulbright fellowships in cooperation with 1,400 campus Fulbright advisers and the National Screening Committee, composed of 125 distinguished academics and artists. In 1985, 150 Fulbright Program advisers attended special workshops that IIE conducted across the country.

The National Screening Committee also screens and recommends candidates for a number of other awards sponsored by foreign governments and private organizations. For study in Europe, they include the ITT Fellowships; Austrian, Bulgarian, Finnish, Icelandic, Romanian, Swiss, and Turkish government grants; French Government Fellowships; French Government Teaching Assistantships in English; Alliance Francaise de New York Scholarships; Annette Kade Fellowships; Deutscher Akademischer Austauschdienst Grants; Germanistic Society of America/Quadrille Grants; the Quadrille-Mobay Grant; Bavarian Government Awards; Pädagogischer Austauschdienst Teaching Assistantships; Lusk Memorial Fellowships; and Swiss Universities Grants.

A Lusk Fellowship grantee undertook a project unique in IIE annals. He studied shoemaking in Italy, observing and working with master handcraftsmen throughout the country. He plans to specialize in making shoes for the theater, especially for period costumes, as well as in restoration of period shoes in museum collections.

Foreign Fulbrights: Half Are European

- Mats Gustafsson, 25, of Sweden is working toward his doctorate in theoretical physics at the University of California at Berkeley. "I want to gain a deeper understanding of the foundations of modern physics," he writes. He is especially interested in particle and field theory.
- Enrique de Leyva, 26, of Spain is a civil engineer who applied for a Fulbright fellowship while working as an economic and financial planner for one of Spain's biggest electric utilities. The work kindled his desire to earn an M.B.A. in the United States; he is now studying at Columbia University. In his words, "American universities were the cradle where a systematic, academic approach to the practice of management was first developed."
- Aleksandra Romanic of Yugoslavia, at 27 winner of many awards for her piano performances, is studying piano at the Juilliard School. Her objective is to expand her repertoire with more compositions of the great Romantic and classical composers.

Approximately 1,400 of the Fulbright Fellows in the United States in 1984–85—slightly more than half the 2,700 total—were from Europe. Engineering, the physical sciences, and architecture and city planning were the chosen fields of over 700.

European governments continue to contribute a substantial share of the costs of the program. Among several new opportunities: Finland has initiated a cooperative program in the arts in which Finnish universities share costs, and Spain's Ministry of Health and Consumer Affairs initiated a program through which candidates nominated by the ministry study in the United States in public health fields.

Language Teaching Assistantships

Fifty colleges, universities, and secondary schools across the United States increased their French and German language-teaching capabilities in 1984–85 by engaging university students from France and the Federal Republic of Germany through IIE's Foreign Language Teaching Assistantship Program. Participating institutions design the assistantships to meet their own needs, the visiting assistants generally take two or three academic courses in addition to their language-department duties.

Thirty-six U.S. students were selected to take up French Government Teaching Assistantships, and 28 were selected for Padagogischer Austauschdienst Teaching Assistantships in Germany. The competition and selection for these programs are administered through the Fulbright Program, and candidates may receive Fulbright travel grants. The French assistants teach English conversation in French secondary schools, the German assistants teach English language, American studies, and American literature to German high school students.

International Music Competitions

The Alexander String Quartet traveled to the 1985 Portsmouth International String Quartet Competition with the aid of a grant provided by IIE's International Music Competitions Project, supported for the past four years by Laurence Korwin. The four won first prize for instrumentalists, joining the ranks of outstanding musicians IIE music programs have assisted over the last 33 years—among them, Van Cliburn, Garrick Ohlsson, Simon Estes, Murray Perahia, and Leon Fleischer.

Other 1984–85 competition winners were Ik-Hwan Bae, violinist, who took second prize in the Queen Elisabeth of Belgium competition in Brussels; David Hamilton, who took first prize in the Paris Voice Competition; and Marcantonio Barone, who took fourth prize in the F. Busoni International Piano Competition in Bolzano, Italy.

IIE presented the Alexander String Quartet in a performance before a distinguished audience at IIE headquarters in November, signaling its commitment to expand its programs in the arts.

Screening for Admission to Overseas Study Programs

IIE arranged U.S. auditions at its headquarters in New York for young U.S. actors and actresses aspiring to study at three of Britain's most selective drama schools: the Royal Academy of Dramatic Art, the Webber Douglass Academy of Dramatic Art, and the Guildford School of Acting. IIE also administered U.S. admissions to the 1985 sessions of the three British Universities' Summer Schools in Birmingham, London, and Oxford and to the British Archaeology program sponsored by the Association for Cultural Exchange of Cambridge, England. IIE also administered U.S. admissions to Austria's Salzburg Summer School and the German for Foreigners School in Vienna.

During the year, IIE assumed responsibility for administering U.S. publicity and application procedures for Italy's Centro Linguistico Italiano Dante Alighieri, which gives courses in Italian language and culture at centers in Rome, Florence, and Siena.

In Brief . . .

International Visitor Program. Among the 162 Europeans for whom IIE arranged U.S. programs under USIA's International Visitor Program were the director of the news department of Radio Rinascenta, Portugal; six managers from an Austrian institute of management; the chairman of the Council for Professional and Higher Vocational Education of the Netherlands; a jazz columnist for a Polish magazine; the secretary of the Union of Hungarian Writers; the deputy director-general of computer science of Spain's Ministry of Industry and Energy; 11 educators and curriculum specialists from Norway; the director of the Press and Information Office for Thrace, Greece; and the foreign affairs editor of a Madrid newspaper.

Agricultural Research. IIE provided personnel-support services to the International Service for National Agricultural Research (ISNAR) in the Netherlands.

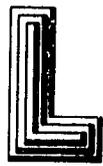


**Aleksandra Romanic,
Yugoslavia**

Born and raised in Yugoslavia, Aleksandra, at the age of 16, was invited to study with the renowned pianist Vera Vasilyevna Gornostaeva at Moscow State Conservatory, where she earned both her bachelor's and master's degrees. Since then she has performed in Yugoslavia, France, West Germany, the Soviet Union, Hungary, Czechoslovakia, and the United States. In 1983 she was honored with the annual award of the Union of Musical Artists of Yugoslavia for high achievement in performance.

After spending nine years in Moscow, Aleksandra wanted the opportunity "to meet Western culture and see what it could offer." She was particularly eager to come to New York City, which she considers the center for musical artists, and in 1985 she was awarded a Fulbright Fellowship to study with Gyorgy Sandor at The Juilliard School. After she completes her program, Aleksandra will resume her position as professor of piano at Sarajevo's Music Academy and continue her promising career as a concert pianist. Her next engagements include concert tours of Spain, Yugoslavia, and the Soviet Union.

Photograph by
Christina Thomson.



Latin America and the Caribbean

by **Richard W. Dye**
Vice-President

Exchange Programs and Educational Services

Recent events in the Caribbean and Central America have reminded the United States of its huge stake in the well-being and friendship of our neighbors to the south. We have relearned the lesson that the long-term security of our own country can be ensured only if all the countries of the Western Hemisphere are secure and that the best way to defend the security of all is through mutual effort and cooperation. We have been reminded that maintaining our relative prosperity requires concern for the well-being of our neighbors as well. After Europe, the largest part of the United States' foreign investments is in Latin America (with a growing portion in unsecured loans). The region is one of the largest consumers of our exports and a key provider of raw materials. We become more aware every day of the many ways in which our people are increasingly interrelated both culturally and linguistically. The United States is one of the world's largest Spanish-speaking countries.

The nations of Latin America and the Caribbean are rich in people, resources, languages, and proud cultural traditions. Contrary to the standard North American perception, the area's most distinguishing characteristic is its diversity. Several of the world's leading newly industrialized nations are found there, along with island microstates. Countries with largely homogeneous populations border on countries still seeking, with varying success, to integrate major racial and linguistic differences, which in some cases have their origins in the Spanish Conquest. Political structures and institutions are diverse and frequently subject to rapid change. In spite of average incomes above those achieved in much of the Third World, income levels vary greatly from country to country and, within individual countries, among different social groups and regions. Levels of education, health, nutrition, and housing also vary widely both among and within countries, as does the status of women.

In the midst of this diversity, there are some powerful constants. Common languages provide a unifying force over wide areas. The peoples of Latin America and the Caribbean are not generally attracted by alien ideologies and are thus unlikely targets to fall under the domination of any external power or powers. By and large they share the basic Western culture and want to be friends with each

Before joining IIE, Mr. Dye represented the Ford Foundation in Latin America and the Caribbean from 1970 to 1981.



Humphrey Fellows Roberto Jerez of Nicaragua and Herbert Sedelmeyer of Panama with engineers at Twin Cities (Minnesota) Dam during the Humphrey Program's annual Minnesota Workshop in June 1985.

other and with the United States. They seek what people everywhere seek—national pride and independence, a greater degree of justice, better and richer lives for themselves and their children, and more control over their individual destinies. Leaders in all countries seek to achieve national goals through improved education and training, scientific and technological development, and maximizing the use of domestic resources.

IIE has a long tradition of working to share intellectual, technical, and cultural resources between the United States and the countries to the south. Soon after its founding in 1919, the Institute helped establish cultural exchanges between the United States and Latin America. Later IIE developed student-exchange programs modeled on those it had pioneered in Europe. After World War II, with the advent of the Fulbright and other postwar programs, exchange activities with the area grew rapidly. In 1958, IIE was instrumental in forming the Council on Higher Education in the American Republics (CHEAR), which served through the 1960s to the late 1970s to strengthen educational ties in the hemisphere. In 1978 IIE provided assistance to the government of Venezuela in launching its large and successful *Programa de Becas Gran Mariscal de Ayacucho*.

Today a broad range of IIE-assisted programs in the area are playing a significant role in human resource development and technology transfer in such key areas as education, agriculture, energy,

health, economic development, human rights, and artistic and intellectual development. Equally important, they are helping build bonds of understanding and friendship among the peoples of the hemisphere—the indispensable ingredient for future progress and cooperation.

The diversity and extent of current activities in the region might surprise a first-time reader of the IIE Annual Report. In a single year in a single country, for example, programs in which IIE is involved might help identify and find scholarships in the United States for deserving young undergraduates; provide advice and counseling to students and teachers considering coming to the United States for their education; place and assist graduate students in engineering, sciences, management, health, and dozens of other fields in U.S. colleges and universities; provide midcareer training opportunities of up to a year for future government and private-sector leaders; arrange a wide variety of short-term technical training programs for individuals ranging from top officials and scientists to bakers, mechanics, and electricians; program the visits to the United States of a wide range of local leaders and experts; recruit and help U.S. students seeking study and training in that country; help recruit foreign faculty for the country's universities; provide reliable nonprofit purchasing services to nonprofit organizations in the region seeking such assistance in the United States; and, through the international agricultural research network that IIE backstops administratively, assist with agricultural development and training.

