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## Diplomarbeit

Titel der Diplomarbeit:

The first two years of the Fulbright Commission in  
Austria. First hand reports by American students –  
How did they perceive Austria?

Verfasser

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## 1. Preface

I was first introduced to the Fulbright Commission in Vienna and its archives through my studies in History at the University of Vienna. Pleasantly surprised by the organisation and comprehensiveness of the archives, I began to view the materials and soon found that they were filled with fascinating reports by Fulbright Fellows since the early 1950s. I was told by Dr. Lonnie Johnson, director of the Fulbright Commission in Vienna, that almost no previous research had been done with the materials and subsequently the idea for my thesis was born. While there has been no complete examination of the materials, the process of examining the sources was begun by Dr. Thomas König who recently completed his dissertation in political science, entitled: “The Fulbright Program in Wien. Wissenschaftspolitik und Sozialwissenschaften am ‚versunkenen Kontinent‘.”

My thesis deals with the development of the Fulbright Commission and its first five years of existence in Austria.

As I began to study the materials in more depth, I realized that I would have to limit my question due to the scope of the reports. I concentrated on the student category and investigated first hand reports of American students in Austria from 1951 to 1953. Within this category I focused on the socio-cultural exchange of the students and the question: “How did they perceive Austria and student life at that specific time? To answer this question I utilized the about 150 ‘final reports,’ which the students had to complete at the end of every semester. One major challenge I faced was the difficulty I had in deciphering the different handwritten reports.<sup>1</sup> Other useful sources were the “annual reports” of the United States Educational Commission in Austria for the years 1951/52 and 1952/53. They gave precious information about the preparation of the program and first experiences with its operation.

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<sup>1</sup> See attachments I, II, III

## 2. Sources and literature

The University of Arkansas's Library, located in James William Fulbright's hometown Fayetteville has a comprehensive collection of papers, which document his public career. It consists of "1,400 linear feet of correspondence, legislative bills, speeches and other records of the governmental, political and diplomatic issues with which he was concerned."<sup>2</sup> Moreover, the collection includes materials regarding the origin and administration of the Fulbright academic exchange program. For my studies, I concentrated on the material of the Fulbright archive in Vienna.

There is little contemporary literature concerning the history of the Fulbright Commission, most works have been published in the 1950s. A compact description of the history of the Fulbright program is the book by Walter Johnson and Francis J. Colligan from 1965<sup>3</sup>. In 1987, a collection of essays by participants in the Fulbright Program was published under the title: "The Fulbright Experience 1946-1986 with a foreword from Senator Fulbright."<sup>4</sup>

Current materials are limited to yearly reports by the Commission and the booklets<sup>5</sup> in celebration of the 10th, 25th and 50th anniversary of the founding of the Commission. Worth mentioning is the 2006 published book by Richard Arndt with the title: "The first Resort of Kings"<sup>6</sup> which is a broad summary of American Cultural Diplomacy in the twentieth century with detailed background information on the preparation of the Fulbright Program.

Biographies on Fulbright are limited; however, I would like to mention Johnson/Gwertzmann,<sup>7</sup> Brown<sup>8</sup> and the newest and most comprehensive biography by Randall Wood<sup>9</sup>. Fulbright himself published several works containing autobiographical information. His best known works are "The Arrogance of Power",<sup>10</sup> published in December of 1967 and the "The Price of

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<sup>2</sup> <http://libinfo.uark.edu/SpecialCollections/findingaids/fulbright.html>, from May 10<sup>th</sup>, 2009

<sup>3</sup> Walter Johnson, Francis J. Colligan, *The Fulbright Program. A History* (Chicago 1965)

<sup>4</sup> Arthur P. Dudden, Russell R. Dynes, *The Fulbright Experience 1946-1986. Encounters and Transformation* (New Brunswick/London 1987)

<sup>5</sup> Published by the Austrian-American Educational Commission (Vienna 1960 /1975 /2000)

<sup>6</sup> Richard Arndt, *The first Resort of Kings. American Cultural Diplomacy in the twentieth century* (Washington D.C. 2006)

<sup>7</sup> Haynes Johnson, Bernard M. Gwertzman (eds.), *Fulbright. The Dissenter* (New York 1968)

<sup>8</sup> Eugene Brown, *J. William Fulbright. Advice and Dissent* (Iowa City 1985)

<sup>9</sup> Randall Bennett Woods, *Fulbright. A Biography* (Cambridge 1995)

<sup>10</sup> James William Fulbright, *The Arrogance of Power* (New York 1967)

Empire”.<sup>11</sup> In another book, “Seeing the World as Others See It,” he emphasised “the hope for the development of mutual empathy.”<sup>12</sup>

## 2.1. Schmidgasse 14

Until September 2007, the Austrian Fulbright Commission and its archive were located in Schmidgasse 14 in the 8<sup>th</sup> district of Vienna. This house has a long tradition and its history is a complex story with changing owners.

The architect Franz Wilhelm Auer built it in 1886. From 1895 until 1938 it was a sanatorium managed by Dr. Lothar and Susanne Fürth, who committed suicide after the occupation of Austria by Germany. The heirs of the Fürth house were persecuted Jews who emigrated 1939 to the United States and therefore didn't accept the inheritance.

In 1943, the house became a military hospital for the German Armed Forces and after World War II it was confiscated by the United States Forces Austria. As a “service building,” the house became a center for the U.S. press, information, culture, politics, and ‘editorial department’. It also housed a translation office, a photographic laboratory, a typesetting unit, a film library, and a radio station (Voice of America).<sup>13</sup>

In 1950, the Special Program Office was founded in Schmidgasse 14. This office edited information from East European radio transmissions and newspapers and translated the information for the West. In 1951, these different activities within the house were centralized as Public Affairs Division/Information Services Branch of the U.S. Commission for Austria (USCOA). In 1953, the foundation of the United States Information Agency (USIA)<sup>14</sup>, also known as the

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<sup>11</sup> James William *Fulbright*, Seth *Tillman*, *The Price of Empire* (New York 1989)

<sup>12</sup> James William *Fulbright*, *Seeing the World as Other See It* (New York 1989) p.23

<sup>13</sup> Georg *Steinböck*, DVD *Goodbye Schmidgasse 14* (Vienna 2007)

<sup>14</sup> USIA: U.S. Information Agency created in 1953; an organisation which played a major role in developing and carrying out a national strategy for overseas information and cultural operation, especially during the Cold War. The activities included: Radio Network (Voice of America), magazines, books, pamphlets, leaflets, bulletins in over a hundred languages, the largest English teaching program ever mounted, training to improve the skills of local English teachers abroad, exhibits on American life and ideas, documentary films, television programs, newsreels and exchange programs that brought students, educators, artists and other

United States Information Service (USIS), took over the responsibility for the U.S press, information and cultural work in Schmidgasse 14. The Fulbright Commission moved into the building in 1950, receiving the rooms and infrastructure as a contribution from the U.S. government. Following the withdrawal of the Allied Forces in 1955, the house changed from U.S. “military” to “civil” administration and in 1958, the property passed on to the Republic of Austria. At this point the U.S. embassy negotiated an indefinite lease contract with the republic.

In 1960, the so-called ‘Sammelstellenverfahren’ aimed at providing capital in cases of heirless wealth to compensate in cash and distribute the revenues to the victims of National Socialism in Austria was founded. In 1966, Schmidgasse 14 was compensated by the Austrian government with a sum of 700 000 shillings (with an estimated market value of 6.2 million ATS) to a fund for the victims of the National Socialism in Austria.

In 2001, the Washington agreement between the Republic of Austria and the U.S. provided an in rem restitution. An independent arbitration panel for in rem restitutions was introduced whereby some cases re-examined. This became relevant for Schmidgasse 14 as in 2003 the circle of heirs extended and distant relatives of the Fürth family demanded a provision of capital and founded an association of heirs. In 2005, the arbitral panel found that the comparison for Schmidgasse in 1966 of the amount of 700.000 schillings was extremely unfair and recommended the restitution of the property.

In January of 2007, the house was bought for 9.65 million dollars at an auction of the A.M. Alpha Management Company. Following a disagreement among the heirs concerning the contract of sale, which had not been agreed upon by March 31<sup>st</sup> 2007, the federal real estate company (BIG) handed over the building to the association of heirs only after they had achieved an agreement. Finally, in March 2007, the U.S. embassy abandoned its tenancy contract and moved out. U.S. ambassador McCaw handed the keys for the house over to the BIG<sup>15</sup>, thereby ending over 50 years of the Fulbright Commission’s residence in

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professionals to the United States and sent their U.S. counterparts abroad. The Fulbright Commission was a part of this program. See also: Wilson P. *Dizard Jr.*, *Inventing Public Diplomacy. The Story of the U.S. Information Agency* (London 2004) pp. 4

<sup>15</sup> Bundesimmobiliengesellschaft



Schmidgasse 14.<sup>16</sup> To commemorate these years, Georg Steinböck directed a visual documentation titled “Goodbye Schmidgasse 14,” which is a combination of pictures of the house and oral history interviews with individuals who had worked there.<sup>17</sup> The Fulbright Commission and its archive moved to the Museumsquartier in Vienna’s 7<sup>th</sup> district. In 2001, Mag. Ulrike Seiss reorganized the archive and established its present order.

## 2.2. The Archive

The archive of the Commission is very extensive and its material covers the period from 1951/52 until today. The Fulbright Commission carries out academic exchange in four categories between Austria and the United States of America: Students, Teachers, Research Scholars and Visiting Lecturers.

The material is divided into four main categories:

1. U.S Grantees: 34 boxes with yellow labels
2. Austrian Grantees : 23 boxes with white labels
3. General Files: 14 boxes with blue labels and
4. Fulbright Commission and AAEC<sup>18</sup> materials: 18 boxes with yellow labels

The two main categories, U.S. grantees and Austrian grantees, cover all persons who received a grant from the Fulbright Commission.

In general, there is a distinction between seniors and students. The seniors’ side covers the following categories: Visiting lecturers, research scholars<sup>19</sup> and

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<sup>16</sup> Dr. Lonnie *Johnson*, Chronik der Schmidgasse on the DVD ‘Goodbye Schmidgasse 14’ from Georg Steinböck. The film was produced by the Austrian-American Educational Commission (Vienna 2007)

<sup>17</sup> [http://www.fulbright.at/about/goodbye\\_schmidgasse.php](http://www.fulbright.at/about/goodbye_schmidgasse.php); See also the documentary film directed by Georg Steinböck, about the “Schmidgasse 14,” produced by the Austrian-American Educational Commission. <http://www.georgsteinboeck.com/schmidgasse14.htm> from November 20<sup>th</sup>, 2008

<sup>18</sup> AAEC: Austro-American Educational Commission

<sup>19</sup> The distinction between Visiting Lecturers and Research Scholars was forced by the Board of Foreign Scholarship. Originally the Fulbright Commission in Austria had no distinction; they propagandized an ‘Austrian model’. The correspondence on this topic: “[...] that professors at Austrian institutions of higher learning are invariably both teachers and research scholars. It is their duty to engage in research and at the same time to instruct students in their respective fields. The Austrian professor thus lectures on the subject matter of his particular field, and within the scope of his lectures, he communicates the results of his research activities when discussing the relevant topics” and “it would be difficult in Austria to have persons who might be considered solely instructors and others who are exclusively research scholars.” The answer of

in the first year of the Fulbright program, teachers. The students' side is sometimes designated with Austrian Government Grantees. The U.S Teaching Assistants aren't integrated in the category of U.S grants, because the Fulbright Commission only administered them for the Austrian Ministry of Education. The Austrian Seniors cover the period from 1951/52 until 1990/91 and are subdivided into: Visiting Lecturer, Research Scholars and Foreigners at American Studies Abroad (FAA). Under the FAA, there are participants of the Bologna Center<sup>20</sup>, the Cleveland International Program (CIP)<sup>21</sup> and the Salzburg Seminar for American Studies<sup>22</sup>.

All boxes contain folders, which are also labelled and subdivided.

Within the General Files there are the following divisions:

- General Files 1 - Gründung AAEC agreement
- General Files 2 - Regional Conferences
- General Files 3 - Seminars Minutes US Commission 1-30
- General Files 4 - Minutes AAEC 1-145
- General Files 5 - Minutes AAEC 145-185
- General Files 6 - Annual Reports
- General Files 7 - Program Proposals
- General Files 8 - 1952/53-1965/66

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the Board of Foreign Scholarship came quickly: "of [...] serious concern is the inclusion of visiting lecturers and research scholars from the United States in a single combined category. Officers of the Department and the cooperating agencies [...] cannot believe that the situation in Austria is radically different from that in most other countries. The assumption is that almost all professors are expected to engage in research activities, while many research scholars do perform some teaching function. The Commission, therefore, is requested to furnish a re-listing of the positions, showing which are primarily lectureships and which do research. This is necessary for two reasons: 1. recruitment and screening process and 2. a clearer indication of which grantees will be subject to the United States income tax. This tax will be levied upon all those who are performing identifiable service under the terms of their grants." See: 'Annual Program Proposal 1951', p. 1-2 and Proposal review 1951, p. 3 In: Box, General Files 7.

<sup>20</sup> The Bologna Center is a two year post graduate study with the first year in Bologna and the second year at the Johns Hopkins University in Washington. It was founded in 1955 and worked - and still works - together with a division of the Johns Hopkins University. The school of Advanced International Studies (SAIS) of the Johns Hopkins University was founded in 1943 by Christian A. Herter and Paul H. Nitze, who wanted to "prepare young men and women to assume responsibilities in the postwar world." The grants of the Bologna Center during the post-war period were sent to the U.S., with the goal "to educate future leaders to reach beyond national boundaries and biases and to work cooperatively toward common international objectives. The records of the applicants of 1951/52 are stored in the Fulbright archive. See also: <https://www.iesabroad.org> from December 10<sup>th</sup>, 2008

<sup>21</sup> The program provides work in an U.S. organisation for social workers and youth leaders for a period up to four month. The Fulbright Commission started with this program in 1957/58 and ended in 1990/91.

<sup>22</sup> The Salzburg Seminar provides workshops with specific topics for a period from one to three weeks.

- General Files 9 - 1966/67-1973/74
- General Files 10 - 1974/75-1983/84
- General Files 11 - 1984/85-1991/92
- General Files 12 - 1992/93-1996/97
- General Files 13 - 1997/98-2000/01
- General Files 14 - 2001/02-...

The material of the 1950s from the General Files has not been preserved completely and so is that of the year 1962/63, which is an important year for the Commission because of the signing of the binational agreement with the Austrian Government.<sup>23</sup> Important materials concerning the program administration, such as the minutes of the commission meetings, the annual reports, and the yearly proposals are sorted by both content and chronology.<sup>24</sup>

### **3. U.S. Academic Exchange with Austria before 1950**

The Fulbright Program was a combination of several elements that can be found in earlier American exchange activities. The idea of international exchange as a “means of sharing knowledge” and “breaking down barriers” is in this sense not unique to Fulbright.<sup>25</sup> Against the backdrop of the Cold War, these cultural exchange programs mainly developed out of the U.S. propaganda and information efforts. In the first years of the post-war period, military authorities exerted an immense cultural influence in Austria and other countries occupied by the U.S. army. This was also the time when the U.S. information centers (“Amerikahäuser”) were established as cultural ambassadors. Between 1945 and 1955, twelve of these “Amerikahäuser” were established in Austria. The cultural departments of the U.S. army were taken over by the Department of State in 1949/50, which had already introduced a Division of Cultural Relation

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<sup>23</sup> See page 35

<sup>24</sup> According to Mag. Ulrike Seiss, ‘Abschlussbericht’. Das Archiv der Fulbright Commission (Wien 2001) p.4

<sup>25</sup> Randall Benett Woods, Fulbright Internationalism. In: The Annals of the American Academy of Political and Social Science. The Fulbright Experience and Academic Exchanges. May 1987. p. 24

in 1938.<sup>26</sup>

Most U.S. exchange programs in the 1950s were established with the mission of “Re-Education,” especially in Germany. Others were founded with the objective of what Bischof calls “Americanization”<sup>27</sup> and the aim of U.S. propaganda during the Cold War. Ninkovich quotes a memorandum of the “U.S. Informational and Educational Exchange Objectives in the next five years,” which describes the goal of various exchange programs. It states, “The exchange program must be designed to indoctrinate as well as to educate.”<sup>28</sup>

Between the two World Wars, 5564 students had participated in an exchange between the US and other countries under the auspices of the Institute of International Education (IIE)<sup>29</sup>, which was established in 1919. Its financial support originally came from the Carnegie Endowment for International Peace and later from the Rockefeller Foundation.<sup>30</sup>

The Rockefeller Foundation<sup>31</sup> financed various research projects between the wars in Europe including Austria and also in other parts of the world.<sup>32</sup> Its achievements ranged from medical and agricultural support to the establishment of schools, public health initiatives and international cultural

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<sup>26</sup> Reinhold *Wagnleitner*, *Coca-Colonisation und Kalter Krieg. Die Kulturmission der USA in Österreich nach dem Zweiten Weltkrieg.* (Wien 1991) p. 62-80

<sup>27</sup> Günther *Bischof*, *Austria in McWorld*, In: Günther *Bischof*, Anton *Pelinka* (eds.): *The Americanization/Westernization of Austria* (London 2004) p. 1-17

<sup>28</sup> Frank A. *Ninkovich*, *The diplomacy of ideas. U.S. foreign policy and cultural relations 1938-1950* (Cambridge 1981) p. 15

<sup>29</sup> The IIE is a non-profit and independent organisation which administers over 250 programs. It is one of the largest international training and education organizations in the world. It is sponsored by more than 14 organizations and private funds and today 175 nations participate in the programs. The IIE is also one of the co-operating agencies of the Fulbright Program. The Fulbright Commission recommends candidates to the IIE in New York for placement in the different programs and the IIE has the central management of applications to U.S. universities. See also: <http://www.iie.org/> from February 6<sup>th</sup>, 2009

<sup>30</sup> Walter *Johnson*, Francis J. *Colligan*, *The Fulbright Program: A History* (Chicago 1965) p. 10

<sup>31</sup> The Rockefeller Foundation was founded by John D. Rockefeller along with his son and Frederick T. Gates, his advisor, in New York in 1913. His main mission was to: “promote the well-being, and to advance the civilization of the people of the United States and its territories and possessions and of foreign lands in the acquisition and dissemination of knowledge, in the prevention and relief of suffering, and in the promotion of any and all of the elements of human progress.” See: John Ensor *Harr*, Peter J. *Johnson*, *The Rockefeller conscience* (New York 1991) pp. 6

Originally John D. Rockefeller had established various organizations such as the Rockefeller Institute for Medical Research in 1901, the General Education Board in 1903, the Rockefeller Foundation in 1913, the Laura Spelman Rockefeller Memorial in memory of his wife in 1918 and 1923, the International Education Board. The founding of the International Education Board was done, because the General Education Board could not work overseas. See also: Raymond B. Fosdick, *The Story of the Rockefeller Foundation.* (London 1952) p. 9, p. 139

<sup>32</sup> See: Christian *Fleck*, *Österreichs Wissenschaften in den Augen amerikanischer Besucher.* In: *Wiener Zeitschrift zur Geschichte der Neuzeit* Jg. 5, 1, (2005) pp. 119

institutions. Educational support in the United States and abroad was emphasized. After World War I, the Rockefeller Foundation undertook three general types of activities:

1. Furnishing medical literature to important medical centers
2. Providing laboratory equipment and
3. Arranging fellowships.

This was the technical model for all forms of cultural cooperation. By 1933 the Rockefeller Foundation adopted the “improvement of international understanding through cultural interchange” as one of its principal policy goals. During World War II, the Rockefeller Foundation program for European refugee scholars helped more than 300 individual scholars to continue their work at American universities. Among these scholars were 30 Austrians.<sup>33</sup> In 1947, 240 Austrian students studied in the U.S. with the scholarship program of the International Institute in Washington, sponsored by the American Army and supported by the American Legation in Vienna as well as the Federal Ministry of Education.<sup>34</sup>

Many early exchange activities were the result of engagements and ideas of individuals. In 1947, the Salzburg Seminar in American Studies at Schloss Leopoldskron was established. It was the achievement of three Harvard students; one of them was native Austrian Clemens Heller, who wanted to “create at least one small center in which young Europeans from all countries and of all political convictions could meet for a month in concrete work under favourable living conditions.”<sup>35</sup>

The seminar would focus on “introducing American civilization in all its facets – its culture, its politics and its economy, to the young generation of post-war Europe.” The three young men appealed to the Harvard Student Council for assistance and secured the cooperation of the International Student Service in Geneva. Other financial support came from private donors. The seminar’s location was the result of a meeting between Clemens Heller and Helene

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<sup>33</sup> *Fleck* p. 130

<sup>34</sup> Speech of the Minister of Education, Dr. Felix Hurdes at the First Meeting of the Fulbright Commission on 6. October 1950. Box 8 General Files 1952/53. Folder: Fulbright General 1946-1951.

<sup>35</sup> [www.salzburgseminar.org/2009/history](http://www.salzburgseminar.org/2009/history) from January 19<sup>th</sup>, 2009.

Thimig, widow of Max Reinhardt, who supported the concept and offered Schloss Leopoldskron as a permanent home for the seminar. The Salzburg Seminar is still successfully operating and offers various programs and seminars for international participants.<sup>36</sup>

During the academic year 1949/50, 45 Austrian Students studied in the U.S. under the United States Department of the Army Educational Program. In 1950, the Institute of European Studies-Vienna Program (IES) was founded through the initiative of a young Austrian, Paul Koutny, who had studied as a U.S. State Department exchange student in Minnesota in 1949. He noted that many Americans had a great demand for study visits in Europe and so he proposed several ideas on how to realize this. He organised housing arrangements, investigated inexpensive meals, helped students with University registration and found German tutors for them. Within two months, 23 students had decided to take part in Koutny's educational project. He established the Institute of European Studies in Chicago in 1950. In September 1957, the Institute became affiliated with the University of Vienna. Dr. Hans Schima, Rector of the University, signed a contract establishing the exchange program. Dr. Hugo Hantsch was appointed the first Academic Director of the Institute by the Academic Senate of the University of Vienna. This exchange program was announced officially in the Vienna University catalogue.<sup>37</sup> Today, IES operates more than 80 programs in 31 cities.<sup>38</sup>

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<sup>36</sup> [www.salzburgseminar.org/2009/history](http://www.salzburgseminar.org/2009/history) from January 19<sup>th</sup>, 2009.

<sup>37</sup> The Institute of European Studies, Vienna Program, 25 Years, 1950-1975 (Wien 1975) p. 18-20

<sup>38</sup> See also: <https://www.iesabroad.org> from December 10<sup>th</sup>, 2008

## 4. The Fulbright Exchange Program

### 4.1 Preparation of the Fulbright Program

At the end of World War II, the vast wartime supply program of the United States was at a peak. United States military equipment and supplies, millions of dollars worth, were either in action or waiting for immediate use in storage depots all over the world. Almost overnight these supplies not only lost their specific value to the United States economy, but were in many instances the source of an additional drain on the American taxpayer. The United States were obliged to pay rent on storage facilities and depot areas for its piled-up military stocks.<sup>39</sup> No one knew the exact value of this property; estimates varied from \$60 million to \$105 million. Materials included planes, tractors, trains, railroad lines, boats, tanks and bulldozers, as well as food, tools, clothing, telephones and hospitals. Items ranged from agricultural implements and air pumps to zippers and zwieback.<sup>40</sup> The benefits that might have derived from these materials were far outweighed by the cost of transporting the stocks back to the US. On the other hand, great masses of supplies and equipment already overseas could be very useful for the rehabilitation of the countries where they were deposited. However, these countries were not in a position to acquire the surplus goods because they did not possess the dollar funds required. The alternatives were either to return the materials to the U.S. or let them rot overseas or selling and receive payments in the currencies of the foreign countries.<sup>41</sup>

In the face of this situation, Senator J. William Fulbright of Arkansas introduced legislation to Congress in the form of a 30-line amendment to the Surplus Property Act of 1944. Fulbright's amendment provided that some of the foreign currencies and credits which accrued to the United States through the sale of surplus property abroad should be used for an international student exchange in

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<sup>39</sup> Educational Exchanges under the Fulbright act. Department of State publication 3657. International Information and Cultural Series 9. (Washington 1949) pp. 1; Box 8 General Files 1952/53, Folder: Fulbright General 1946-1951

<sup>40</sup> Harry P. Jeffrey, Legislative Origins of the Fulbright Program. In: The Annals of the American Academy of Political and Social Science. The Fulbright Exchanges. 1987. p. 41

<sup>41</sup> Educational Exchanges under the Fulbright act. Department of State publication 3657. International Information and Cultural Series 9. December 1949. pp. 1-4

the fields of science, culture and education.<sup>42</sup>

In his speech in the Senate on Sept. 27<sup>th</sup> 1945, Fulbright said: “Mr. President, I ask unanimous consent to introduce a bill for reference to the Committee on Military Affairs, authorizing the use of credits established through the sale of surplus properties abroad for the promotion of international good will through the exchange of students in the fields of education, culture and science.”<sup>43</sup>

During this process Fulbright had to deal with several objections from different sides. Officials of the Bureau of Budget (BOB) argued that “the measure was unconstitutional and that the money received from surplus property sales had to be remitted to the Treasury and could not be earmarked for education without a specific appropriation bill from Congress.”<sup>44</sup>

Also, the State Department doubted that the “incoming grants could infiltrate its agents to the United States.”<sup>45</sup> This was a great fear for most politicians at that time. As Fulbright later said: “An influential senator<sup>46</sup> told me later that he would have killed the act instantly if he had grasped the contents.” The senator in question explained that “I don’t want our impressionable American youths to be infected with foreign-ism.”<sup>47</sup>

A major opponent was the Democratic Representative, Will Whittington from Mississippi, a high-ranking member of the Committee on Expenditures in the Executive Departments to which the exchange bill was assigned. Fulbright tried everything to convince him about the importance of educational exchange. Whittington’s brief answer was: “We are not interested in educating foreigners.”<sup>48</sup> It was only after Fulbright had convinced the Secretary of State for Economic Affairs, Will Clayton, who was a political friend of Whittington’s and an activist for improved government fiscal policies with the goal to bring a worldwide free economy into existence, that he switched his position.<sup>49</sup> Eugene Brown points out that Fulbright’s “exact preparation and cultivation efforts to

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<sup>42</sup> Educational Exchanges under the Fulbright act. Department of State publication 3657. International Information and Cultural Series 9. December 1949. p.1. Fulbright General 1946-1951.