IIE is proud of these and other opportunities it has had over the years to cooperate with Latin America and Caribbean countries in the achievement of their educational goals and in strengthening human and intellectual ties within the hemisphere. Through continuation of current programs and new activities to be developed in consultation with the region's leaders, the Institute will continue to give high priority to collaborating with the countries of the area. ■

Fulbright Fellowships: Expansion in Central America

Early in 1985 USIA announced that it would provide additional Fulbright fellowships to graduate students from Costa Rica, Guatemala, Honduras, Nicaragua, Panama, and El Salvador for study in the United States beginning in the academic year 1985-86. IIE worked closely with the U.S. diplomatic posts in the region to publicize the Fulbright/CEN-

TAM grants and select grantees, as well as with U.S. universities to place them in graduate degree programs.

Despite the shortness of time, the effort was highly successful. The original CENTAM goal was 90 new grantees; IIE succeeded in placing 110, of whom 105 were able to begin their programs in the fall of 1985. Among the institutions accepting CENTAM grantees were the School of Advanced International Studies at Johns Hopkins, Georgetown Law School, Cornell University, the University of California at Davis, the State University of New York School of Forestry, Teachers College of Columbia University, the Harvard School of Design, Texas A & M, and Purdue University. A total of 150 more CENTAM Fulbrighters is projected for 1986-87.

CENTAM is one of several U.S. government initiatives to provide more opportunities for U.S. study to nationals of Central American countries. IIE worked with LASPAU (Latin American Scholarship Program of U.S. Universities) in assisting USIA in recruiting and selecting candidates in a pilot program for Central American undergraduates (CAMPUS). The CAMPUS program is focused on nonelite students and is a response to the recommendations of the National Bipartisan Commission on Central America (the Kissinger Commission). The Kissinger Commission's report noted that Eastern bloc countries provided 7,500 scholarships to Central America in 1982, in contrast to the United States' 391.

Brazil's Fulbright program continued its unique focus on the arts. Grantees' programs are likely to entail creative work on some of the more experimental frontiers of the U.S. art world. Director Antonio Abuja, 55, who has directed some 50 plays in Brazil, was selected to begin an internship at New York's Circle Repertory Theater in October 1985, and a new program in art conservation and preservation included a short-term grant for a Brazilian curator of prints to work at New York's Metropolitan Museum of Art.

Most of the other Latin American Fulbright programs emphasized the humanities and social sciences. Colombia and Ecuador, however, continued to select candidates in science and engineering, while Peru included anthropology and archaeology and in particular the preservation of artifacts, a program emphasis dating back to 1975, when a grantee analyzed dyes for use in preserving ancient textiles at New York University's Textile Museum. This Fulbrighter now works on textile preservation at a museum in Peru.

**Flavia Maria Calabi,
Brazil**

Flavia's career in sound design and reinforcement was launched when she was awarded a scholarship by the Japanese Ministry of Education to study electronic music at Tokyo University. The training she received in Japan gave her the technical background to work for a theatrical company as a sound engineer before starting her own free-lance company. Flavia, along with her ten employees, was involved in over 150 theatrical and musical performances and won an award for best sound design of the year. But, according to Flavia, "In Brazil, theatrical musicals are synonymous with poor sound. Good music should be transmitted adequately. The specific knowledge I am looking for can contribute to the improvement of the artist's pleasure in performing. My own experience has shown me that audiences can enjoy music if it is musically amplified, and musicians feel comfortable and play better if they can trust the results."

After reading an article in an American audio magazine, Flavia decided to apply for a Fulbright Fellowship to study sound technology in the United States. As a student at the Institute of Audio Research, Flavia's dedication and hard work won her the opportunity to intern as sound engineer on the musical "Mayor" at New York's Latin Quarter Theater.

Photograph by
Christina Thomson.



Eastern Caribbean: Regional Development Training

Ninety-two new participants received training in 1985 under the Eastern Caribbean Regional Development Training (RDT-II) program IIE administers for USAID. Its objective is to strengthen and diversify the private-sector economies of 11 Eastern Caribbean island nations: Antigua-Barbuda, Barbados, Dominica, Montserrat, St. Christopher-Nevis, Anguilla, Cayman Islands, the British Virgin Islands, Grenada, St. Lucia, and St. Vincent.

IIE arranges training in key development fields—agriculture, housing policy, public management—for participants recommended by private employers and national training committees. A specially tailored program in agricultural management at the University of California at Fresno drew 12 participants: agronomists, agricultural extension officers, farmers, and others. IIE's project office in Barbados assists the island government and USAID in implementing the project.

Panama: USAID-Private Sector Cooperation

The Panama Scholarship Training Project is a cooperative public-private effort to develop managerial and technical skills; 65 new grantees participated in 1985. The Panamanian and American Chambers of Commerce formed COSPAE, the Private Sector Educational Assistance Council, to generate local funding and administer training programs. USAID has agreed to match Panamanian support, which in 1985 amounted to more than \$1 million in cash and in-kind contributions. IIE arranges three-month training programs in the United States, in Spanish, for Panamanian technicians and longer-term training programs in English for other selected participants.

The skills acquired are practical and immediately relevant to jobs back home. A work supervisor for a shirt-manufacturing firm received three weeks' on-the-job training in industrial production at the

Levi-Strauss Company plant in El Paso, Texas. An installer for a liquid petroleum gas distribution company received on-the-job training at the Blue Flame Gas Corporation of Bluffton, Indiana. A director of laboratory operations received training in quality control at Heublein, Inc., in Menlo Park, California.

EMBRAPA: Brazil's Training In Agriculture Research

Since 1976 IIE has administered an ambitious U.S. and third-country training program for Brazil's EMBRAPA (Empresa Brasileira de Pesquisa Agropecuaria), the research institute of the Brazilian federal government's Ministry of Agriculture. In that time more than 600 EMBRAPA staff and other Brazilian agricultural research personnel have undertaken advanced degree and short-term programs under IIE administration, including 125 enrolled in programs in 1985. The program is funded by the World Bank.

In the almost 10 years since it began investing heavily in advanced agricultural training, Brazil has diversified its agriculture extensively and profitably. According to the United Nations Development Programme publication *Development Forum*, "Even while using only one-sixth of the country's potential cropland (120 million acres), Brazil has managed to become an aggressive competitor in the world export market. While in the early 1950s coffee provided more than half the country's export revenues, [today] Brazil is a significant producer of soybeans, beef, corn, poultry, cocoa, and oranges.

Development Forum also credits EMBRAPA researchers with enabling Brazil to cultivate the 300,000-square-mile "cerrado," or wasteland, in the country's center by devising ways to correct previously intractable soil imbalances.

IIE/Mexico Counsels on U.S. Education

Each year, some 30,000 visitors come to IIE's Mexico City office to use its books, catalogs, computerized data bases, and personal counseling services in search of information about U.S. higher education. The questions they bring to IIE counselors afford special insights into what the public perceives as priorities and needs. As a result, IIE/Mexico personnel increasingly are invited to advise U.S. and host-country government and private-sector agencies on international education programs.

IIE operates the office in cooperation with the U.S. Information Service (USIS); it is the principal center for information about U.S. education for the Republic of Mexico. The office also oversees registration and administration of the Test of English as a Foreign Language.

Since it was established in 1974, IIE/Mexico's services have grown to include, in addition to its basic library and information services, training and



An Oklahoma welcome for Panama AID participants.

orientation for teachers and administrators; arranging itineraries for visiting U.S. educators; administering an undergraduate scholarship program; preparing printed information on Mexican and Central American education systems for the use of U.S. admissions personnel and others; offering an internship program for U.S. college students, and providing support services for educational advisers at USIS posts in Central America.

Visitor Program Introduces Leaders to the United States

Mexican and Central American radio broadcasters, Mexican newspaper editors, and student leaders from 13 countries throughout Latin America and the Caribbean were among the 171 distinguished guests from the region for whom IIE arranged U.S. visits in 1985 under USIA's International Visitor Program.

The Central American group met with government leaders in Washington and media leaders in New York, then traveled to Oregon, Nebraska, and Texas to see how U.S. broadcast media serve different regional audiences, including a Spanish language audience. The Mexican visitors toured print and broadcast facilities in New York and Washington and met with the news director of a Miami Spanish language station and with the Hispanic mayor of San Antonio, Texas, Henry Cisneros.

The student leaders' program included discussions in Washington on American values and the role of youth in American society; meetings with New York City campus and noncampus youth and political activists, and visits to farms and other campuses throughout the country.

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Green Revolution Centers. In 1985 IIE provided personnel support services to 213 scientists and administrative personnel at the International Maize and Wheat Center (CIMMYT) in Mexico, the International Center of Tropical Agriculture (CIAT) in Colombia, and the International Potato Center (CIP) in Peru.

Undergraduate Scholarships. IIE enlisted the support of U.S. colleges and universities in providing scholarship assistance for 83 highly qualified undergraduates from the region who could not afford the full cost of study in the United States. They were recommended by binational organizations in their home countries: Bolivia, Brazil, Chile, Costa Rica, Mexico, Panama, and Peru. IIE helped locate scholarships for them; their first year value totaled \$425,000. Seventy-eight additional students began their studies in academic year 1985-1986.

Air Travel Grants. The Latin American Airways Travel Grant Program of Pan American World Airways and Eastern Airlines, initiated by Panagra and IIE in 1937, is IIE's oldest program. The airlines provide space available, round-trip international



CIMMYT pathologist Dr. J. Michael Prescott uses an electronic notebook to record disease reactions in the field.

travel to 200 Latin Americans beginning university studies in the United States each year. IIE handles the selection of students and administers the program for the airlines. Because most students' programs take more than one year, there were, at the end of fiscal 1985, about 800 students in the United States holding travel grants still to be used. The U.S. Information Agency provides administrative support for the program.

Hubert H. Humphrey North-South Fellowships. Thirty-five of the 133 Humphrey Fellows in 1985 came from 16 countries in Latin America and the Caribbean. They included a senior administrator of the Bahamas Ministry of Transport, a project manager for Brazil's Environmental Protection Agency, an account executive of Chile's Banco de Trabajo, the principal nutritionist of Jamaica's Ministry of Health, and the head of hydroelectric projects development of the Nicaraguan Institute of Energy.

Energy. Twenty-nine professionals from nine Latin American and Caribbean countries studied energy-related applications during 1985 under the Conventional Energy Training Program (CETP) that IIE administers for USAID.

Chambers of Commerce. Since 1977, corporations belonging to the U.S. Chambers of Commerce of Sao Paulo and Rio de Janeiro have provided fellowships to help qualified Brazilians pursue master's degrees in the United States in engineering, science, management, and other fields important to Brazil's development. In 1985 three grantees began master's degree studies in the United States. Member firms of the chambers support the program as a means of meeting needs for Brazil's human-resource development, as well as to strengthen their bonds with local communities.