<sup>43</sup> Woods, p. 131

<sup>44</sup> *ibid*

<sup>45</sup> *Jeffrey*, pp. 44-46

<sup>46</sup> It was Senator Kenneth Mc Kellar of Tennessee

<sup>47</sup> *Jeffrey*, p. 45

<sup>48</sup> *ibid*

<sup>49</sup> *Woods*, p. 132



downplay the bill to the congressional leaders made it so successful.”<sup>50</sup>

In November 1945, Fulbright introduced a second version of the request, and after a discussion in the Subcommittee on Surplus Property of the Senate Committee on Military Affairs, some changes were made before the proposal passed the Senate. The most important change was the establishment of the board of Foreign Scholarship as an independent part of the Department of State with members selected by the President. Fulbright argued, that the act “would help cut the surplus property knot, prevent the war-debt question from becoming a source of irritation between nations, promote trade and commerce, strengthen political relations with other countries, build up goodwill around the world and help ensure the future peace of the world.”<sup>51</sup>

#### **4.2. Smith-Mundt Act**

Fulbright knew he also needed permanent congressional authorisation. Within a few years, the available military surpluses would disappear and without support from congress, without “programs lodged in a secure agency with a strong political base and a stable budget over time,”<sup>52</sup> the idea would dissipate. He found two cosponsors for the Fulbright Act: Senator Karl E. Mundt from South Dakota and Senator H. Alexander Smith from New Jersey. The two founders of the Smith-Mundt Act of 1948 brought a resolution into congress favouring the establishment of an international education agency with the objectives to “enable the Government of the United States to promote a better understanding of the United States in other countries and to increase mutual understanding between the people of the United States and the people of other countries.”<sup>53</sup>

These objectives were to be achieved in two ways. The first was an ‘information program,’ which made knowledge about the U.S. available to foreign peoples. The second was an educational exchange service, which cooperated with other nations, through the “interchange of persons, knowledge and skills, of

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<sup>50</sup> Eugene *Brown*, J. William Fulbright. Advice and Dissent. (Iowa City, 1985) p.29

<sup>51</sup> *Jeffrey*, “Interview with Fulbright” p. 1-3, 31f. J. William Fulbright, “Statement,” 27. Sep. and 30. Nov. 1945, Fulbright Papers.

<sup>52</sup> Richard T. *Arndt*, p. 179

<sup>53</sup> *Ibid*, pp. 184

developments in the field of education, science and the arts and through the provision of technical and other services.”<sup>54</sup> The act declared that these two functions should be managed separately and called for both “unilateral informational activities and bilateral cultural relations programs”. Therefore, two new advisory commissions were created, one for information and one for education and culture.<sup>55</sup>

It was envisioned during the Cold War, that the Smith-Mundt Act should be an answer to Soviet propaganda. As Fraberger and Stiefel pointed out “Austria was one of the first ‘theatres’ of the Cold War, and the conflict between East and West took place between the occupation powers on Austria’s own territory.”<sup>56</sup>

To develop an accurate understanding of the situation, a study tour called “overseas information operation” was organised in September 1947. U.S Representatives and Senators travelled to twenty-two countries in Europe and the Near East within a five week period and visited embassies and consulates along the study tour’s route. The State Department officials recognized the importance of the tour in determining the future of the information program. An USIS officer described the visit in Vienna “We took them first to the downtown Soviet Information Center, an eight-story block long building complete with a movie theatre, lecture halls, exhibition floors, libraries with deep leather armchairs and even a plush retreat for chess players – a showplace that lacked only one thing – customers of whom barely a dozen could be seen in the whole establishment. Then we took our guest across the square to our own Amerika Haus – a bomb-shaken building at the city’s busiest intersection in which we occupied a string of rooms, some of them in a basement and all of them so crowded that many readers had to stand. And yet checkers clocked an average of four thousand visitors a day.”<sup>57</sup>

It was Senator Smith who explicitly recognised first the distinction between informational and educational activities. In his view, information was closely

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<sup>54</sup> See text on: <http://vlex.com/source/1021>; 22 US Code/Chapter 18 from October 20<sup>th</sup>, 2008

<sup>55</sup> Ibid

<sup>56</sup> Ingrid Fraberger, Dieter Stiefel, “Enemy Images”: The Meaning of “Anti-Communism” and its Importance for the Political and Economic Reconstruction in Austria after 1945. In: Günter Bischof, Anton Pelinka, Dieter Stiefel (ed.), *The Marshall Plan in Austria*. Volume 8, *Contemporary Austrian Studies* (Washington 2000) p. 56

<sup>57</sup> Wilson P. Dizard Jr., *Inventing Public Diplomacy* (London 2004) p. 46

involved in politics whereas cultural activities should be non-political and kept clear of propaganda.<sup>58</sup> The term Cultural Diplomacy was launched for this purpose. The result was the creation of two separate advisory commissions on information and educational exchange, each with the obligation of reporting to congress every six months. The State Department was commanded to “make full use of private agencies and resources.”<sup>59</sup>

Although the Smith-Mundt Act was to be closely and continuously associated with the Fulbright Program, it differed in several respects from an administrative point of view. The act did not provide for any such agency as the Board of Foreign Scholarships or for foundations overseas. It left the responsibilities of such bodies to the Department of State, it authorized no bilateral agreements based on foreign currency settlement and it was financed with dollars appropriated annually by the Congress for the budget of the international information and educational exchange activities of the Department of State. It also covered more countries than the Fulbright Program. What both had in common was the fact that they were administered in the same offices of the Department of State.<sup>60</sup>

The Smith-Mundt Act of 1948 established “ideological operations” as a permanent part of U.S. foreign policy.<sup>61</sup> Therefore, it also strengthened the mutual aspect of the Fulbright Exchange program by authorizing “appropriation of dollars to provide funds for foreign students once they were in the United States.”<sup>62</sup> By 1949 the US Office of Education and the Institute of International Education were handling Department of State grants under the Smith-Mundt Act for teachers and students in countries where the Fulbright Program was not operating.

The Fulbright Act applied at first only to the Lend Lease<sup>63</sup> countries of World

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<sup>58</sup> Charles A. Thomson, Walter H. C. Laves, *Cultural Relations and U.S. Foreign Policy* (Indiana 1963) p. 68-70

<sup>59</sup> Ninkovich, pp. 133

<sup>60</sup> Walter Johnson, Francis J. Colligan, *The Fulbright Program: A History* (Chicago 1965) p. 29

<sup>61</sup> Dizard, pp. 46

<sup>62</sup> J. W. Fulbright, *Education in International Relations*, In: *Tübinger Universitätsreden* (Tübingen 1965) p. 18

<sup>63</sup> Lend-Lease (Public Law 77-11) also named ‘Act to promote the Defense of the United States’, was a program under which the United States of America supplied the United Kingdom, the Soviet Union, China, France and other allied nations with vast amounts of war material between 1941 and 1945 in return for, in the case of Britain, military bases in Newfoundland, Bermuda, and the British West Indies. Lend-Lease came into existence with the passage of the Lend-

War II, although U.S. exchanges with Latin America began earlier.<sup>64</sup> The Smith-Mundt Act, which was also known as the US Information and Educational Exchange Act, expanded the Fulbright Program and also facilitated the establishment of binational centers around the world to coordinate international exchanges between the countries.<sup>65</sup>

#### 4.3. James William Fulbright

James William Fulbright was born on April 9, 1905 in the small town of Sumner, Missouri. He was the fourth of six children and grew up in the university town of Fayetteville, Arkansas. The patriarch of the Fulbright clan was Johan Vilhelm Volbrecht who had immigrated to America from Germany in the mid-eighteenth century. The father of James William Fulbright, Jay Fulbright, came from a family of farmers. Jay Fulbright broke with the farmer tradition by studying at the University of Missouri and became a successful businessman. He founded and bought different companies, such as a Coca-Cola franchise license, a hotel, a bank, an ice company and even his own newspaper. James William Fulbright's mother, Roberta Waugh, came from Virginia and gained a teacher's certificate at the University of Missouri. She had a great interest in journalism and published articles in the family owned newspaper Daily Democrat, later named the Northwestern Arkansas Times. During this time, the family climbed up to the position of "first family of Fayetteville." When Jay died in 1923 at the age of 56, Roberta continued the family business with her older son Jack.<sup>66</sup>

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Lease Act on March 11, 1941, which permitted the President of the United States to "sell, transfer title to, exchange, lease, lend, or otherwise dispose of, to any such government [whose defense the President deems vital to the defense of the United States] any defense article." In April 1941, this policy was extended to China as well. Edward R. *Stettinius Jr.*, *Lend-Lease, Weapon for Victory* (New York 1944) p. 335

<sup>64</sup>Until 1940, many private American organisations like the Institute of International Education (IIE), the Young Men's Christian Association (YMCA), the Panamerican Union and the Mexican-American Scholarship Foundation and some universities, established exchange programs and summer schools in Latin America. Also the engagement of private families like Carnegie, Rockefeller, Ford and Guggenheim played a big role in the transfer of knowledge. Latin America was the first model for all later cultural relations of the U.S with other countries but hindsight the exchange with Latin America played no prominent role in the whole American exchange activities. See also Ursula *Prutsch*, *Creating good Neighbors?* (Stuttgart 2008) p. 22

<sup>65</sup> *Dudden*, p. 3

<sup>66</sup> *Woods*, p. 6-18

James William Fulbright, who “always named himself Bill and never used his first name was intelligent, sportive and loved by his parents.”<sup>67</sup> He studied political science at the University of Arkansas. At the age of 19, he was encouraged by college officials to apply for a Rhodes scholarship<sup>68</sup>. Fulbright went to England as a Rhodes scholar and said later: “Receiving a Rhodes scholarship had undoubtedly altered my life in numerous ways...and Oxford was a new and strange world for me, as well as a great cultural shock.”<sup>69</sup> At Oxford he met Robert McCallum, a Scottish student who became his tutor and friend. McCallum spent one year at Princeton and was “very open minded towards the USA and interested in international collective security organisations and in the parliamentary form of government.” Fulbright “admired” him and the interest in international organisations accompanied him his whole life.<sup>70</sup>

Fulbright left Oxford in June 1928 and set out on a long tour of the European continent. During this time he came to Vienna where he lived for almost half a year. He was impressed by the “cultural richness of Vienna and the civilized society with its international politics and foreign correspondents”<sup>71</sup>

Walter Grünzweig is of the opinion that “the basis for Fulbright’s fascination with international and supranational organizations, which characterizes his whole career, as well as his inquiry into the possibilities of dialogues between cultures, was most certainly laid in Vienna in 1928/29.”<sup>72</sup>

While in Vienna Fulbright became friends with the veteran journalist Mikhail (Mike) Fodor, who offered him the opportunity to meet the leading Austrian political figures of the day and accompanied him on a Balkan trip. It was during this excursion that he had contact with the prime ministers of Hungary, Romania

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<sup>67</sup> Eugene *Brown*, J. William Fulbright. Advice and Dissent (Iowa City 1985) pp. 5

<sup>68</sup> The Rhodes Scholarships are the oldest international fellowships and were initiated after the death of Cecil J. Rhodes in 1902. Cecil J Rhodes was a British colonial pioneer and statesman with the plan to bring students from English speaking countries to the University of Oxford in order to “*promote international understanding and peace.*” The first American Scholars entered Oxford in 1904. In the beginning, nine beneficiary countries were chosen, the grantees came from the British Colonies, the U.S. and Germany, which was regarded as revolutionary. Since 1904 other countries have been added and in 1976 the scope of the Rhodes Scholarships was further extended and also women were allowed. *Woods*, p. 21f, *Johnson*, Gwertzman, p. 25

<sup>69</sup> Fulbright, Tillmann, pp. 207

<sup>70</sup> *ibid* pp. 58

<sup>71</sup> *Haynes*, Gwertzman, p. 30

<sup>72</sup> Walter *Grünzweig*, Seeing World as others see it: J. William Fulbright, International Exchange and the Quest for Peace. In: Steiner, Hartl (ed.), American Studies and Peace (Frankfurt am Main 2001) pp. 55

and Czechoslovakia who left deep impressions on Fulbright.<sup>73</sup> Upon his return home Fulbright met Betty Williams. She came from a prosperous family in Philadelphia and they married in 1932.

After graduating in law school at George Washington University in 1934, he briefly worked in the anti-trust section of the Justice Department. Following a one-year appointment as a law professor at George Washington University, Fulbright returned home to Fayetteville in 1936. He taught part-time at the University of Arkansas Law School where in September of 1939, following the death of the university's president, Fulbright became the school's president. At thirty-four, he was the nation's youngest university president.<sup>74</sup> His favoured themes were the role of education and the university, the art of the politician and the legislator, the call for greatness and the American potential, challenges and imperfections of democracy.<sup>75</sup> These topics were used in many of his speeches. "Man is not naturally a cooperative animal and only education can persuade him that progress, in fact, a decent existence is possible only by intelligent organizations and cooperation which is the essence of government."<sup>76</sup>



As president of the University of Arkansas in his office 1939  
Fulbright /Archive of the Fulbright Commission Vienna

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<sup>73</sup> Woods, Fulbright, p. 37

<sup>74</sup> Brown, pp. 11

<sup>75</sup> Ibid p. 13

<sup>76</sup> Johnson, Gwertzmann, p. 44

In 1942, Clyde Ellis, a congressman from Fayetteville decided to resign his seat in the House of Representatives and he persuaded Fulbright to run for the seat. There he “would be able to put his academic ideas about politics into practice.”<sup>77</sup>

In April 1943, Fulbright established his nationwide reputation, when he introduced a resolution, which was only one sentence long - saying that the House of Representatives “hereby expresses itself as favouring the creation of appropriate international machinery with power adequate to establish and maintain a just and lasting peace, among the nations of the world and as favouring participation of the United States therein through its constitutional processes.”<sup>78</sup> This was referred to as “the Fulbright Resolution” and it carried the House by a majority of 360 to 29 votes.<sup>79</sup>

In 1944, Fulbright became a member of the Senate. During his first of thirty years in the senate, Fulbright initiated the program that “remains the most memorable part of his legacy”: The international exchange program.<sup>80</sup>

Johnson and Gwertzman are of the opinion that Fulbright’s interest in such a program was the “result of various experiences” like “the Rhodes fellowship in Oxford, the participation in an international conference on the post-war restoration of Europe’s educational institution in 1944 and his radio speech in 1945” where he supported the “exchange of students, the exchange of professors, the translation of books and the dissemination of books among all the nations [...]”<sup>81</sup>

Fulbright had very high expectations about the influence of the program, “from the beginning, my hope with the Fulbright exchanges was to generate a deeper understanding – especially on the part of potential leaders – of the differing cultures and peoples of the world. When scholars come here, it is not necessarily affection that they develop for us. Nor indeed do I think that that is one of its necessary purposes. It is quite enough if the exchange contributes to some feeling that there is a common humanity.”<sup>82</sup>

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<sup>77</sup> Johnson, Gwertzmann, p. 53

<sup>78</sup> Ibid pp. 68

<sup>79</sup> Ibid

<sup>80</sup> Brown, p. 29

<sup>81</sup> Johnson, Gwertzman, p. 108

<sup>82</sup> Fulbright, Tilman, p. 205

After retirement from the Senate in 1974, Fulbright increased his engagement in the Arab-Israeli conflict. In 1985 his wife Betty passed away after 53 years of marriage. Five years later, at the age of 85 he married Harriet Mayor, a 56-year-old executive director of the Fulbright Alumni Association.

Fulbright died on April 9<sup>th</sup>, 1995 in Washington D.C.

#### 4.4. Organisation of the Fulbright Program

On August 1<sup>st</sup> 1946, Harry Truman signed the amendment of the Surplus Property Act, later known as the Fulbright Act.<sup>83</sup>



From left to right: President Harry Truman, Senator Fulbright,  
Assistant Secretary of State, William Benton  
Archive of the Fulbright Commission

Johnson and Gwertzman pointed out that the act marked the beginning of a program that in time would be described by the State Department as, “the most fabulously profitable investment ever authorized by Congress”<sup>84</sup> The Fulbright

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<sup>83</sup> See attachment IV

<sup>84</sup> *Johnson, Gwertzman.* p. 108



Act authorizes the Secretary of State to negotiate Executive Agreements<sup>85</sup> to use foreign currencies and credits realized through surplus-property sales for the exchange of persons between the United States and other countries for educational purposes. The foreign currencies and credits should be used for transportation, tuition, maintenance and other expenses of United States citizens going to institutions abroad. For foreign citizens coming to the U.S. it should cover the travel expenses. There is a limitation of the extent to which educational exchanges may be made. The act provided that up to \$ 20,000 could be earmarked for educational exchange with any country that buys surplus property and up to one million dollars could be spent each year in each country where such an agreement was made.<sup>86</sup>

The first Fulbright Agreement was signed with China in November 1947. An agreement with the British colonial government in Burma followed, just before Burmese independence in January 1948.<sup>87</sup> Over the years, the Fulbright program was expanded several times. In 1948, Congress empowered the State Department to seek appropriations to pay dollar expenses of foreign grants as well as to carry out academic exchanges in countries with minimal surplus property sales. In the mid-1950s, Congress also authorised the extension of exchange to additional countries, including eight Latin American countries.<sup>88</sup> In 1951, Programs were carried out in 21 countries: Australia, Austria<sup>89</sup>, Belgium and Luxemburg, Burma, China, Egypt, France, Greece, India, Iran, Italy, Korea, The Netherlands, New Zealand, Norway, Pakistan, the Philippines, Thailand, Turkey and the United Kingdom.<sup>90</sup>

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<sup>85</sup> "Executive Agreements" were long-established instruments for the realization of international understandings, differing from treaties in that they did not have to be ratified by the Senate. Such agreements between the United States and other governments were necessary for the Fulbright Program because of the sale of surplus property that underlay it in each country. In the field of international educational and cultural relations, the Fulbright agreement was a precursor. See: *Johnson, Colligan*. p. 112

<sup>86</sup> Educational Exchanges under the Fulbright act. Department of State publication 3657. International Information and Cultural Series 9. December 1949. p. 4

<sup>87</sup> Richard T. *Arndt*, David Lee *Rubin* (eds.), *The Fulbright Difference, 1948-1992* (New Brunswick/London 1993) p. 13

<sup>88</sup> *Vogel*, *Making of the Fulbright Program*, p. 14

<sup>89</sup> For details see p. 32

<sup>90</sup> Report on the Operation of the department of state under Public Law 584; Message from the President of the United States transmitting a report by the Secretary of State on the operations of the Department of State under section 2 of Public Law 584, 79<sup>th</sup> Congress, as required by that law, March 31, 1952. House Document Nr. 410. (Washington 1952). In: Box 8 General Files 1952/53, Folder Fulbright General 1946-1951. p. 3

In 1953 and 1954, the House of Representatives and the Senate gave permission to use other foreign currencies owed to the United States, mostly from surplus agricultural sales abroad, to finance educational exchange. This was an important step because in some countries surplus property proceeds were already exhausted. With the Fulbright-Hays Act of 1961<sup>91</sup>, Public Law (87-256), new perspectives were offered for continuing the principles and structure of the Fulbright program. The most important innovations took place in, “financing, allowing dollar allocations and contributions from host countries and the reconfirmation of shared responsibilities with the partner government.”<sup>92</sup>

Therefore the Fulbright-Hays Act placed the Fulbright Program on a new legal and financial basis by making provisions for direct funding via the U.S. federal budget and providing partner governments with an opportunity to also contribute toward the program. The governments of Austria and the United States agreed in 1963 which provided the joint financing of the program in Austria.<sup>93</sup>

The Fulbright Act, which is in fact an amendment to the War Surplus Act of 1946, provided for a number of educational activities. American students could be given grants to finance the costs of higher education or research in foreign countries. American professors were also covered, receiving grants that enabled them to lecture in foreign institutions. In addition, foreign students could get money to pay for their transportation to the U.S., where they would attend American colleges and universities.<sup>94</sup> Within the framework of educational exchange, the objectives of the act were broad and general. No field of education or scholarship was specifically excluded or included. These features of the act made it very flexible to the needs and interests of the cooperating countries. The activities covered by the program were defined to include not only studying in a foreign country but also other educational activities such as specialized training, teaching, professional development and research.<sup>95</sup>

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<sup>91</sup> The Fulbright-Hays Act of 1961 is officially known as the Mutual Educational and Cultural Exchange Act of 1961 and got its name of the supporting Senator Wayne Hays.

<sup>92</sup> Ulrich *Littmann*, A Host Country's View. In: *The Annals of the American Academy of Political and Social Science* 491, p. 81

<sup>93</sup> See: Annual Report 2007-2008. Fulbright Commission. p. 27 and '25 Jahre Fulbright Commission in Österreich' no date, p. 23

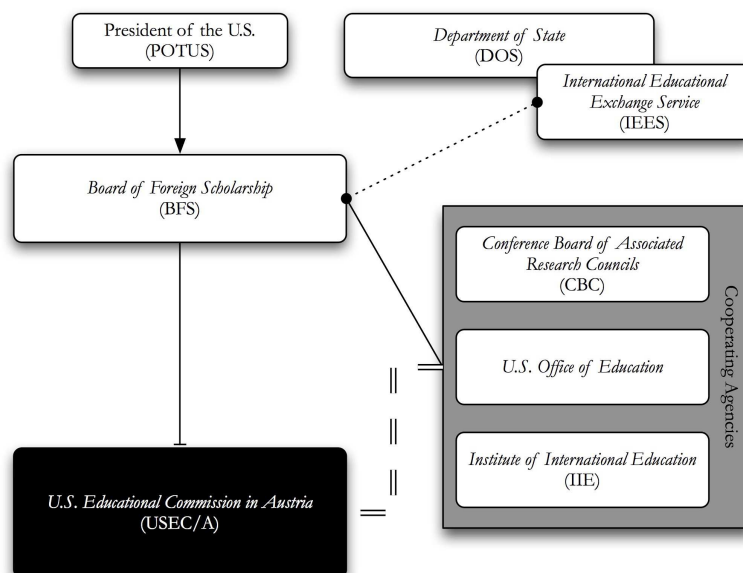
<sup>94</sup> *Johnson, Gwertzman*, p. 111

<sup>95</sup> *Johnson, Colligan*, p. 26

A serious problem was the lack of U.S. dollars, since the Fulbright Act allowed only for utilizing nonconvertible foreign currencies. Dollars had to be found to pay costs incurred in the United States.<sup>96</sup> From the beginning, a problem was to acquire the dollars which were necessary to pay the stateside cost of grantees coming to the United States, as well as the cost of the selection process at home. The answer came from the private sector. American universities proved willing to award fellowships, assistantships and visiting lectureships to the foreign applicants selected. The Carnegie Corporation and the Rockefeller Foundation agreed to sponsor the cooperating agencies for the first six months so the exchanges could start. Dudden and Dynes describe it as a “symbiotic relationship” between America’s private institutions and agencies and the U.S. government.<sup>97</sup>

Today, the Fulbright Program receives its primary source of funding through an annual appropriation from Congress to the Department of State. Participating governments and host institutions in foreign countries, and in the United States, also contribute financially through cost-sharing and indirect support, e.g., through salary supplements, tuition waivers, and university housing.<sup>98</sup>

Chart of the Organisation of the Fulbright Program in 1950 from Thomas König<sup>99</sup>



<sup>96</sup> Ralph H. Vogel, The making of the Fulbright Program. In: The Annals of the American Academy of political and social science. The Fulbright Experience and Academic Exchanges. 1987. p. 13

<sup>97</sup> Dudden, Dynes, p. 2

<sup>98</sup> <http://us.fulbrightonline.org/about.html> from February 6<sup>th</sup>, 2009

<sup>99</sup> König, p.11

The Board of Foreign Scholarship, which is selected by the President of the United States, and the Department of State run the organisation of the Fulbright program. The Fulbright Act provides that educational exchanges should take place only after the governments of both the United States and the participating country have entered into an executive agreement and that this agreement should be separated from the 'War surplus agreement'. It is further stipulated, "Executive Agreement should function outside the bureaucratic structure of the government."<sup>100</sup>

#### **4.4.1. Department of State (DOS)**

The Department of State had the right to dispose of the war materials in the respective country and to convert them into credits. These credits were, "purpose-dedicated, restricted to the foreign currency and also restricted to the maximum of a million dollars per annum." In the Report<sup>101</sup> of President Harry S. Truman from 1952, he explained the organisation of the Fulbright Program as follows: "The general responsibility for the direction and administration of the program rests with the Department of State which gives policy and administrative guidance to all other agencies concerned with the operation of the program. This guidance insures coordination with other activities in this field carried out by the United States Government and conformity with the objectives of United States foreign policy."