The numbers of IIE program participants from the island nations of the South Pacific have doubled and tripled in recent years, while U.S. students continue to be drawn to Australia, New Zealand, and the South Pacific for the unique opportunities they afford in the natural sciences, anthropology, and linguistics.

There were two firsts for the region in 1984-85:

- Margaret Mary Taylor, one of four Fulbright grantees from Papua New Guinea, is the first woman law graduate from her country. She is studying for a master's degree at Harvard Law School, specializing in international trade, economics, and negotiation.
- Tuarong Tioti was Papua New Guinea's first Humphrey Fellow. A specialist in educational policy and educational planning, he studied at the University of Chicago and interned at a new agricultural high school.

Forty-four of the graduate students who were in the United States under IIE-administered programs were from Australia, 35 from New Zealand, studying in fields ranging from art history to atomic and

molecular physics to business statistics. Five came from Papua New Guinea, in agricultural economics and educational administration, and one came from Fiji, in nursing.

U.S. Fulbright Fellows carried out projects drawing on the region's special resources. One went to Australia to do research in marine biology, specifically on the chemical defenses of marine algal communities against marine invertebrates. Another went to New Zealand's University of Auckland to study young, active geothermal systems that may shed light on processes accompanying igneous and volcanic activity in the past.

Under USIA's International Visitor Program, four justices from the Trust Territories of the Pacific—Pohnpei and Truk of the Eastern Caroline Islands, Micronesia, and the Marshall Islands—came to the United States to meet with juridical counterparts from New York to Honolulu. Other visitors from the region included Fiji's minister for rural development; the manager of National Radio of Kiribati; the administrative officer of the New South Wales branch of the Australian Labor party; and the senior industrial advocate of the Auckland Provincial Employers Association in New Zealand.



IIE and U.S. Colleges and Universities

The quality, diversity, and cross-cultural receptivity of its higher education system have made the United States, in the words of the IIE research study *Foreign Student Flows*, "overwhelmingly the primary national destination of students going abroad" worldwide. To maximize its ability to match specific learning needs with these resources, IIE maintains an intricate network of relationships with U.S. colleges and universities.

IIE is in daily contact with higher education institutions throughout the United States. The Placement and Special Services Division works with admissions offices and graduate deans to find the best placements for foreign students nominated by program sponsors. IIE regional office representatives regularly visit campuses with IIE-related students, meeting with the foreign-student adviser or international student office staff. On any given workday, other IIE personnel may be found consulting with faculty specialists. Admissions officers or graduate deans review applications for grants, and university presidents serve on a variety of IIE program advisory committees as well as on IIE's Regional Office Advisory Boards and the IIE Board of Trustees.

IIE's Placement and Special Services Division is structured to maintain field-of-study expertise as well as continuity in relations with colleges and universities. Each placement administrator is responsible for developing and keeping current the

knowledge, print and microform information resources, and professional ties necessary to identify the most appropriate academic placements in specific fields. Each is responsible for familiarity with the requirements, emphasis, philosophy, teaching methods, and degree of competitiveness of programs in the fields for which he or she is responsible.

In placing foreign students, IIE is prepared to draw upon the entire spectrum of the 3,400 accredited U.S. postsecondary institutions. Beyond that, a special group of colleges and universities, members of IIE's Educational Associates Program, contribute annually to the support of IIE's work and participate cooperatively with the Institute in a number of special activities.

There were 549 Educational Associate institutions in 1984-85, an all-time high. Among the programs in which their international-program personnel participated were four international education seminars at which the IIE overseas office directors and area specialists discussed world educational developments likely to affect international study. Seminars were held in Fayetteville, Arkansas; Chicago; Atlanta; and, in association with the regional conference of the National Association for Foreign Student Affairs (NAFSA), Salt Lake City. Three more

seminars were scheduled for March 1986 in New York City, San Francisco, and Portland, Oregon.

The services IIE provides to Educational Associates institutions include free copies of all IIE reference books and research studies; a bimonthly newsletter, which provides nearly 200 pages of up-to-date information on international exchange annually; access to IIE staff and information resources at all IIE offices; the assistance of IIE overseas offices in arranging contacts between U.S. institutions and overseas institutions and students; and the opportu-

nity to help plan and implement special seminars and workshops.

IIE's Educational Associates Advisory Committee, made up of representatives of participating institutions, met for the first time during 1985. Its members confirmed the value of IIE's services to the Educational Associates and made several recommendations—among them, more involvement by Educational Associates in IIE activities—that IIE is in the process of implementing.

Research Examines Policy Issues

IIE's Research Division conducts and commissions research studies on a wide range of international education issues, with special emphasis on their implications for policymakers. In 1984-85, IIE published two research studies.

International Expertise in American Business examines the implications of the internationalization of business for U.S. students who plan managerial careers and for the universities and business schools that provide their formal education. It explores what kinds of international expertise U.S. managers consider valuable in doing their jobs, how they acquired it, and how important they think it is. Funding was provided by the Exxon Education Foundation.

Author Stephen J. Kobrin of New York University surveyed key managers at the 202 Fortune 500 firms that generate at least one-fifth of their sales abroad, as well as managers at the 15 largest money-center banks. He found that only ten percent of the managers interviewed considered international expertise the most critical qualification for a manager in international business. Technical and functional skills and company knowledge came first.

He also found that as U.S. business has matured, the role of U.S. expatriate managers has diminished markedly. Most overseas managers are host-country nationals. As a result, opportunities to acquire international expertise through foreign assignments have decreased just as U.S. business is becoming more international. "A major burden will fall on the educational system," he writes. "Educational institutions and companies will have to find new ways to substitute education and training for experience."

Foreign Student Flows is the report of a conference designed to deepen understanding of foreign-student issues among college and university administrators responsible for making decisions that affect the financial health of their institutions and the

quality, scale, and composition of their student bodies.

IIE organized the conference at the Spring Hill Center in Wayzata, Minnesota, with the support of grants from the Exxon Education Foundation and the General Service Foundation and a subsidy from the Spring Hill Center. The report was inspired by the reaction among academics to a 1983 IIE study, *Absence of Decision*, which found that "by and large, the issue of foreign students has rather low priority for campus policymakers....When compelled to think about the issue, policymakers are often at a loss."

The conference brought university administrators and international education specialists together with social scientists to identify and analyze foreign-student issues, as they can affect institutional policy, in a systematic way.

IIE also produced two statistical reference works that are part of a continuing series. *Profiles 1983/1984* is the latest in a series that provides a detailed analysis of the foreign-student population from statistics reported in response to IIE's biennial survey of foreign students in U.S. colleges and universities. It is intended to complement IIE's annual statistical report on foreign students, *Open Doors*, by providing more detailed, in-depth information.

IIE completed research on *Open Doors: 1984/85* for December 1985 publication. It provides data on total numbers of foreign students from particular countries or regions, in different fields of study, at the undergraduate and graduate levels, and in specific states and schools. There were 342,113 foreign students enrolled in U.S. colleges and universities in the 1984-85 academic year, nine-tenths of a percent more than the year before. It was the second year in a row in which the number of foreign students in U.S. higher education grew by less than one percent.

IIE Communications: Worldwide Scope

IIE is known worldwide as a primary source of information about study in the United States. Pale blue aerogrammes pour into New York headquarters by the hundreds, most from hopeful students in Third World cities and villages seeking information that could help them realize their dreams of studying in the United States. Teachers, researchers, elected officials, and business and professional men and women write and telephone IIE to inquire about every conceivable aspect of international study. In 1984-85, IIE responded to 24,854 requests for information from all over the world, distributing 52,592 free publications and printed information pieces to answer the most frequent questions.

The most frequent question is, "How can I obtain financial aid for international study?" In response, IIE has begun developing a microcomputer data base on financial aid available for international higher-education exchange. At the end of fiscal 1985, there were 700 entries in the system, which will enable IIE to extract financial-aid information specific to the needs of students and counselors.

Advanced electronic technology continued to reshape the way IIE produces and delivers its information services. Microcomputers are being used to produce the forthcoming editions of IIE's Learning Traveler series, to store and update the data, and to

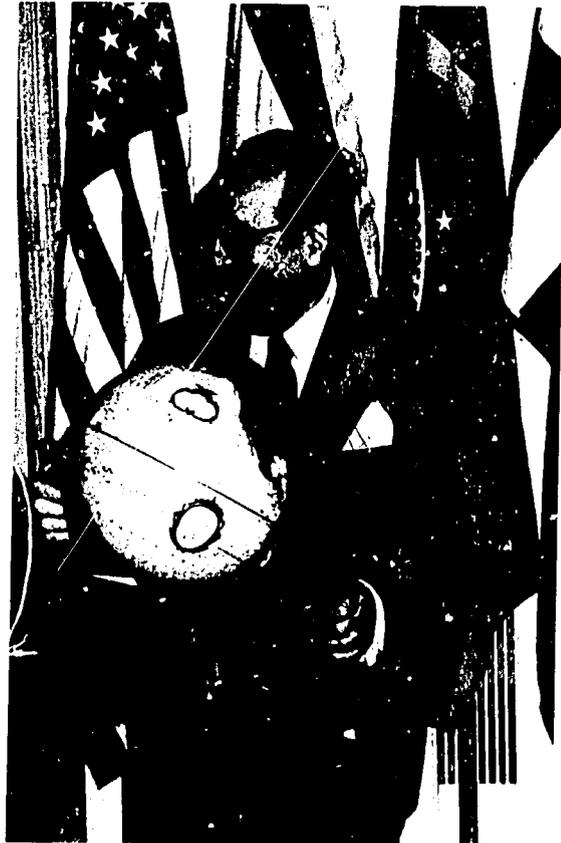
generate the type. The 1986 editions of the directories *Vacation Study Abroad* and *Academic Year Abroad*, supported by a grant from the Reader's Digest Foundation, will have easier-to-use formats and expanded introductions. A new volume, *Study in the United Kingdom*, will join the Learning Traveler series in 1986.

The U.S. Information Agency provided a grant to enable the Communications Division to prepare a second, 1986 edition of *Specialized Study Options U.S.A.*, a two-volume work describing professional and technical short-term, nondegree programs in specialized fields.

IIE's International Education Information Center in New York City was officially opened in June at a gala reception for educators, diplomats, and other dignitaries. It was created to serve U.S. and foreign students, educational institutions, the diplomatic community, and the business community in the New York area. In the center's first six months, 1,500 individuals used its resources: books, catalogs, videotapes, and microfiches. A dedicated corps of 50 volunteers staffs the center five days a week. The center was created with the assistance of grants from the Booth Ferris Foundation and the Exxon Education Foundation, together with support from New York City.



Above, Mrs. Maurice T. Moore, honorary IIE trustee, with Chairman Charles H. Percy at opening of IIE's International Education Information Center. Right, Hon. John Leslie, honorary trustee, accepts globe for New York Mayor Edward I. Koch.