Within the Department of State itself, the International Educational Exchange Service Division (IEES) was to function as the co-ordinating unit for all program administration, both domestic and overseas, and carry out the immediate administrative responsibilities of the program including:

- Initiation of the agreements to be negotiated by the Government of the United States and the foreign countries which can participate in the program

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<sup>100</sup> Report on the Operation of the department of state under Public Law 584. Message from the President of the United States transmitting a report by the secretary of state on the operations of the department of state under section 2 of Public Law 584, 79<sup>th</sup> Congress, as required by that law, March 31, 1952. House Document Nr. 410 (Washington 1952). In: Box 8 General Files 1952/53, Folder: Fulbright General 1946-1951 p. 4

- Establishment of and guidance for United States Educational Commissions in participating countries through the appropriate United States diplomatic missions
- Staff services for the Board of Foreign Scholarship
- Liaison with the three cooperating agencies<sup>102</sup> and the United States Educational Commissions abroad

#### **4.4.2. The Board of Foreign Scholarship (BFS)**

The BFS, with the concurrence and assistance of the Department of State, selects the American candidates with the help of three U.S. co-operating agencies. It is both the policy-making body as well as an advisory board.

The Board is authorized and selected by the President of the United States and established by Congress for the purpose of selecting educational institutions qualified to participate in this program and to supervise the exchange program.

It consists of ten to twelve members who shall “serve without compensation, composed of representatives of cultural, educational, student and war veterans groups and including representatives of the United States Office of Education, the United States Veterans Administration, State educational institutions and privately endowed educational institutions.”<sup>103</sup>

These members serve voluntarily and meet at intervals throughout the year with no recompense except their expenses.

The Board is responsible for:

- Reviewing policies for the educational programs under the act
- Reviewing the types of programs and projects to be undertaken
- Selecting institutions to be approved for participation and
- Selecting all candidates, both American and foreign
- Establishing the Educational Commissions in each country

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<sup>102</sup> See pp. 31

<sup>103</sup> *Fulbright, Tillman*, p. 214

Senator Fulbright emphasized the founding of the board, “so as to insulate the selection procedure from the risk of political interference.”<sup>104</sup>

The Board maintains a close relationship with both the Bureau of Educational and Cultural Affairs (ECA) and the executive directors of all the binational Fulbright Commissions.<sup>105</sup>

#### 4.4.3. Co-operating Agencies

The co-operating agencies are the Conference Board of Associated Research councils (CBC),<sup>106</sup> for candidates for research scholar and visiting lecturer awards; the Institute of International Education (IIE), for candidates of student awards; and the Office of Education<sup>107</sup> for teacher exchanges with elementary and secondary schools abroad.<sup>108</sup> Each agency reviews certain types of applications and submits a list of recommended candidates. The Board of Foreign Scholarships makes the final selection of all candidates. All councils together represented nearly all the professional research organisations in the United States. These agencies, except for the U.S. Office of Education, were essentially non-governmental and non-profit, as well as older than the Fulbright Program, and therefore remained financially independent of it.<sup>109</sup>

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<sup>104</sup> Fulbright, Tillmann, pp. 214

<sup>105</sup> For the current members see: <http://fulbright.state.gov/fulbright/about/whyis/fulbright-foreign-scholarship-board/fulbright-foreign-scholarship-board-events>

<sup>106</sup> This Board serves as a liaison agency for the four principal national research councils which in turn embrace practically all American professional and scholarly associations. These councils are the *National Research Council* (for the physical and natural sciences), the *Social Science Research Council*, the *American Council of Learned Societies* (for the humanities) and the *American Council on Education*. The *Conference Board* uses the voluntary services of over forty professional committees composed of people of leading reputation and accomplishment in their fields. See also: Educational Exchange under the Fulbright Act. Department of State Publication (Washington 1949). In: Box 8- General Files 1952/1953, Folder: Fulbright General 1946-1951, pp. 10

<sup>107</sup> The *United States Office of Education* is an agency of the Federal Government. It had conducted a programme of teacher interchange with other countries and accepted the responsibility for comparable screening and placement of teacher grantees under the Fulbright Program. It also relies on professional committees in carrying out these responsibilities.

<sup>108</sup> Report on the Operation of the department of state under Public Law 584; Message from the President of the United States transmitting a report by the secretary of state on the operations of the department of state under section 2 of Public Law 584, 79<sup>th</sup> Congress, as required by that law, March 31, 1952. House Document Nr. 410 (Washington 1952). In: Box 8 General Files 1952/53, Folder: Fulbright General 1946-1951. p. 3

<sup>109</sup> Johnson, Colligan, p. 34

#### 4.4.4. Fulbright Commissions worldwide

The principal responsibilities of the U.S. Educational Commissions (USEC) of each country or so-called Fulbright Commissions, are to recommend programs, foreign institutions and candidates to the BFS. They are also responsible for carrying out the exchange program in each country and for handling funds involved in accordance with established policies and procedures. They perform the screening and placement for the nationals of the operating country to study in America. Moreover, Commission responsibilities include:

- provision of special orientation courses for grantees
- arrangements for grantee transportation to and from the host country,
- guidance to American grantees during their stay,
- evaluation of program achievements,
- the submission of reports on program progress and financial expenditures
- other tasks familiar to all administrators of exchange programmes.<sup>110</sup>

The number of board members of the Fulbright Commission in each country varies according to the terms of each agreement. Binational Commissions always have an equal number of U.S. citizens and citizens of the participating country as board members. These members represent the “educational, cultural and business interests” of that country and of American citizens residing in the respective country.<sup>111</sup> Each commission has also a salaried, full-time staff engaged by the Board to perform the program duties.

## 5. The Fulbright Program in Austria

The preparation for the Austrian Fulbright program started in 1947, with informal meetings and telegram correspondence of the responsible persons for the inauguration of the Fulbright Program in Austria with the Department of State

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<sup>110</sup> Donald B. Cook, J. Paul Smith, *The Philosophy of the Fulbright Programme* (Paris 1957) p.8

<sup>111</sup> Educational Exchanges under the Fulbright act. Department of State publication 3657. International Information and Cultural Series 9. (Washington 1949) p. 12-14. Box 8 General Files 1952/53, Folder: Fulbright General 1946-1951.

and its officers. The participants in Vienna were A. Van Eerden<sup>112</sup> (Deputy chief of ISB), Mr. Kimpel and J.O. Denby (American Legation), John G. Erhardt (U.S. Minister to Austria, American Embassy in Vienna) and Samuel H. Williams (Chief of the U.S. Education Division). During these negotiations several topics were addressed including the ability of Austrian universities to meet the needs of the incoming U.S. students due to wartime losses of faculty and monies. Also, the background question of sending medical students to Vienna was discussed because, “the facilities for learning medicine in the States were far superior to those in Vienna and also the medical universities in Austria were overcrowded with up to 4800 students.”<sup>113</sup> This raised the question of which studies would be most advantageous for American students in Austria. They agreed that U.S. grants, “would get most out of study arts such as Music, Art, Theatre and also Philosophy, German Language and Literature, Forestry and Conservation.” A further topic within the correspondence was the composition of the Board and its representatives. Moreover, it was discussed whether or not “the army would be willing to grant PX<sup>114</sup> privileges to the students and would welcome the idea of American students coming to Vienna.” It was agreed upon that the Board should find out the army’s attitude on admitting students to Austria.<sup>115</sup> In the archive there is no evidence of further discussion with the army on this topic. Also there is no proof if the students were authorized to enter PX shops or not.

Finally the “agreement between the Government of the United States of America and the Government of Austria for the financing of certain educational exchange programs,”<sup>116</sup> was signed by Dean Archeson, representing the Government of the United States, and Ludwig Kleinwächter<sup>117</sup>, representing the

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<sup>112</sup> Chairman of the screening board for Austrian student scholarships in the U.S. in 1951

<sup>113</sup> Informal Meeting on Fulbright Act. June 1<sup>st</sup>, 1948, Held in Mr. Denby’s office. Participants: Dr. Williams, Dr. Van Eerden, Mr. Kimpel, Mr. Denby. p. 1-4. Box 8 General Files 1952/53, Folder Fulbright General 1946-1951. p. 1-4

<sup>114</sup> “PX” is the abbreviation of “post exchange” shops. These are retail stores for the U.S. army where they could buy, among other things, American articles for U.S. Dollars. The offered goods were tax free.

<sup>115</sup> Informal Meeting on Fulbright Act. June 1<sup>st</sup>, 1948, Held in Mr. Denby’s office. Participants: Dr. Williams, Dr. Van Eerden, Mr. Kimpel, Mr. Denby. p. 1-4. Box 8 General Files 1952/53, Folder Fulbright General 1946-1951. p. 1-4

<sup>116</sup> I quote the version of the “agreement” which is kept in the archive of the Fulbright Commission in Vienna. The agreement is composed bilingual in German and English. See attachment V

<sup>117</sup> Legation Officer, his official title in 1948 was: “Envoy Extraordinary and Minister Plenipotentiary.” It was not the status of an ambassador; the Austrian Embassy reopened on



government of Austria, on June 6<sup>th</sup> 1950.<sup>118</sup>

The Austrian-American Fulbright Agreement was the 18<sup>th</sup> agreement signed under the Fulbright Act.



From left to right, Ludwig Kleinwächter, Senator Fulbright and U.S. Secretary of State Dean Acheson at the signing of the initial bilateral exchange agreement between the Republic of Austria and the United States in Washington D.C. on June 6<sup>th</sup>, 1950. Fulbright Archive/Vienna

This Fulbright Agreement led to the establishment of the United States Educational Commission in Austria (USEC/A) which was also called Fulbright Commission. The agreement was also known as “Letter of Credit Agreements” and consists of 16 articles that provide the realization of the Fulbright Act in Austria. The Government of the United States of America wished to receive local currency of the Government of Austria for payment of any or all expenditures in Austria of the Government of the United States and its agencies. A Commission to be known as the United States Educational Commission in Austria should be established, this Commission should be recognized by the government of Austria as an Organization created and established to “facilitate the administration of an educational program to be

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Dec. 19<sup>th</sup> 1951. See also: [www.state.gov/s/cpr/91559.htm](http://www.state.gov/s/cpr/91559.htm) U.S. Department of State, from January 3<sup>rd</sup>, 2009

financed by funds made available by the Government of Austria.”<sup>119</sup>

Concerning finance it was agreed that “the Secretary of State of the United States of America will make available for expenditures by the Commission currency of the Government of Austria in such amounts as may be required by the Commission but in no event in excess of the budgetary limitation [...] all the commitments, obligations and expenditures by the Commission shall be made pursuant to an annual budget approved by the Secretary of State [...]”<sup>120</sup>

These funds should be used for “[...] financing studies, research, instruction and other educational activities of citizens of the United States of America in schools and institutions of higher learning located in Austria, or of citizens of Austria in United States schools and institutions of higher learning located inside the continental United States, Hawaii, Alaska, Puerto Rico and the Virgin Islands, including payment for transportation, tuition, maintenance and other expenses incident to scholastic activities.”<sup>121</sup> The amount for the first five years was defined with 1.250.000 US-dollars, there from 250.00 US-dollars maximum should be used annually. In 1955 the Fulbright Commission and the Republic of Austria agreed on the same amount for another five years.<sup>122</sup>

According to the act the Commission can also exercise all powers to the carrying out of the purposes including plan, adopt and carry out programs in accordance with the purposes of the United States Surplus Property Act of 1944. Furthermore, the Commission can:

- “recommend to the Board of Foreign Scholarships, students, professors and research scholars resident in Austria”

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<sup>119</sup> Agreement between the Government of the United States of America and the Government of Austria for the financing of certain educational exchange programs. Box 8 General Files 1952/53, Folder Fulbright General 1946-1951

<sup>120</sup> USEC/A Agreement (1950): Agreement between the Government of the United States of America and the Government of Austria for the Financing of Certain Educational Exchange Programs. In: General Files, Folder: Diverses

<sup>121</sup> Ibid

<sup>122</sup> Until 1963, the Fulbright Program in Austria was exclusively financed from U.S. sources. After transferring power over the ERP (European Recovery Fund) counterpart funds to the Austrian government in 1961, a new agreement was made between the governments of the U.S. and Austria. In June 1963, Austria took over 67 per cent of the costs that had previously been financed by the ERP fund. Since then, the U.S. has been financing the remaining 33 per cent. See *Wagnleitner*, p. 195 and 25 Jahre Fulbright Commission, p.37-39.

In 1963 the governments of Austria and of the United States arrived at a new binational agreement establishing the Austria-American Educational Commission (AAEC) and provided for the joint financing of the program.

- “recommend institutions of Austria qualified to participate in the Program and select the participants”
- “authorize the Treasurer of the Commission to receive funds to be deposited in bank account”
- “engage an Executive Officer, administrative and clerical staff and fix and pay the salaries and wages therefore from funds made available under the agreement.”<sup>123</sup>

It was also agreed that the Commission in Austria should consist of eight members, four U.S. citizens and four Austrian citizens. The principal officer in charge of the U.S. Diplomatic Mission in Austria should be the Honorary Chairman of the Commission who can appoint the U.S. Commission board members. The Austrian board members should be appointed by the Government of Austria and could also be removed by it. The board was assigned every year and should serve without compensation.

During the first meeting of the Educational Commission in Austria on October 4<sup>th</sup>, 1950, Commission members chosen to represent four important sectors of Austria’s cultural and educational life were confirmed: Dr. Otto Skrbensky, as representative of the Ministry of Education; Prof. Christian Ludwig Martin, from the Academy of Fine Arts in Vienna as representative of Austrian arts; Prof. Dr. Alfred Verdroß-Droßberg, rector of the university of Vienna, as representative of the academic world; and Dr. Wilhelm Marinelli, Head of the Department of physical education of the University of Vienna as a representative of the “Volkshochschule” (adult education) movement.

The American members in Vienna were: Dr. E. Wilder Spaulding, Cultural Affairs Officer from the USCOA<sup>124</sup>; Walter G. Donnelly, American High Commissioner and honorary chairman, William M. Alston, Vienna Manager of the Pan American World Airways; and Mrs. Floretta Pomeroy, Deputy Director of the International Refugee Organization for Austria.<sup>125</sup> The Commission was

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<sup>123</sup> Agreement between the Government of the United States of America and the Government of Austria for the financing of certain educational exchange programs. p. 1-9. Box 8, General Files 1952/53. Folder: Fulbright General 1946-1951. p. 4

<sup>124</sup> USCOA: United States High Commissioner for Austria

<sup>125</sup> In the archive of the Fulbright Commission I didn’t find arguments why the people mentioned above were chosen. What I found were different information about the names of the

chaired by the American ambassador, but was in fact administrated by the Cultural Affairs Officer of the American embassy. The American members acted within the Commission for usually two years and were mostly members of the American embassy. This was probably the reason for the board members turnover on the U.S. side of the Commission, see picture below.

On the Austrian side, the members were usually representatives of the academic life in Austria or members of the University of Vienna. Also one representative came always of the Ministry of Education. One member should represent the arts in Austria, which was the rector of the University of Arts in Vienna. In contrast to the American members, the Austrian members did not change very often and were only replaced in case of retirement, resignation or death.



Meeting of the U.S. Educational Commission in Austria, Vienna, May 1951. Presiding at the meeting is Dr. Wilder E. Spaulding, to his right side, Dr. Skrbensky, Dr. Ritschl ( Minister of Education), Prof. Dr. Verdroß-Droßberg, Prof. Marinelli, Prof. Martin. (left side: Dr. Schlag, Mrs. Pomeroy, Mr. Green, Mr. Mathues, Mr. Roland, Mr. Chapin (Chief Visa section, Legation)

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Commission members for the years 1951/52 and 1952/53 in the minutes and in the annual reports. See also: Release about meeting of Fulbright Commission, Oct. 4<sup>th</sup> 1950. In: Box1, General Files/Gründung AAC agreement, Folder: Publicity 1950/1951

Also, it was agreed that the principal office of the Commission shall be in the capital city of Austria and “the Government of Austria shall extend to citizens of the United States residing in Austria and engaged in educational activities under the auspices of the Commission, such privileges with respect to exemption from Federal taxation, and restrictions affecting the entry and residence of such persons as are extended to Austrian nationals residing in the United States of America”.<sup>126</sup>

### **5.1. The first two years**

An office consisting of four people carried out the administrative activities in the first years: Dr. Wilhelm Schlag as the Program Coordinator, Mr. Franz Topol as Administrative and Finance Officer, Miss Marie-Elisabeth Hoffmann and Miss Elisabeth Wilfert as the two secretaries. In 1955, Mr. Wilhelm Schlag switched to the cultural institute in New York and Mr. Anton Porhansl took this position. The work of the office included, among other things, all communications with Washington, the invitation to the Commission meetings, the administration of the Austrian grantees for the U.S. and the support for the U.S. grantees in Austria.

The Commission was located in the house of the USCOA, Public Affairs in Schmidgasse: Spaulding pointed out the advantages: “The Commission does not have to pay rent, nor does it have to pay for light, heating or telephone services and that communication with important American agencies in Austria is greatly facilitated. The office equipment of the executive office is quite adequate and, with the exceptions of the telephones, all property of the Commission.”<sup>127</sup>

The first exchanges took place during the 1951/52 academic year and the preparation for it started already in 1950 with the release of an Annual Program Proposal. The program included the proposed budget for the grants, information necessary for announcements, detailed information about universities and their

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<sup>126</sup> Release about meeting of Fulbright Commission, Oct. 4<sup>th</sup> 1950. In: Box1, General Files/Gründung AAC agreement, Folder: Publicity 1950/1951

<sup>127</sup> Annual Report for the year 1951. p. 5. Box 8, General Files 1952/53. Folder: Fulbright General 1946-1951

faculties in Austria and possibilities for summer courses and extracurricular activities in Austria. Sub-committees were established for the realisation of the program. They consisted of two to four people under the direction of a commission member and featured members of the Fulbright Commission, embassy employees and ministry officials.

The two most important subcommittees were the Program Proposal Committee and Budget Planning and the Selection American Lecturers/Research Scholars Committee. Whereas the Program Proposal and Budget Planning was responsible for the strategic planning and coordination of the universities and academies, the subcommittee of the Selection Planning had to take care of choosing and placing academic visitors from the U.S.<sup>128</sup> The Annual Program Proposal was approved by the Board of Foreign Scholarship and the Department of State, recommendations were given and topics discussed. Furthermore, the planned projects of the universities that were listed in the program proposal were also edited by the Board of Foreign Scholarship and the Department of State and were the basis for the grant-advertisements for Austrian universities. The American universities were chosen by the Cooperating Agencies.

The Commission also had to prepare an Annual Report which summarized the previous academic year. E.g. in the Annual Report of the year 1951, problems concerning the administration were pointed out, "Spaulding couldn't obtain local staff in Vienna, when he can give no assurance of exact date of beginning operations." Another problem was the slowness of communication with the United States. It took several weeks to send the papers to and from the States, which greatly influenced the start of the program in Austria.<sup>129</sup>

Under acquisition of funds in the Annual Report of 1951 you can read:

"The acquisition of funds has been a smooth though time-consuming operation. The Austrian Government, being interested in turning over to the Commission as much Austrian Currency as possible, thereby reducing its dollar obligation to the United States has been very cooperative. However, since the entire draw-

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<sup>128</sup> See also Thomas *König* who expatiates on the 'Program Proposals' of the first five years and the selection process of 'Visiting Lecturers' and Research Scholars' and their projects very carefully. p. 115-126

<sup>129</sup> Note for *Johnstone, Colligan, Buchus* et al. from Aug. 3<sup>rd</sup> 1950. Box 8 General Files 1952/52, Folder: Fulbright general 1946-1951, p. 1

down procedure, from the time the Department's authorization is requested until the actual transfer of funds into the Commission's account takes eight weeks, the requirement that funds be drawn down on a three-month basis without carrying over considerable amounts at the end of each quarter can hardly be considered practicable. Such practice results in constant worry whether sufficient funds will be on hand for current operations. It is felt that the extraterritorial status of the Commission's funds should represent sufficient security to permit draw downs of funds at approximately six months intervals."<sup>130</sup>

A further problem was the procurement of overseas tickets. There was no Austrian carrier providing overseas transportation, only non-Austrian trans-Atlantic carriers were represented in Austria and these agencies were required to sell overseas passage for non-Austrian currencies only. American carriers accepted United States dollars only and other European carriers preferred payment in other "hard" currencies or in their own national currencies. In a few exceptional cases the Austrian National Bank gave the permission to sell overseas passages for Austrian currency, provided that such currency was not exported from Austria or converted into foreign currencies. Proceeds from such sales were used by the carriers or their agents to maintain offices and finance operations in Austria. Pan American Airlines was the only agency that accepted Austrian Schillings for Transportation. The explanation written in the Annual Report of 1951/52 was that Pan-Am erected a large office building and hired local personnel with expenditures in schillings.<sup>131</sup>

In order to solve this problem, the American embassy negotiated a special agreement with the Austrian National Bank. They agreed that through the European Payments Union (E.P.U.), schillings needed for overseas transportation should be converted into U.S. dollars or other currencies. The Austrian dollar deficit with E.P.U. had been balanced by aid under the Marshall Plan. In order to keep such conversions at an absolute minimum, it had been decided to exclude travel within the United States from this arrangement.<sup>132</sup>

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<sup>130</sup> Annual Report of the United States Educational Commission in Austria for the Year 1951. March 1<sup>st</sup> 1952. Box 6, General Files Annual Report, Folder 1951/1952. pp. 7-9

<sup>131</sup> Ibid

<sup>132</sup> Ibid

The problem of transportation of Austrian grantees from their points of debarkation to their destinations in the United States also caused some difficulties. While American grantees were usually able to pay the expenses involved by themselves, Austrian grantees were unable to do so because of the Austrian currency regulations at that time. This problem became increasingly acute because Austrian nationals whose travel grants were not supplemented from appropriated funds had no means of paying the U.S. tax or purchasing transportation to their destinations. Under the 1951-52 program all grantees received a supplementary cash grant of either \$50,- or \$100,- depending on whether they were supported privately or by the U.S Government. The Austrian grantees should arrange to receive dollar advances from their private American sponsors prior to their departure from Austria.<sup>133</sup>

Another challenge was the amount of living and maintenance allowances of the American students in Austria. The allowances under the program of 1951-52, the first year of operation in Austria, had to be established a full year before the arrival of the first American grantees and was difficult to estimate. Up to that time, most Americans in Austria had been connected with the United States Forces or the Office of the United States High Commissioner for Austria and were either billeted by the United States Government or if renting privately they received a substantial housing allowance. Most Americans in Austria were U.S. Government employees receiving dollar salaries and were considered wealthy by the people of Austria who had to live, on the average, on a lower standard. The housing problem for the Fulbright grantees was also one topic to consider when fixing the living allowances. In Austria the sub-letting of rooms was not controlled by the Government and the rents charged to sub-tenants, particularly Americans where often exorbitant. Therefore the costs of private housing for American Fulbright grantees were difficult to estimate and the Commission raised it for the second year.<sup>134</sup>

The question of the extent to which American grantees under the Fulbright program should be expected to adjust themselves to the Austrian standard of living was very difficult to answer. The question was, if the allowances

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<sup>133</sup> Annual Report of the United States Educational Commission in Austria for the Year 1951. March 1<sup>st</sup> 1952. Box 6, General Files Annual Report, Folder 1951/1952. pp. 7-9

<sup>134</sup> Ibid



should be set at a level about equal to the incomes of Americans living in Austria who received dollar salaries or not. If so, the number of grants available would be very small and one important aim of the Fulbright program would be lost, namely: “through adapting the living conditions of American grantees to those of the host country, to intensify their contacts with and understanding of that country. Furthermore, too generous a scale of allowances might prejudice Austrian professors, teachers and students, to adapt a mode of life and engage in activities not conducive to the purposes of the Fulbright program.”<sup>135</sup> The other argument was, if the allowance were to be set too much in accordance with the Austrian standards the “necessary adjustment would present psychological difficulties and would consume so much of the grantees’ energy that the success of the program in Austria might be jeopardized.”<sup>136</sup> After the first year, the Commission agreed on “revising the allowances upwards” for all categories for the next year. The reason was that the cost of living in Austria rose and the rents of the rooms for the grantees were on the “whole much higher than had been anticipated.”<sup>137</sup>

## **5.2. Application**

### **5.2.1. For U.S. students to Austria**

In a letter of the U.S. government from 1949, one can read under “Necessary Qualifications,” which served as a guideline in the selection of candidates for grants under the Fulbright Act that “[...] candidates possess the abilities and personal characteristics which will enable them to develop a true understanding of the people in the host country and upon their return to communicate an honest impression of this experience to their fellow citizens.”<sup>138</sup>

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<sup>135</sup> Annual Report of the United States Educational Commission in Austria for the Year 1951. March 1<sup>st</sup> 1952. Box 6, General Files Annual Report, Folder 1951/1952. p. 7-9

<sup>136</sup> Ibid, p. 9

<sup>137</sup> Ibid, p. 7-9. For the final sums of allowances see page 47

<sup>138</sup> Letter from 1949, Box 6, General Files

The field of study, teaching or research which was proposed by applicants for these grants was of secondary importance. All grants required a connection with an educational institute approved by the Board of Foreign Scholarships in the designated country. For those grantees, who did research, the established connection with the foreign institute could do without a registration for courses. Since all grants were awarded out of a publicly announced competition, a special application form had to be submitted by the candidates and therefore no written examinations were required.