Across the United States: IIE's Regional Offices

IIE's regional offices play five significant roles. They provide support services to IIE-related students in their regions, arrange special programs and hospitality for foreign students and senior international visitors, sponsor campus seminars, provide information and counseling to Americans on foreign-study opportunities, and conduct community activities to strengthen international awareness.

For IIE-related grantees, their role is to assure program sponsors that students abide by the provisions of their fellowships while gaining the most out of their U.S. study experiences. This includes monitoring students' progress and submitting academic reports, assisting with immigration and technical matters, and assisting in emergencies when needed.

For local communities, they provide information on international study and arrange meetings and special events on international themes. With the generous help of volunteers, they provide home hospitality for foreign students and visiting foreign dignitaries. Their boards include many leading corporate executives, who in recent years have been especially helpful in arranging practical on-the-job training for IIE-related students to supplement classroom work.

A distinctively regional focus characterizes the activities of each of IIE's offices in Atlanta, Chicago, Denver, Houston, and San Francisco.

Midwest

Among the year's notable events for IIE's Chicago-based Midwest regional office was the tenth Annual Student Conference, which IIE arranges each year

as part of the Chicago World Trade Conference. More than 500 students and academics from 36 countries heard business and political leaders from around the world speak on issues involving international trade and economic policy.

Another was a special program on "How United States Foreign Policy Is Determined," organized by the IIE/Midwest Community Relations Committee and hosted by Baker & McKenzie, an international law firm. IIE-related foreign students and guests met with Philip Kaplan, principal deputy director of the U.S. State Department Policy Planning Staff, for a spirited discussion of influences on U.S. foreign policy.

The Midwest office provided support services to more than 900 IIE-related students from 83 countries at 101 colleges and universities in the region's 11 states: Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, North Dakota, Ohio, South Dakota, and Wisconsin.

The office served U.S. students and others as well. A staff counselor and a comprehensive library provide hundreds of U.S. students and adult learners with information on international study opportunities. The office, as usual, coordinated the Fulbright Selection Committees for the Midwest; experts from throughout the United States meet annually in Chicago to screen Fulbright candidates applying to study in France, Germany, the Americas, and the United Kingdom.

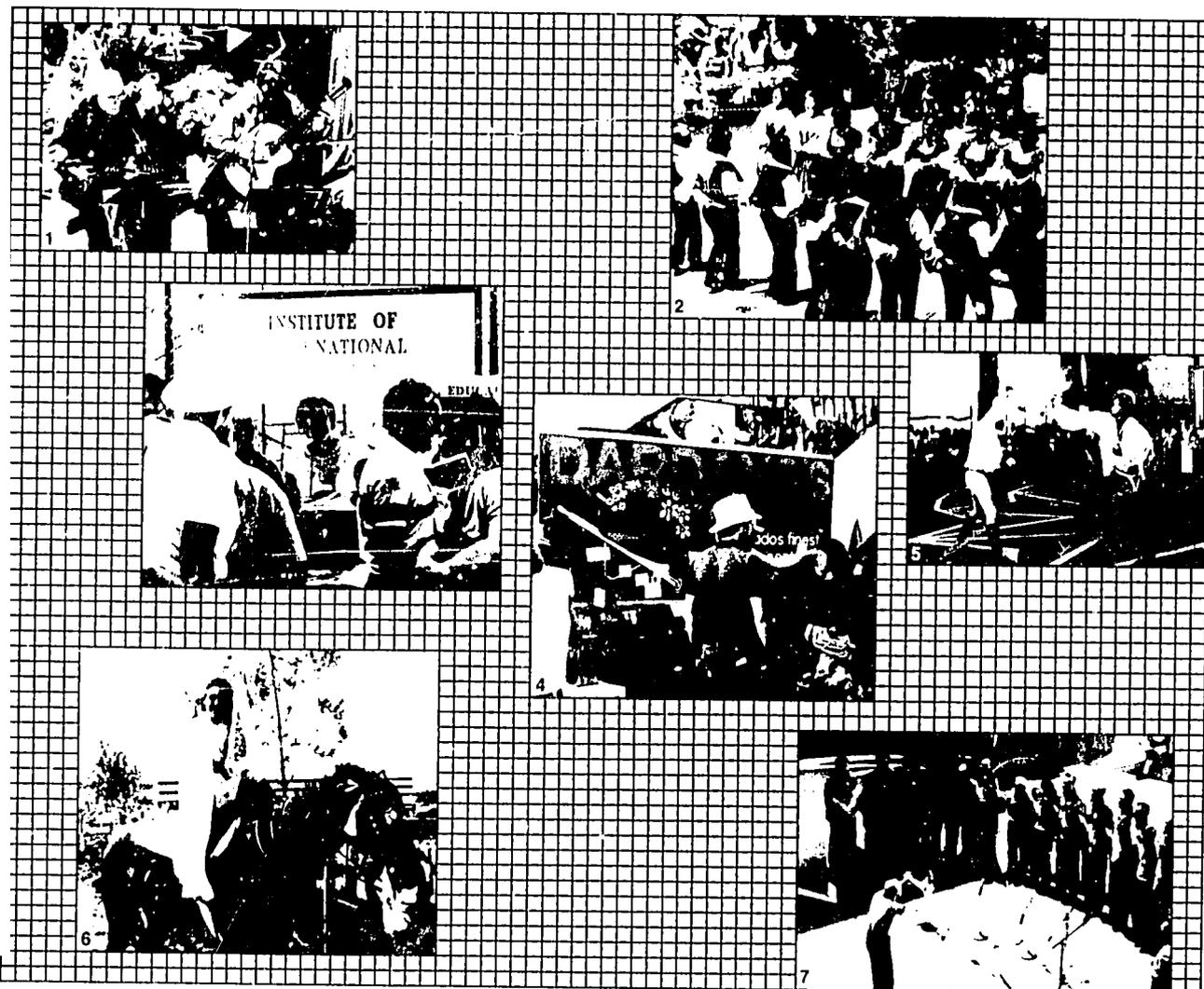


1. Foreign students working on an American tradition, pumpkin carving.

2. U.S. and foreign students attend Student Conference on International Business.

3. IIE Field Rep. Hazel Greenfield attends Zimbabwe Student Conference. Shown (left to right) are Lazarus Jaji, Irvino Mariga, Jacob Mufunda, Hazel Greenfield, and Dedmon Hungwe.

4. Richard Ferris (left), CEO, UAL, awards Chung Sing Wong, University of Wisconsin at Whitewater, a plaque and a check for winning the National Essay Contest. Chung Sing Wong wrote about business opportunities in the People's Republic of China.



1. At the Festival Italiano, musical ensembles played throughout the art and craft exhibits, as well as in the atrium of Tuscany Palace.

2. The l'Campagnoli Folk Dancers of Pittsburgh were among the featured attractions at IIE/Denver's festival.

3. IIE's booth attracted interested attendees at the weekend public events.

4. A flower market and espresso, cappuccino, and Italian food stands added color to the fair, which attracted nearly 30,000 people.

5. Opera, ballet, and sword fighting were part of the colorful event.

6. The Queen of the Pallo, the Renaissance horse race and pageant that was presented by Colorado owners and breeders of racing Arabians and IBS Equine Management Center, Inc.

7. Members of Coro Nivalis, a men's chorus from Chiavenna, Italy, were hosted by local families during their visit to Denver for appearances at the Festival Italiano.

Rocky Mountain

In 1984-85, IIE's Denver office received 700 requests for information on international study, twice that of the preceding year and three times that of the year before. The figures reflect rapid change in the region, where international awareness is growing along with population. In 1985 IIE/Denver continued to develop new programs and activities to meet needs in the region's nine states: Arizona, Colorado, Idaho, Kansas, Montana, Nebraska, New Mexico, Utah, and Wyoming.

IIE/Denver is the official host agency for the city and county of Denver. The staff arranged more than 700 appointments for foreign visitors during the year under the International Visitor Program, which IIE administers for USIA. Staff and community volunteers also arranged social activities and visits throughout the state for 11 senior government officials undertaking an intensive special course in oil exploration and development under the Conventional Energy Training Program IIE administers for USAID.

The office provided support services to nearly 300 foreign students in the region. A challenge grant from the Atlantic Richfield Foundation enabled IIE/Denver to offer a leadership intern program, placing four foreign students in local government agencies and businesses for practical training. The internships also enable students to come to know Americans in a work, as well as a university, setting.

IIE/Denver also held its 29th annual Summer Crossroads, a predeparture enrichment program cosponsored by IIE, Colorado College, and the Colorado Springs community. Some 50 foreign students in their final year of U.S. study are brought together to spend a week as guests in American homes; the sponsors arrange tours of business and cultural organizations and provide the students with an opportunity to discuss the problems of and prospects for returning to their home cultures.

Southern

Cooperation among corporations, colleges and universities, and community volunteers continued to have high priority for IIE's Houston-based Southern office. One significant new project in which the office played a major role was the Private Sector Scholarship Training Project for Panama, a cooperative effort among Panama's employers, the Panamanian and American Chambers of Commerce, USAID, U.S. colleges and technical schools, and U.S. corporations. IIE/Houston enlisted the cooperation of companies in the region to provide on-the-job training in needed skills for 20 Panamanian grantees.

The office also provided support services for 302 international students who pursued their studies in Arkansas, Louisiana, Mississippi, Oklahoma, and Texas under programs IIE administers.

As it has for the past 33 years, IIE/Houston involved the region's people and resources in arranging visits for distinguished foreign guests. Most of the 800 visitors for whom IIE/Houston

arranged visits in 1984-85 came through USIA's International Visitor Program. For a team of medical experts from Amman, IIE set up conferences at the Texas Medical Center and arranged for them to observe the center's facilities. A group from a Dutch agricultural university learned how Texans run their farms and ranches.

Three hundred families in IIE's Host Family Program continued to extend hospitality to international students at Houston institutions, while another 300 families were active in the International Student Visit Program, providing hospitality to students in the area for brief stays.

The Southern office's Ninth Annual Festival of Nations in 1985 honored the Republic of Korea. The month-long event included seminars, music and dance performances, and exhibits of traditional Korean crafts.

Southeast

IIE's Atlanta-based Southeast regional office provided support services to some 350 foreign students from 64 countries, studying under IIE-administered fellowships in 65 colleges and universities in Alabama, Florida, Georgia, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Puerto Rico, and the Virgin Islands.

The office served as host for a 1985 International Education Seminar at which directors of IIE overseas offices met with representatives from colleges and universities throughout the region. The program, held at Georgia State University, explored educational, economic, and political developments overseas as they affect educational exchanges with Africa, the Middle East, Mexico, and Central America.

IIE/Atlanta provides information on international study, travel, and work opportunities to the public through its resource library and office consultations and makes available to community groups exhibits on study, travel, and work abroad.

Southern (left)

1. Judge Stavinoha (left) and Senator Percy.

2. Arne Hoeningstad (left) and Dr. Philip Oxley.

3. C. S. Nicandros (left) and Albert B. Alkek.

4. (left to right) Governor Mark White, Mrs. Severino, and Consul General Severino.

6. C. S. Nicandros (right) and Agathoclis Stylianou.

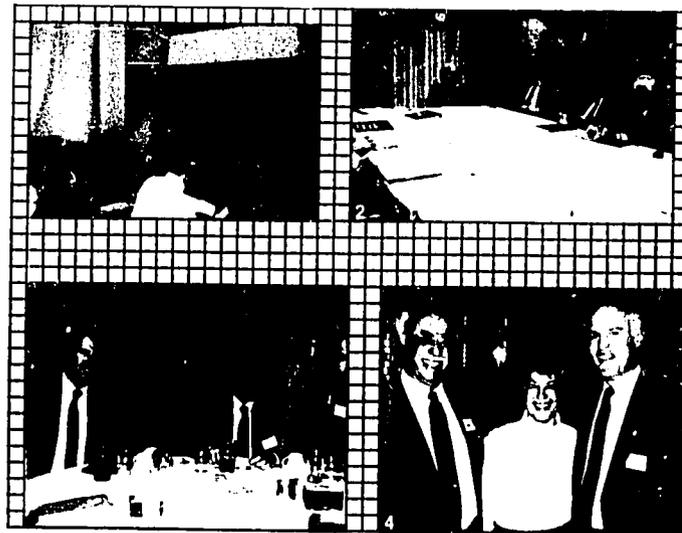
Southeast (right)

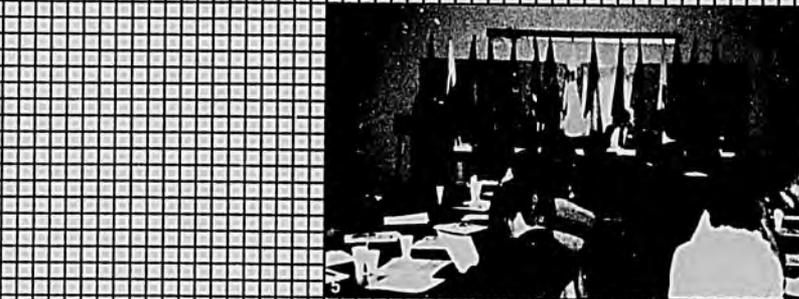
1. Norm Goodman lecturing at the fourth traveling seminar. Listening are David Smock (left) and Dan Heyduk.

2. Shown at the October advisory board meeting are (left to right) Ron Wormser, Betty Siegel, Sam Pettway, Bill Poole, and Hy Kilman.

3. Richard Reiff (left) and Dan Heyduk at the seminar luncheon.

4. Board members Hy Kilman (left) and Everett Wilcox (vice-chairman) with Julia Tidwell at reception for Atlanta students.





1. Elizabeth Castaneda (left), a Fulbright student from Colombia, meeting with her IIE adviser, Kate Leiva, in San Francisco.

2. Los Angeles Crossroads students from 27 countries at the University of Southern California in June 1985. The students came from 29 universities from across the United States for this week-long program.

3. California state senator John Garamendi in a discussion with IIE students in Sacramento in August 1985.

4. IIE Fulbright scholars from the People's Republic of China at the California state capitol during the orientation program at California State University, Sacramento.

5. (left to right) Fernando Arias, Bank of America; Prof. Lovell Jarvis, University of California, Davis; Hovey Clark, Bechtel Financing Services; Gretchen Brainerd, Intergovernmental Committee for Migration; and Marvin Baron, University of California, Berkeley, addressing the IIE seminar on Latin American economic trends and employment opportunities.

West Coast

A seminar on high technology, a vocal competition, and a series of seminars for foreign students on home-country employment were just a few of the innovative 1985 activities of IIE's San Francisco office.

The 1985 IIE Symposium on Technology in a Changing World brought outstanding foreign graduates in science and technology to the San Francisco area in June for a week of corporate visits and discussions of key issues in high-technology industries. Hewlett-Packard, IBM, Intel, Memorex, and Tandem were corporate participants. The office has been awarded a grant to develop a similar symposium for outstanding international students interested in the problems of natural resource management.

In response to foreign students' need for accurate information on home-country employment opportunities, IIE/West Coast organized two special seminars in 1985, one for Latin American students, the other for students from Africa. A third, for Asian students, is planned for April 1986. The office is also preparing a guidebook for foreign students on the overall subject of home-country employment.

The IIE International Vocal Competition Award was created in 1985 by a generous donation from Mrs. Dewey Donnell in memory of her late husband, longtime chairman of the West Coast Regional Advisory Board. The annual prize of \$2,500 will enable the recipient to participate in a major international vocal competition abroad. The first winner was soprano Barbara Kilduff.

The office provided support services for nearly 700 IIE-related students enrolled in colleges and universities in the region's six states: Alaska, California, Hawaii, Nevada, Oregon, and Washington. It also provided information and advice on educational exchange to more than 3,000 individuals. For the 16th year, it conducted the Los Angeles Crossroads Program, offering 31 students from 27 countries an opportunity to explore the Los Angeles area, as well as to discuss some of the professional, cultural, and social issues they will face upon returning to their home countries.



IE-Administered Sponsored Projects 1985

For the U.S. Information Agency

U.S. Students

The Fulbright Fellowship Program

Foreign Students

The Fulbright Fellowship Program

Fulbright Preacademic Training Program

Hubert H. Humphrey North-South Fellowship Program

International Visitor Program

Colorado Crossroads Program

Foreign Language Teaching Assistant Program (FLTA)

Los Angeles Crossroads Program

Overseas Information and Counseling Services

Short-Term Enrichment Program (STEP)

For the U.S. Agency for International Development

Conventional Energy Training Project (CETP)

Eastern Caribbean Regional Development Training Project (RDTII)

Institute of Management Education and Development, Indonesia

Panama Scholarship Training Project (together with Panama's Council of the Private Sector for Educational Assistance [COSPAE])

South African Education Program (together with U.S. foundations, corporations, and universities)

Zimbabwe Manpower Development Project

For U.S. Universities and Educational Organizations

East-West Center

Educational Testing Service (China, Hong Kong, Indonesia, Mexico, Thailand)

South African Education Program

University of North Carolina at Chapel Hill

Williams College

For Foreign Governments and Universities

U.S. Students

Bulgaria: Government Grants

Finland: Government Grants

France: Government Fellowships

Government Teaching Assistantships

German Federal Republic: Deutscher Akademischer Austauschdienst Grants (DAAD)

Pedagogischer Austauschdienst Teaching Assistantships, Bavarian Government Grants

Indonesia: Government Grants

Israel: Government Grants

Poland: Government Grants

Romania: Government Grants

Spain: Government Grants

Switzerland: Government Grants

Swiss Universities Grants

Turkey: Government Grants

United Kingdom:

British Universities Summer Schools

Auditions: Royal Academy of Dramatic Art,
Webber Douglass Academy of Dramatic Art,
Guildford School of Acting

Foreign Students, Leaders, and Specialists

Brazil: Empresa Brasileira de Pesquisa Agropecuaria (EMBRAPA)

China: Committee for International Relations Studies with the People's Republic of China

Indonesia: Badan Pengkajian Dan Penerapan Teknologi (BPP Teknologi)

Malawi: British Council/Malawi World Bank Education V Project

Philippines: Fourth World Bank Scholarship Program

Okinawa Prefectural Government Human Resources Development Foundation Training Program

Somali Democratic Republic: Agricultural Extension and Management Training Project

Somali Democratic: Republic Ministry of National Planning Agricultural Extension/Statistics

Spain: Banco de Bilbao

Caixa de Pensions

Ministerio de Educacion y Ciencias

Ministerio de Salud y Consumo

Sri Lanka: Agricultural Extension and Adaptive Research Project

Taiwan: Chung Shan Institute of Science and Technology

Zambia: University of Zambia Staff Development Program

Purchasing Services

Colombia: Colegio Bolivar School, Cali

Nigeria: Federal University of Technology—Akure

Federal University of Technology—Bauchi

For International Organizations

U.S. Students

Association for Cultural Exchange (British Archaeology)

Austro-American Society: Vienna/Salzburg Schools Centre
Istituto Italiano Dante Alighieri

Foreign Students, Leaders, and Specialists

Colombia, Egypt, Nigeria, Sri Lanka: Agricultural Center Placement Program for Children of Employees

United Nations Educational, Scientific, and Cultural Organization (Unesco) Fellowship Program

Personnel Support Services

Asian Vegetable Research and Development Center (AVDRC)

Industry Council for Development (ICD)

International Board for Plant Genetic Research (IBPGR)

International Center for Agricultural Research in the Dry Areas (ICARDA)

International Center for Diarrhoeal Disease Research, Bangladesh (ICDDR,B)

International Center for Living Aquatic Research and Management (ICLARM)

International Center for Research in AgroForestry (ICRAF)
 International Center of Tropical Agriculture (CIAT)
 International Crops Research Institute for the Semi-Arid Tropics (ICRISAT)
 International Fertilizer Development Center (IFDC)
 International Food Policy Research Institute (IFPRI)
 International Institute of Tropical Agriculture (IITA)
 International Irrigation Management Institute (IIMI)
 International Laboratory for Research on Animal Diseases (ILRAD)
 International Livestock Center for Africa (ILCA)
 International Maize and Wheat Improvement Center (CIMMYT)
 International Potato Center (CIP)
 International Rice Research Institute (IRRI)
 International Services for National Agricultural Research (ISNAR)
 Western Consortium for Continuing Education in the Health Professions (WC)
 Williams College Economic Development Project (Botswana)

Purchasing Services

Asian Vegetable Research and Development Center (AVRDC)
 International Center for Agricultural Research in the Dry Areas (ICARDA)
 International Center for Diarrhoeal Disease Research (ICDDR)
 International Center for Living Aquatic Resource Management (ICLARM)
 International Center for Tropical Agriculture (CIAT)
 International Council for Research in AgroForestry (ICRAF)
 International Crops Research Institute for the Semi-Arid Tropics (ICRISAT)
 International Institute of Tropical Agriculture (IITA)
 International Irrigation Management Institute (IIMI)
 International Laboratory for Research on Animal Diseases (ILRAD)
 International Livestock Center for Africa (ILCA)
 International Potato Center (CIP)
 International Rice Research Institute (IRRI)
 International Service for National Agricultural Research (ISNAR)

For Foundations and Binational Agencies

Worldwide

The Glenmede Trust Company as Trustee for the Pew Memorial Trust: International Health Policy Study
 International Human Rights Internship Program

U.S. Students

Alliance Française de New York Scholarships
 Annette Kade Fellowships
 Germanistic Society of America/Quadrille Ball Scholarships

Laurence Korwin International Music Competitions Project
 Lusk Memorial Fellowships
 Ratner Fund Scholarships