In the case of American candidates, “veterans of World War I and II were given preference, provided that their qualifications were approximately equal to those of candidates who were no veterans.” It was also recommended, that “[...] factors other than personal and academic qualifications which are taken into consideration are the opportunities and resources available in participating countries, the needs of those countries and the requirements of the institution with which the applicant wishes to become affiliated.”<sup>139</sup>

American student candidates were required to have a bachelor’s degree or an equivalent by the time the award was accepted but foreign graduate students who applied to study in the United States were given preference over undergraduates. The explanation for this difference was that most foreign universities were differently organized from those in the U.S. and that for the U.S. students it would be difficult “to fit into their system.”<sup>140</sup> The argumentation was, that the graduates were more experienced and had better qualifications to report the latest research techniques and could also better interpret recent developments in American education and society. All candidates were required, to speak the language of the country of their choice, in this case German language skills were necessary.

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<sup>139</sup> Conference Board of associated research councils (ed.), U.S. Government Awards under the Fulbright Act (Washington 1950) pp. 8

<sup>140</sup> Ibid

### 5.2.2. Application for Austrian to the U.S.

The Austrian announcements for studying within the U.S. required an invitation to a U.S. University and for those persons who do not have such an invitation, the U.S. Educational Commission tried to obtain such institutional connections and the necessary dollar support.

Applicants had to be Austrian citizens with a good knowledge of the English language “sufficient enough to be able to follow up their work projects without any difficulties and get on well in everyday life. Moreover, the applicant’s “state of health has to be good enough to endure the strain of the journey and the changed conditions of life and work in the USA.”<sup>141</sup> No age limit had been fixed, but younger applicants were considered first. Normally the stay in the USA was limited to one academic year.

The application consisted of a Curriculum vitae (quintuplicate) which should give information about professional activities, the reason for application, work projects in U.S. and stating connections between the latter and the needs of Austria.<sup>142</sup> Austrian grantees could receive only travel grants from Fulbright funds and their placement in the U.S. depended largely on where they could obtain scholarships, stipends and other grants. These were often offered through the individual institutions and communities in the U.S. Examples include the Institute of International Education in New York and other American non-profit-organizations, foundations and service organizations like the Rotary clubs, churches, student fraternities, etc.<sup>143</sup> The applicants were selected very carefully and the students under the program had to pass three stages of application. First, they were interviewed and screened by the Fulbright Commission in Austria, then their nominating and supporting papers were submitted to the American agencies involved and finally their applications were sent to the educational institutions that had accepted them.

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<sup>141</sup> Release about meeting of Fulbright Commission vom 10. Dezember 1950, Box 1, General Files/Folder:Publicity 1950/51, p. 4

<sup>142</sup> Bekanntmachung der U.S. Educational Commission in Austria. Wien, 2. Jänner 1951. Unterschrieben von Dr. E. Wilder Spaulding  
Box 1, Folder: General; Bekanntmachung der U.S. Educational Commission in Austria. Wien, 2. Jänner 1951. Unterschrieben von Dr. E. Wilder Spaulding

<sup>143</sup> Wilhelm *Schlag*, From Normandy to Schmidgasse: The First Five Years of the Fulbright Program in Austria. In: Fulbright at Fifty. Austrian-American Educational Exchange 1950-2000 (Vienna 2000) p. 21

### 5.3. Orientation

For the Fulbright grantees in Austria, the orientation took place in three stages: before arrival in Austria (pre-departure orientation), after arrival in Austria and throughout the year.

As soon as the Commission had been informed that the grantee had been selected and had accepted his award, he or she was sent a congratulatory letter from the chairman of the Commission, his or her travel instructions and general instructions. At the same time, the Austrian Consulate General in New York was requested to send its booklet, 'Austria, a Summary of Facts and Figures' to the grantees. Furthermore, all student grantees were sent course directions of their Austrian institutions of affiliation from the preceding year since the new 'Vorlesungsverzeichnis' were as a rule, available only a few days prior to the beginning of registration.<sup>144</sup>

After arrival the grantees also received a written orientation program where aspects of life in Austria at that time, particularly in the context of their academic undertakings were touched.

For the first grantees in 1951, the Orientation program was held from Sept. 24th to Sept. 29<sup>th</sup> 1951 in Vienna. These days comprised sightseeing trips, meetings with members of the Austrian government, discussions about local customs and points of sensitivity such as occupation and censorship, German classes, concerts and practical advice.

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<sup>144</sup> Paper with title: The orientation of Fulbright scholars in Austria. pp.1  
Box 8 General Files 1952/53, Folder: Orientation Program 1952/53, Announcement 1952/53.



First U.S. grantees who came to Vienna had a discussion at the Chart room of the American Embassy. Mr. Vieira, Executive Staff is seen pointing out some details about the Austrian Economic conditions. USIS staff Photo

Once a year, all grantees from the United States received a publication with the title: 'Instruction and useful hints for all holders of Fulbright grants in Austria'<sup>145</sup> edited by the Fulbright Commission in Austria. It contained detailed information on the day-to-day problems such as currencies, clothes, climate, summaries of local laws and customs, hints on differences in ways of life and suggestions regarding behaviour. Under 'things you have to do first' the students got detailed information about the registration with the police, the registration with the United States Consulate and how to obtain a residence permit.

One chapter with the title: 'Local Customs' described in a very humorous way typical Austrian habits such as the 'Bruderschaftstrinken'. The "excessive use of titles" like 'Gnädige Frau' or 'Frau Doktor' was also discussed as well as the usage of the second person, singular 'Du'. Another chapter explained the dating habits in Austria. "Many Austrian men, particularly students, cannot afford today to treat a girl. Dutch treats<sup>146</sup> have become rather customary. American girls should not be surprised if Austrian men steadfastly follow the rule of walking on

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<sup>145</sup> Instruction and useful hints for all Holders of Fulbright Grants in Austria.1951/52. Box 8, General Files, Folder: Fulbright General p.14

<sup>146</sup> 'Dutch treats' mean that a woman pays for herself

the left, regardless of the flow of traffic and the width of the sidewalk.”<sup>147</sup>

Orientation throughout the year was also carried on with the help of the Commission’s weekly news bulletin ‘Was ist los?’<sup>148</sup> It was started by Willi Schlag, the first director of the Austrian Fulbright Commission and it was first published on October 5<sup>th</sup> 1951, thereafter it became a monthly publication. Willi Schlag was the artist who designed the covers as of the third publication edited on Nov. 15<sup>th</sup>, 1951. Within the newsletter, the students could find information about cultural events as well as detailed instructions on how to open a bank-account, register with authorities etc. Sometimes vocabulary for specific events was listed such as sports, as well as tips and descriptions on Austrian life. During the first two years, the publication also contained reports by students of their impressions of Austria and other relevant topics.

Often these reports led to heated discussions, which would be published in subsequent issues.<sup>149</sup>

#### **5.4. Awards**

The amount of awards for the U.S. grantees was established for each participating country on the basis of local living cost.

Awards for lecturing or advanced research and students included two basic elements: A maintenance allowance and round-trip transportation. The amount of the maintenance allowance reflected the cost of living in the country of residence and was generally sufficient to enable a grantee to meet all ordinary living expenses incurred abroad during the period of the award and payable in Austrian shillings. The amount of the allowance was also adjusted in relation to the number of dependents up to two, but there was no provision for increasing the amount if the number of a candidate’s dependents exceeded two or

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<sup>147</sup> Instruction and useful hints for all Holders of Fulbright Grants in Austria 1951/52. Box 8, General Files, Folder: Fulbright General, p. 9

<sup>148</sup> See attachment VI

<sup>149</sup> Today the newsletter is published four times a year and while it contains informative material, does not have the personal statements of the grantees anymore.

increased after the original application was made.<sup>150</sup> For the year 1951/52 the U.S. students in Austria got following allowances from the Commission: 2.253 schillings maintenance allowance, 975 schilling for tuition and 361 shillings book allowance incl. local travel cost and educational material. The students received their maintenance allowance and the book allowance monthly in advance. The maintenance allowances included cost for the room (light, gas, telephone), heat, food, clothes (incl. repairs), laundry, city transportation, correspondence, toilet articles, entertainment, emergencies (i.e. illness), travel and cigarettes.<sup>151</sup>

The allowance for tuition was paid in two portions, at the beginning of each semester in October and February. The book allowance was also paid monthly without any accounting required. The Fulbright students stationed in Vienna were paid by checks drawn on the Creditanstalt-Bankverein. Students who lived outside Vienna received mail vouchers for their signature. As soon as these vouchers have been returned to the Fulbright Commission, they informed the bank and the money was transferred.

## **6. The first students**

The first American students departed from New York on the ship Independence on September 11<sup>th</sup> 1951 and arrived on September 20<sup>th</sup> in Genoa. Here the grantees were assisted by the representatives of the American Export Lines and placed on a train to Vienna. The 'Grey card'<sup>152</sup> they had received authorized them to cross the Soviet demarcation line only coming from the West through the U.S. zone which was why they couldn't take the regular route from Genoa to Vienna, via Venice-Klagenfurt-Semmering. Instead, they had to take the much longer Milano-Verona-Innsbruck-Salzburg-Vienna route. Most of the American Fulbright students had a B.A., were older than 25 and were in the last semester and some of them were married.

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<sup>150</sup> Leaflet with title: U.S. government awards under Fulbright Act. (Washington 1952) Box 8 General Files 1952/53, Folder: Fulbright General 1946-1951. p. 6

<sup>151</sup> Was ist los? from October 22<sup>nd</sup>, 1951, Box 1 General Files, Folder: "Was ist los?" 1951/52, p. 1

<sup>152</sup> "Grey cards" were "Occupations Forces travel permits" which gave the permission enter the Soviet Zone in Lower Austria

There were many questions from the American students before leaving the U.S. In correspondences with the Austrian Fulbright Commission they asked about visas and baggage weight (many students were surprised at the 125kg luggage limit on the ship). The Fulbright Office had to answer all of them by postal mail, which was time-consuming and led to delays in information. A male Fulbright student of the first group complaint in his report: “[...] no information on orientation reached us until a few days before sailing which was a little awkward.”(22) The pre-departure orientation leaflet obviously didn't reach all students of the first year.

The first American students arrived in September 22<sup>nd</sup> 1951 in Vienna.