Foreign Students, Leaders, and Specialists

Alfred Friendly Press Fellowships
 Annette Kade Fellowship
 Monica Mourier Archibald Memorial Fellowship
 Cintas Foundation Fellowships
 Committee on International Relations Studies with the People's Republic of China
 German Marshall Fund of the United States Language Teaching Assistant Program
 Japan Foundation Fellowships
 Lewis G. Smith Trust
 Marie Bruesselbach Bequest Summer Leadership Intern Program
 Michael Vinciguerra Fund
 Patel Estate
 Frieda Bertha Tanner Ratner Fund
 Quadrille Ball Committee of the Germanistic Society of America Scholarship Program
 Ratner Fund Scholarships
 South African Education Program
 Sylvan Bowles Scholarship Fund
 The G. Unger Vetlesen Foundation Fellowships
 William and Tona Shepherd Fund

For Binational Agencies

Brazilian Undergraduate Program
 Dutch Undergraduate Program
 Finnish Undergraduate Program
 Icelandic Undergraduate Program
 Latin American Undergraduate Program
 Swedish Undergraduate Program

For the Ford Foundation

Bangladesh: Ministry of Agriculture and Forests
 Ministry of Health and Population Control/Family Planning Services and Training Center
 University of Dhaka/Institute of Business Administration
 University of Dhaka/Institute of Nutrition and Food Science
 University of Dhaka/Centre for Population Management
 East Africa International Affairs Social Science
 Ethiopia: Addis Ababa University Linkages
 Addis Ababa University Women
 India: Central Institute of English and Foreign Languages (CIEFL)/Hyderabad
 Patna University/Water Resources Study Program of Bihar College
 India Governance
 India, Nepal, Sri Lanka: Nongovernmental Organizations Forum of the Women's Decade
 Indian Institute of Management/Ahmedabad (IIMA)
 Indonesia: IKIP Yogyakarta Indonesia (Institute Keguruan Dan Ilmu Pendidikan)

International Human Rights Internship Program
 Kenya: University of Nairobi---International
 Economics
 Pakistan: Applied Economics Research Center,
 University of Karachi
 Philippines: Environmental Studies and Manage-
 ment (PESAM) of the University of the Philippines
 South African Staff Development
 Tanzania Centre for Foreign Relations
 West Africa Rural Poverty

Personnel Support Services

Bangladesh: Bangla Academy
 Bangladesh Agricultural Research
 Council
 Bangladesh Agricultural University
 University of Dhaka Library
 Indonesia: Ministry of Agriculture and Forests
 Ministry of Education
 Pakistan: Pakistan Institute of Development
 Economics

Purchasing Services

Bangladesh: Civil Officers Training Academy
 Grameen Bank
 Institute of Nutrition and Food Science
 Ministry of Agriculture
 University of Dhaka
 University of Dhaka/Centre for
 Population Management
 University of Rajshahi
 Bangladesh Agricultural Research Institute
 Bangladesh Agricultural University
 Bangladesh Department of Archaeology and
 Museums--- Dhaka
 Bangladesh Population Control and Family Planning
 Division
 Brazil: Museu Nacional Rio de Janeiro
 Egypt: Assiut University
 India: Bihar College of Agricultural Engineering
 Bihar Government Purchasing
 Central Institute of English and Foreign
 Languages
 Consumer Education and Research Center
 Pakistan: Applied Economics Research Centre

For Corporations and Corporate Foundations

Worldwide

Chicago Conference on Employment in International
 Business
 United Airlines Student Conference on International
 Business

U.S. Students

ITT International Fellowship Program
 Quadrille-Mobay Fellowship Program
 TRW Fellowship

Foreign Students, Employees, Children of Employees, and University Faculty

American Express International Study Awards
 Brazil: Fulbright/American Chambers of Commerce
 for Brazil/São Paulo/Rio de Janeiro
 Chase Manhattan Foundation Program
 Chile: St. Joe Mining Company Scholarship Program
 Colombia: Occidental Oil and Gas Corporation
 Program
 England, France, Mexico: Corning Glass Works
 Foundation Fellowship Program
Foreign Student Guide to Chicago
 France: Hoover Company Foundation Fellowship
 Program
 Guatemala: EXMIBAL Scholarship (Exploraciones y
 Explotaciones Mineras Izabel, S.A.)
 Guinea: Halco Mining Inc., Scholarship Program
 CBG Training (Compagnie des Bauxite de Guinee)
 Hungary: Starr Foundation Actuarial Science
 Program
 IIE/Denver Summer Leadership Intern Program
 ITT International Fellowship Program
 Indonesia: Caltex Petroleum Corporation Programs
 AMOSEAS/Indonesia Children of
 Employees Program
 Caltex Petroleum Indonesia Scholarship
 Program
 EDAC Employee Training Program
 Mobil Oil, Indonesia, Inc. Program
 Union Oil Company of Indonesia Program
 Japan: RCA/David Samoff Scholarship and Fellow-
 ship Awards Program
 Latin American Travel Grant Program of Pan Ameri-
 can and Eastern Airlines
 Minnesota Mining & Manufacturing Company
 Supplementary Fellowship Awards Program
 Peru: Occidental Oil and Gas Corporation Program
 Philip Morris International Supplementary Fellowship
 Program
 South Africa: Ford Motor Company Program
 South African Education Program
 The Levi Strauss Foundation International Scholar-
 ship Program for Children of Company Employees
 The Starr Foundation Scholarship Foundation for
 "American International" Children---Overseas



Throughout its 66-year history, IIE has depended on concerned individuals, foundations, and corporations to contribute the funds necessary to meet its commitments to students, colleges and universities, scholars and researchers, artists, and the many thousands around the world who use its information, counseling, and publication services. IIE expresses its sincere appreciation to all who, through their generosity, have demonstrated their confidence in international education as an effective means of building a more just and peaceful world order.

Corporations and foundations once again made important grants to reinforce IIE's capability to sustain vital educational services for students and scholars, as well as to develop new programs to meet changing needs.

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 The City Partnership, Ltd
 The Coastal States Management Corporation
 Colorado District Export Council
 Commercial National Bank
 Conoco Inc
 Convent of the Sacred Heart
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 CPC International Inc
 Cushman Realty Corporation
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 First Interstate Bank of Denver
 First National Bank of Chicago
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 Grace Petroleum Corporation
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 Aynaud M Herbert, M D
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 Houston Consular Corps
 Houston Lighting & Power Company
 Houston Oil Producing Enterprises, Inc
 T F Hudgins & Associates, Inc
 Roy M Huffington, Inc
 Imperial Savings & Loan Association
 Innovative Office Products
 International Business Machines Corporation
 Irby Construction Company
 C Itoh & Company (America), Inc
 Kansai Productivity Center
 Kellogg Rust, Inc
 Keystone International, Inc
 Kulkoni, Inc
 Lykes Brothers Steamship Company, Inc
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 Mitchell Energy & Development Corporation
 Mitsui & Company (USA), Inc
 Molex International, Inc
 Morgan Guaranty Trust Company of New York
 Mossy Oldsmobile, Inc
 National Boulevard Bank of Chicago
 National Farmers Union
 Neman Marcus Company
 Newsday, Inc
 Nissio Iwa American Corporation
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 North Central Oil Corporation
 The Northern Trust Company
 Oak Forest Bank
 Parkans International, Inc
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 Pennzoil Company
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 Harwood Taylor, Inc
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 Tellepsen Construction Company
 Tenneco Inc
 Texas Commerce Bank
 Texas Crude, Inc
 Texas Eastern Transmission Corporation
 Texas Gas Transmission Corporation
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Corporations have played a significant role in supporting IIE's South African Education Program, which brings black South Africans to the United States to take advantage of educational opportunities unavailable to them at home. The following corporations and corporate foundations contributed in fiscal 1985.

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Special Events

Devoted volunteers across the United States rallied generous community support for IIE's educational services through special benefit events. New York's 26th annual Winter Party at the Metropolitan Club attracted distinguished international leaders in government, business, and the arts. Mrs. John R. Hearst and Miss Katharine Johnson were co-chairs; Mrs. Anastassios Fondaras was honorary chair.

Senator Charles Percy, chairman of IIE's Board of Trustees, and Italian ambassador Rinaldo Petrignani were honored guests at Denver's Festival Italiano, which together with Denver's "Walk Around the World" walkathon drew significant community support. Houston's ninth annual Festival of Nations honored the Republic of Korea; former Korean prime minister Chang-Soon Yoo was honorary chair of the many-faceted month-long event. San Francisco's benefit dinner featured performances by outstanding musicians, including Barbara Kilduff, winner of the IIE International Vocal Competition Award.

The Kenneth Holland Lecture Series, created as a memorial to IIE's third president, offered internationally minded audiences in the New York area five thought-provoking programs: a panel discussion by *Newsweek* foreign-affairs editors and lectures by New York Public Library president Vartan Gregorian, diplomat Sol M. Linowitz, scholar and former Ford Foundation president MacGeorge Bundy, and physician-scholar-corporate executive Franklin Murphy. Diane Paton was chair of the series; Lawrence A. Wien was honorary chair.

The Winter Party New York

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ARTHUR ANDERSEN & Co.
NEW YORK, N. Y.

To the Board of Trustees of the

Institute of International Education, Inc.:

We have examined the balance sheets of the Institute of International Education, Inc. (a New York not-for-profit corporation) as of September 30, 1985 and 1984, and the related statements of support, revenue and expenses, of functional expenses, of changes in fund balances and of changes in financial position for the year ended September 30, 1985. Our examinations were made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of the Institute of International Education, Inc. as of September 30, 1985 and 1984, and the results of its operations, changes in its fund balances and changes in its financial position for the year ended September 30, 1985, in conformity with generally accepted accounting principles applied on a consistent basis.

Arthur Andersen & Co.

December 20, 1985

Institute of International Education, Inc.
Balance Sheets—September 30, 1985 and 1984

<u>Assets</u>	<u>1985</u>	<u>1984</u> (Note 4)
Current Unrestricted Fund		
Current Assets:		
Cash (including \$219,779 in 1985 and \$443,946 in 1984, restricted for U.S. Government sponsored programs)	\$ 802,824	\$ 1,074,302
Short-term investments, at cost, which approximates market—		
Commercial paper	8,850,000	7,650,000
U.S. Treasury bills	147,322	147,970
Time deposits	187,230	—
Reimbursable expenditures under contracts in progress	2,772,167	1,062,617
Prepaid expenses and other current assets	591,472	542,851
Total current assets	13,321,015	10,477,740
Long-term Investments in Marketable Securities, at cost (quoted market—\$199,482 and \$196,367 in 1985 and 1984, respectively)	116,901	116,901
	<u>\$13,437,916</u>	<u>\$10,594,641</u>
Land, Building and Equipment Fund		
Property and Equipment, at cost:		
Land	\$ 987,491	\$ 987,491
Building	4,177,789	4,177,789
Furniture and equipment	2,675,218	2,287,601
	7,840,498	7,452,881
Less—Accumulated depreciation (Note 1)	3,555,660	3,282,628
	<u>\$ 4,284,838</u>	<u>\$ 4,170,253</u>
Endowment Fund		
Cash	\$ 1,828	\$ 7,839
Investments, at cost (quoted market—\$2,193,350 and \$2,008,043 in 1985 and 1984, respectively)		
Money market fund	686,241	686,241
Mutual funds	482,093	482,093
Marketable securities	846,827	782,727
	2,015,161	1,951,061
	<u>\$ 2,016,989</u>	<u>\$ 1,958,900</u>

The accompanying notes to financial statements are an integral part of these balance sheets.

Liabilities and Fund Balances

	<u>1985</u>	<u>1984</u> (Note 4)
Current Unrestricted Fund		
Current Liabilities:		
Accounts payable and accrued expenses	\$ 4,783,884	\$ 3,616,186
Sponsor funds received in advance, substantially all to be expended during the coming fiscal year (Note 1)	4,529,819	3,388,815
Deferred income	871,115	905,516
Total current liabilities	<u>10,184,818</u>	<u>7,910,517</u>
Current Unrestricted Fund Balance , designated by the Board of Trustees for:		
Major building and equipment repairs and replacement	3,000,000	2,470,000
Contract compliance and program adjustment	253,098	214,124
Total current unrestricted fund balance	<u>3,253,098</u>	<u>2,684,124</u>
	<u>\$13,437,916</u>	<u>\$10,594,641</u>
 Land, Building and Equipment Fund		
Fund Balance	\$ 4,284,838	\$ 4,170,253
	<u>\$ 4,284,838</u>	<u>\$ 4,170,253</u>
 Endowment Fund		
Fund Balance	\$ 2,016,989	\$ 1,958,900
	<u>\$ 2,016,989</u>	<u>\$ 1,958,900</u>

**Institute of International Education, Inc.
Statement of Support, Revenue and Expenses
for the Year Ended September 30, 1985
with Comparative Totals for 1984**

	Sponsored Programs	Institute Services	Total	
			1985	1984 (Note 4)
Public Operating Support and Revenue (Note 1):				
Revenue—				
Sponsored programs (Note 5)	\$100,392,870	\$ —	\$100,392,870	\$88,736,764
Investment income (Note 1)	36,991	859,971	896,962	853,416
Sales of publications	—	55,586	55,586	66,090
Miscellaneous income, net	—	26,112	26,112	21,253
Rental income (net of related expenses of \$490,005 and \$488,285 in 1985 and 1984, respectively)	—	907,609	907,609	783,161
Total revenue	<u>100,429,861</u>	<u>1,849,278</u>	<u>102,279,139</u>	<u>90,460,684</u>
Public operating support--				
Contributions	955,334	484,806	1,440,140	1,518,449
Special events (net of direct expenses of \$95,286 and \$110,551 in 1985 and 1984, respectively)	—	440,691	440,691	510,790
Membership fees	—	135,560	135,560	129,315
Total public operating support	<u>955,334</u>	<u>1,061,057</u>	<u>2,016,391</u>	<u>2,158,554</u>
Total public operating support and revenue	<u>101,385,195</u>	<u>2,910,335</u>	<u>104,295,530</u>	<u>92,619,238</u>
Expenses (Note 1)				
Sponsored programs--				
International exchange of persons	38,742,423	—	38,742,423	34,020,194
Scientific cooperation activities	55,132,324	—	55,132,324	49,348,954
Short-term international visitors	4,906,156	—	4,906,156	3,928,014
Assistance to colleges and universities	269,212	—	269,212	264,650
Total sponsored programs	<u>99,050,115</u>	<u>—</u>	<u>99,050,115</u>	<u>87,561,812</u>
Institute educational services--				
Publications, census, counseling, library and reference services	245,869	517,283	763,152	706,980
Overseas and regional office activities	357,750	457,502	815,252	757,091
Student activities, conferences and projects	325,446	100,806	426,252	377,211
Total Institute educational services	<u>929,065</u>	<u>1,075,591</u>	<u>2,004,656</u>	<u>1,841,282</u>
Total program services	<u>99,979,180</u>	<u>1,075,591</u>	<u>101,054,771</u>	<u>89,403,094</u>
Supporting services--				
Management and general	1,209,924	435,066	1,644,990	1,452,298
Fund raising	—	593,818	593,818	559,596
Program development	—	318,392	318,392	304,455
Total supporting services	<u>1,209,924</u>	<u>1,347,276</u>	<u>2,557,200</u>	<u>2,316,349</u>
Total expenses	<u>101,189,104</u>	<u>2,422,867</u>	<u>103,611,971</u>	<u>91,719,443</u>
Excess of public operating support and revenue over expenses	<u>\$ 196,091</u>	<u>\$ 487,468</u>	<u>\$ 683,559</u>	<u>\$ 899,795</u>

The accompanying notes to financial statements are an integral part of this statement.

**Institute of International Education, Inc.
Statement of Changes in Fund Balances
for the Year Ended September 30, 1985
with Comparative Totals for 1984**

	Current Unrestricted Fund	Land, Building and Equipment Fund	Endowment Fund	Total	
				1985	1984 (Note 4)
Fund Balances , beginning of period	\$2,684,124	\$4,170,253	\$1,958,900	\$8,813,277	\$7,651,559
Excess of public operating support and revenue over expenses	683,559	—	—	683,559	899,795
Equipment additions, net	(387,617)	387,617	—	—	—
Depreciation for the period	273,032	(273,032)	—	—	—
Capital additions--					
Realized gains on endowment investments	—	—	20,290	20,290	6,372
Contributions to endowment fund	—	—	37,799	37,799	55,551
Fund Balances , end of period	<u>\$3,253,098</u>	<u>\$4,284,838</u>	<u>\$2,016,989</u>	<u>\$9,554,925</u>	<u>\$8,813,277</u>

The accompanying notes to financial statements are an integral part of this statement.

**Institute of International Education, Inc.
Statements of Changes in Financial Position
for the Years Ended September 30, 1985 and 1984**

	1985	1984 (Note 4)
Funds were Provided by:		
Excess of public operating support and revenue over expenses before capital additions	\$ 683,559	\$ 899,795
Capital additions--		
Realized gains on endowment investments	20,290	6,372
Contributions to endowment fund	37,799	55,551
Excess of public operating support and revenue over expenses including capital additions	741,648	961,718
Item not requiring outlay of cash--depreciation (Note 1)	273,032	230,375
Decrease in reimbursable expenditures under contracts in progress	—	43,042
Increase in accounts payable and accrued expenses	1,167,698	2,149,433
Increase in deferred contribution income	—	60,152
Increase in sponsor funds received in advance	1,141,004	—
Total funds provided	<u>3,323,382</u>	<u>3,444,720</u>
Funds were used for:		
Increase in reimbursable expenditures under contracts in progress	1,709,550	—
Increase in prepaid expenses and other current assets	48,621	65,126
Decrease in deferred contribution income	34,401	—
Decrease in sponsor funds received in advance	—	249,609
Increase in endowment fund assets	58,089	61,923
Acquisition of equipment, net	387,617	302,076
Total funds used	<u>2,238,278</u>	<u>678,734</u>
Net increase in current unrestricted fund cash and short-term investments	1,085,104	2,765,986
Balance , beginning of period--current unrestricted fund cash and short-term investments	8,872,272	6,106,286
Balance , end of period--current unrestricted fund cash and short-term investments	<u>\$9,957,376</u>	<u>\$8,872,272</u>

The accompanying notes to financial statements are an integral part of these statements.

**Institute of International Education, Inc.
Statement of Functional Expenses
for the Year Ended September 30, 1985
with Comparative Totals for 1984**

Sponsored Programs

Description	International Exchange of Persons	Scientific Cooperation Activities	Short-Term International Visitors	Assistance to Colleges and Universities	Total
Sponsored Direct Expenses:					
Tuition	\$11,640,816	\$ 95,155	\$ 15,730	\$ 7,073	\$11,758,774
Travel and field trips	2,858,280	358,764	346,982	5,258	3,569,284
Grantee maintenance	16,098,443	287,824	2,828,106	3,079	19,217,452
Salaries and related benefits of scientific staff	268,819	48,196,534	3,210	4,720	48,473,283
Grantee book allowance	782,476	1,170	122,112	1,125	906,883
Procurement of equipment and supplies	101,820	1,530,453	0	4,589	1,636,862
Insurance	352,882	2,091,383	15,270	675	2,460,210
Freight, shipment and storage	24,916	1,306,210	0	0	1,331,126
Other	92,364	8,916	13	0	101,293
	32,220,816	53,876,409	3,331,423	26,519	89,455,167
Other Institute Expenses:					
Salaries and related benefits	4,292,834	803,944	1,090,079	100,480	6,287,337
Occupancy--					
Building maintenance and field office rents	403,779	83,248	176,018	40,765	703,810
Depreciation and amortization	118,242	28,568	17,936	5,826	170,572
Outside services					
Legal, data processing, auditing and consultants	308,908	91,058	33,110	57,400	490,476
Travel	327,055	26,336	33,360	7,277	394,028
Communications-- telephone and telegraph	368,223	98,441	106,133	5,854	578,651
Postage	117,775	30,525	23,040	7,199	178,539
Printing and duplicating	195,838	1,739	235	45	197,857
Receptions and meetings	43,406	7,838	4,305	1,589	57,138
Equipment rentals and repairs	151,664	36,211	47,981	6,698	242,554
Stationery and supplies	112,323	29,576	28,755	3,505	174,159
Other	81,560	18,431	13,781	6,055	119,827
	6,521,607	1,255,915	1,574,733	242,693	9,594,948
Total	\$38,742,423	\$55,132,324	\$4,906,156	\$269,212	\$99,050,115

Institute Educational Services

Publications, Census, Counseling, Library and Reference Services	Overseas and Regional Office Activities	Student Activities, Conferences and Projects	Supporting Services				Total Expenses		
			Total	Management and General	Fund Raising	Program Development	Total	1985	1984 (Note 4)
\$ ---	\$ --	\$ --	\$ ---	\$ ---	\$ --	\$ --	\$ ---	\$ 11,758,774	\$10,278,174
---	---	---	---	---	---	---	---	3,569,284	2,688,543
---	---	---	---	---	---	---	---	19,217,452	17,022,368
---	---	---	---	---	---	---	---	48,473,283	43,918,195
---	---	---	---	---	---	---	---	906,883	861,080
---	---	---	---	---	---	---	---	1,636,862	1,237,660
---	---	---	---	---	---	---	---	2,460,210	2,099,274
---	---	---	---	---	---	---	---	1,331,126	1,220,631
---	---	---	---	---	---	---	---	101,293	176,521
---	---	---	---	---	---	---	---	89,455,167	79,502,446
467,881	508,107	232,818	1,208,806	1,153,249	334,742	184,520	1,672,511	9,168,654	7,865,980
38,066	89,113	16,880	144,059	84,261	25,443	30,683	140,387	988,256	899,465
13,320	8,575	5,851	27,746	29,438	8,737	9,372	47,547	245,865	200,610
57,108	21,680	38,690	117,478	218,388	66,856	14,617	299,861	907,815	728,326
13,850	51,836	10,850	76,536	14,003	5,932	34,241	54,176	524,740	498,265
16,168	32,814	14,937	63,919	52,169	21,068	10,782	84,019	726,589	574,946
30,316	11,709	6,194	48,219	16,919	16,821	2,622	36,362	263,120	240,906
65,674	12,750	27,971	106,395	926	33,276	5,078	39,280	343,532	412,358
3,184	15,799	27,430	46,413	4,818	6,425	4,444	15,687	119,238	81,378
14,458	14,885	12,308	41,651	33,289	53,251	7,477	94,017	378,222	295,639
21,711	15,512	12,210	49,433	22,001	9,368	4,893	36,262	259,854	209,119
21,416	32,472	20,113	74,001	15,529	11,899	9,663	37,091	230,919	210,005
763,152	815,252	426,252	2,004,656	1,644,990	593,818	318,392	2,557,200	14,156,804	12,216,997
\$763,152	\$815,252	\$426,252	\$2,004,656	\$1,644,990	\$593,818	\$318,392	\$2,557,200	\$103,611,971	\$91,719,443

The accompanying notes to financial statements are an integral part of this statement.

**Institute of International Education, Inc.
Notes to Financial Statements
September 30, 1985**

(1) Accounting policies:

Sponsored program revenue—

Revenue from contracts with sponsors is recorded as related expenses are incurred. Provisions for anticipated losses on contracts are recorded in the period that such losses are identified.

Support received from the public—

Unrestricted contributions are recognized as income upon receipt. Donor support restricted for specific activities is recorded as income when related costs are incurred.

Depreciation—

Building and furniture and equipment are depreciated on a straight-line basis over their estimated useful lives of fifty years and three to ten years, respectively. Depreciation expense for fiscal 1985 aggregated \$273,052, of which \$27,167 was applicable to rental space.

Pension plan—

Retirement benefits coverage is available for substantially all employees provided through individual contributory annuities with Teachers Insurance and Annuity Association and College Retirement Equities Fund. The Institute's contribution under the provisions of this defined contribution plan is funded currently and was approximately \$322,000 in fiscal 1985.

Endowment income—

Interest and dividend income earned on endowment fund investments is credited directly to the respective general or restricted program, on a basis consistent with the terms of each endowment. Interest income received from endowment type funds controlled by third party trustees is similarly credited directly to the respective general or restricted program. The principal balances of such funds, which are not included in the accounts of the Institute, aggregate approximately \$715,000 at September 30, 1985 as reported by third-party trustees.

Reimbursable expenditures under contracts in progress—

Reimbursable expenditures of \$2,301,089 and \$553,944 for 1985 and 1984, respectively, represent accrued expenditures for U.S. government programs to be funded under established letters of credit during the subsequent period of actual disbursement.

(2) The Institute:

The Institute develops and administers programs of international educational exchange and technical assistance under renegotiable contracts subject to audit with governments, international organizations, corporations, foundations, colleges and universities in the United States and abroad.

The services provided to approximately 9,000 students, teachers, technicians and specialists, representing approximately 120 countries who study and train through these programs are administered by the New York Headquarters, six regional offices in the United States and seven overseas offices. The Institute also administers educational assistance to universities and foreign countries, agricultural research insti-

tutes, conferences, seminars and other activities and provides procurement services on behalf of certain sponsors.

In addition, through general support, the Institute conducts counseling and information services, issues publications and conducts conferences, seminars and other special projects which provide assistance to individuals, colleges, universities and other organizations on matters of international education.

(3) Tax status:

The Institute is exempt from Federal income taxes under Section 501(c)(3) of the U.S. Internal Revenue Code, and has been classified as an organization which is not a private foundation under Section 509(a). Contributions to the Institute qualify for the 50% charitable contributions deduction.

(4) Prior year financial information:

The financial information shown for 1984 in the accompanying financial statements is included to provide a basis for comparison with 1985 and, other than for the balance sheets and the statements of changes in financial position, presents summarized totals only. Certain prior year amounts have been reclassified to conform to the presentation of current year's financial information.

(5) Sponsored revenue:

Total sponsored program revenue for 1985 was derived from the following major sponsor categories:

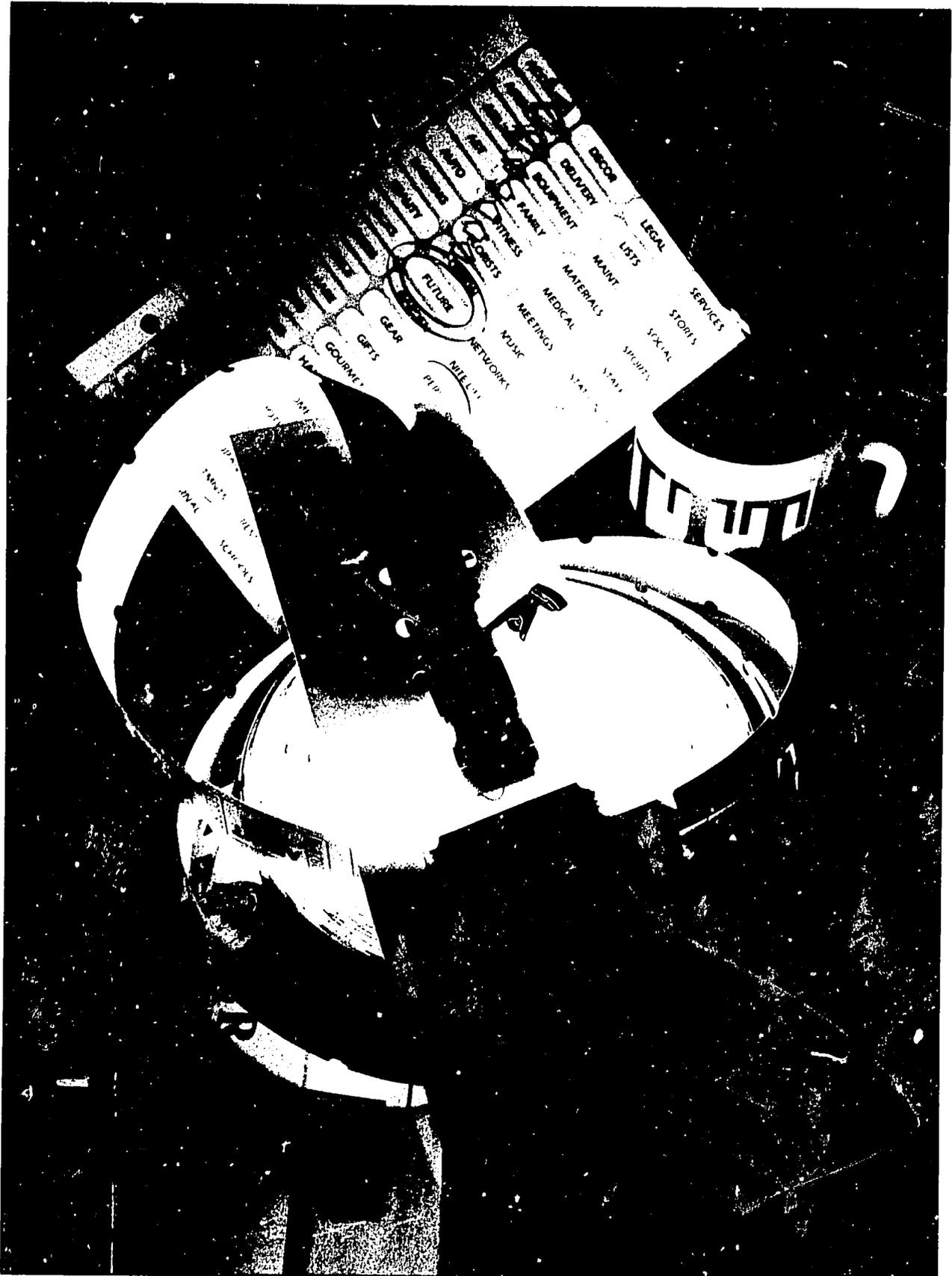
Foundations and research organizations	\$ 56,481,780
U.S. Government agencies	34,017,850
Corporations	3,778,472
Foreign governments and international organizations	6,114,768
	<u>\$100,392,870</u>

(6) Leases:

The statement of support, revenue and expenses includes rental expenses of approximately \$371,200. The Institute leases space for its regional and overseas offices on a noncancelable, long-term basis. These agreements, expiring at various dates through 1994, permit the Institute to sublease such space at its option. These leases generally provide for increased rentals based on increases in operating expenses. The Institute is liable under the terms of these leases for minimum rentals as follows:

Year	Amount
1986	\$ 215,047
1987	193,555
1988	186,794
1989	176,338
1990	180,860
Thereafter	651,096
	<u>\$1,603,690</u>

The liabilities for minimal rental in 1986 and 1987 are net of sublease income of \$22,740 and \$5,685, respectively.



Cover design for the ITT International Fellowship Program Yearbook 1985-1986 by Ko Willem Velare, 1984 ITT Fellow from the Netherlands to the Cranbrook Academy of Art.

The design depicts the process of becoming an ITT Fellow, the battle with papers, the selection talks, the future planning, the tension, and, finally, the outcome of the selection procedure.



IIE Staff

Just a few of IIE's 334 staff members:

1. Winter Party coordinator Dorothy Williams (right) of the Resource Development Division with Elizabeth Jones, secretary.



2. Barry Schuman (left), deputy vice-president of the Department of Exchange Programs and Educational Services, and Robert N. White, director of program development.

3. South African Education Program staff members (left to right) Todd Hutchen, program administrator; Mireille Jeannopoulos, program administrator; Julia Wells, senior program administrator; and Gage Blair, senior secretary.



4. Dulcie Schackman (left), information services manager, with Shyamalie Disnayake, IIE training coordinator for the USAID Diversified Agricultural Research Project in Sri Lanka.

5. James O'Driscoll (left), manager of English and Special Services, and Richard M. Krasno, IIE's President.



6. Hubert H. Humphrey Fellowship Program staff members (left to right) Micaela Thorup, assistant director; Mariko Sandberg, administrative research assistant; and Ingrid Sohlberg, senior program administrator.

7. International Purchasing Services Division staff members (left to right) Migdalla Velez, buyer; Frank C. Gerard, senior buyer; and Joan R. Murray, director.



8. Patricia Lehaney (right), Europe area manager of the Foreign Fulbright Programs Division, and Brenda Gilmartin, senior program administrator.

9. Theresa Granza (center), U.S. Student Programs Division manager, with Walter Jackson, senior program and publicity administrator, and Bridget Cagney, program analyst.



10. Elinor Barber (right), research director, with Alfred Julian, statistical research analyst, and Bopha Kchao, administrative secretary.

Photographs by Irving Newman.



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