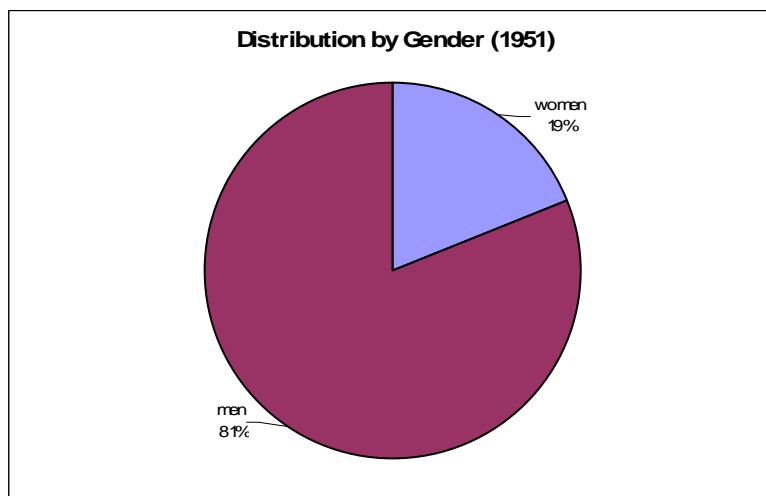
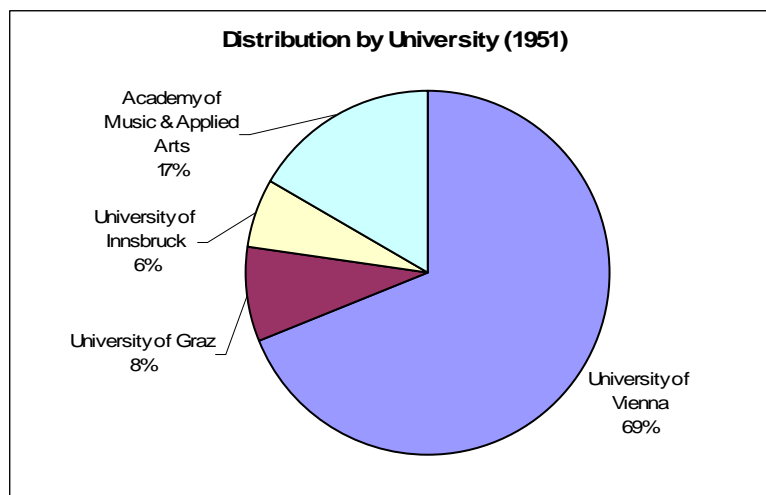
US grantees arriving at Westbahnhof Vienna in 1951; Fulbright Archiv/Vienna



## 6.1. Academic Year 1951/52

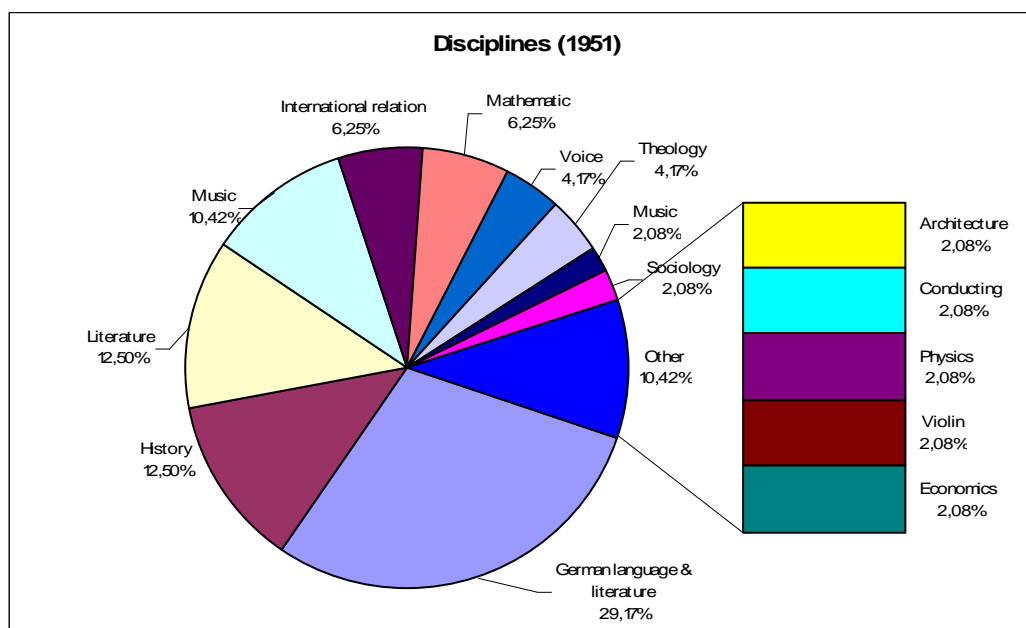
### 6.1.1. American students to Austria

In the Academic year of 1951/52, 48 American students received a grant. During this time the students were placed at different universities around Austria. This split resulted in most of the students attending the University of Vienna with the Academy of Music & Fine Arts, also located in Vienna, coming in second. The remaining students studied at the Universities of Graz and Innsbruck. This distribution mirrored the sizes of the respective universities in Austria. The student body was primarily comprised of men, with a ratio of 81:19 women.



The primary subject of study was German and included both language and literature. Second in popularity was music, comprised of basic music studies as well as the more specific fields of voice, violin, and conducting. The third place split between history and literature with international relations<sup>153</sup> and mathematics coming in as the fourth. The charts do not reflect the attended studies, the figures show field of studies according to the application of the students. This range and distribution of fields changed sometimes throughout the year due to the reputation and abilities of the post-war universities in Austria.

Disciplines	
German language & literature	14
History	6
Literature	6
Music	5
International relation	3
Mathematic	3
Voice	2
Theology	2
Music	1
Sociology	1
Architecture	1
Conducting	1
Physics	1
Violin	1
Economics	1
Total	48



<sup>153</sup> International Relation could be studied at the 'Rechts- und Staatswissenschaftlichen Fakultät' in Vienna where a 'Lehrgang für internationale Studien' was established since winter semester 1949/1950. See: Margarete Grandner, Gernot Heiss, Oliver Rathkolb (eds.), Zukunft mit Altlasten. Die Universität Wien 1945-1955. Band 19 (Wien 2005) pp. 294

### 6.1.2. Austrian students to the U.S.

The first Austrian Students under the sponsorship of the Fulbright Commission sailed on June 26<sup>th</sup>, 1951 with ocean liner S.S. "Constitution" from Naples to New York where they arrived on August 4<sup>th</sup>.<sup>154</sup>

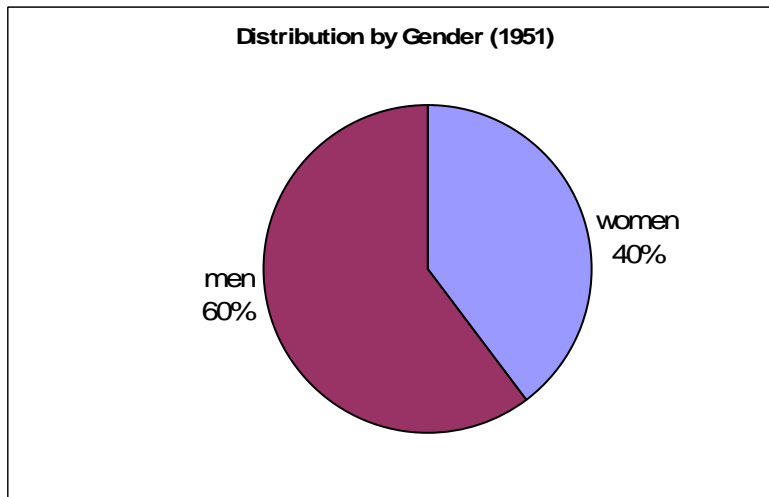


Picture: Part of the inaugural group of Austrian grantees en route to the United States in 1951 on the ocean liner S.S. Constitution. Fulbright Archive/Vienna

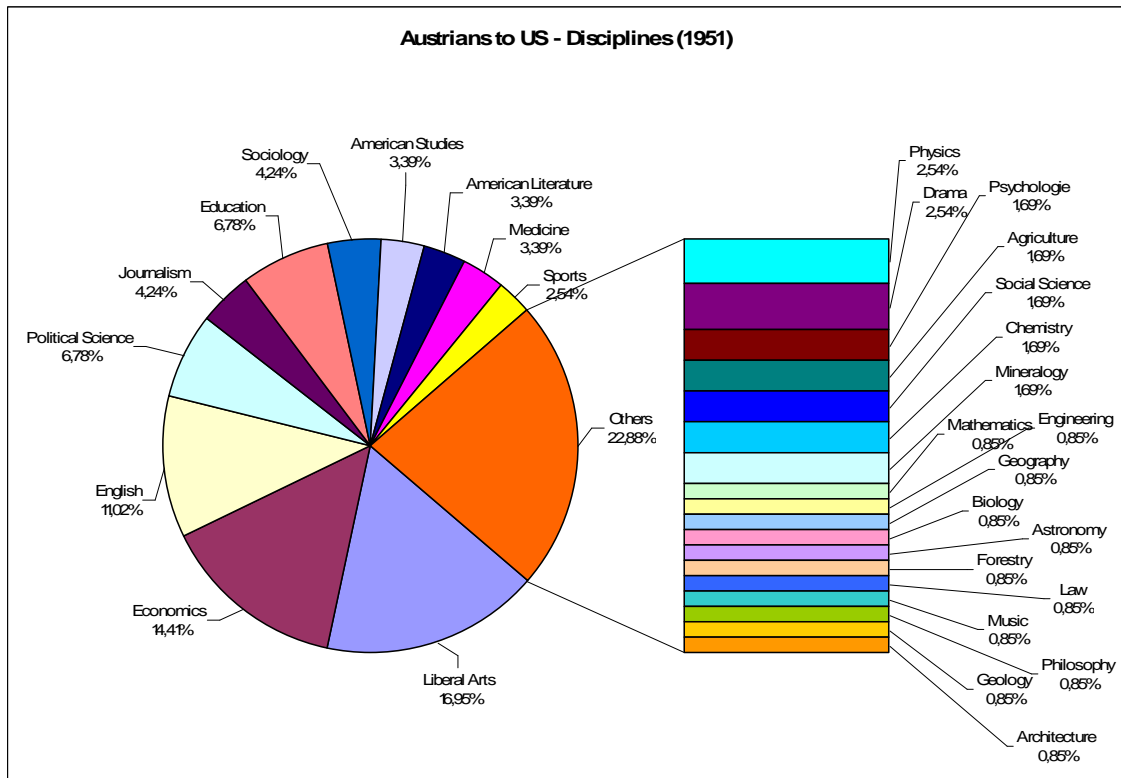
In the academic year 1951/52, 118 Austrian students travelled to the United States to complete a Fulbright grant. The ratio of men to women was more balanced than within the group of their American counterparts. The subjects of choice at the various universities they attended also tended to be more specific, reflecting the ability of American universities of the time being able to offer such opportunities. Most popular among the subjects were Liberal Arts and Economics, closely followed by English. Just as with their counterparts, these students focused on language and the social studies. However, unlike the Americans, they also chose to participate in fields such as medicine, drama, biology, geology, etc.

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<sup>154</sup> Press Release from 26<sup>th</sup> July 1951, Box 1, Folder: Gründung/ Publicity 1950/1951)



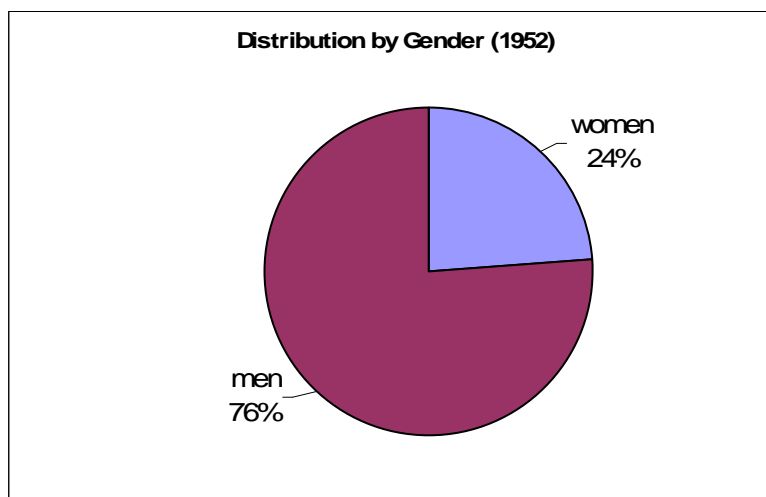
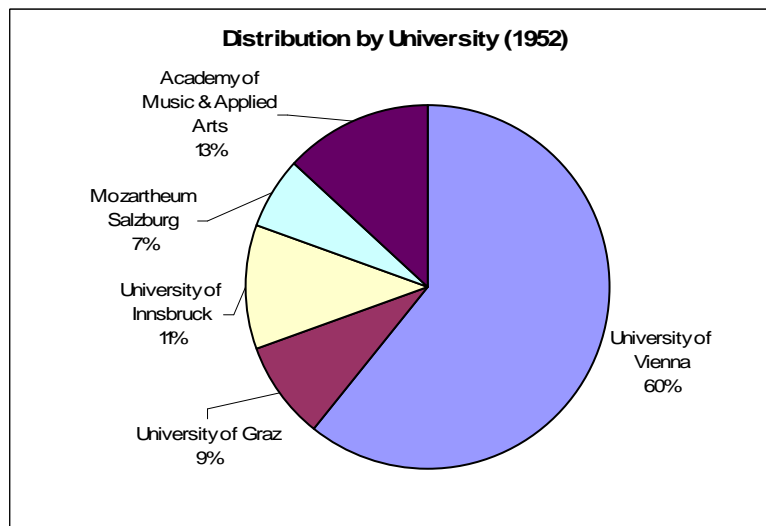
Austrians to US - Disciplines	
Liberal Arts	20
Economics	17
English	13
Political Science	8
Journalism	5
Education	5
Sociology	5
American Studies	4
American Literature	4
Medicine	4
Sports	3
Physics	3
Drama	3
Psychologie	2
Agriculture	2
Social Science	2
Chemistry	2
Mineralogy	2
n.a.	2
Education	1
Mathematics	1
Engineering	1
Geography	1
Biology	1
Astronomy	1
Forestry	1
Law	1
Music	1
Philosophy	1
Geology	1
Architecture	1
<b>Total</b>	<b>118</b>



## 6.2. The Academic year 1952/53

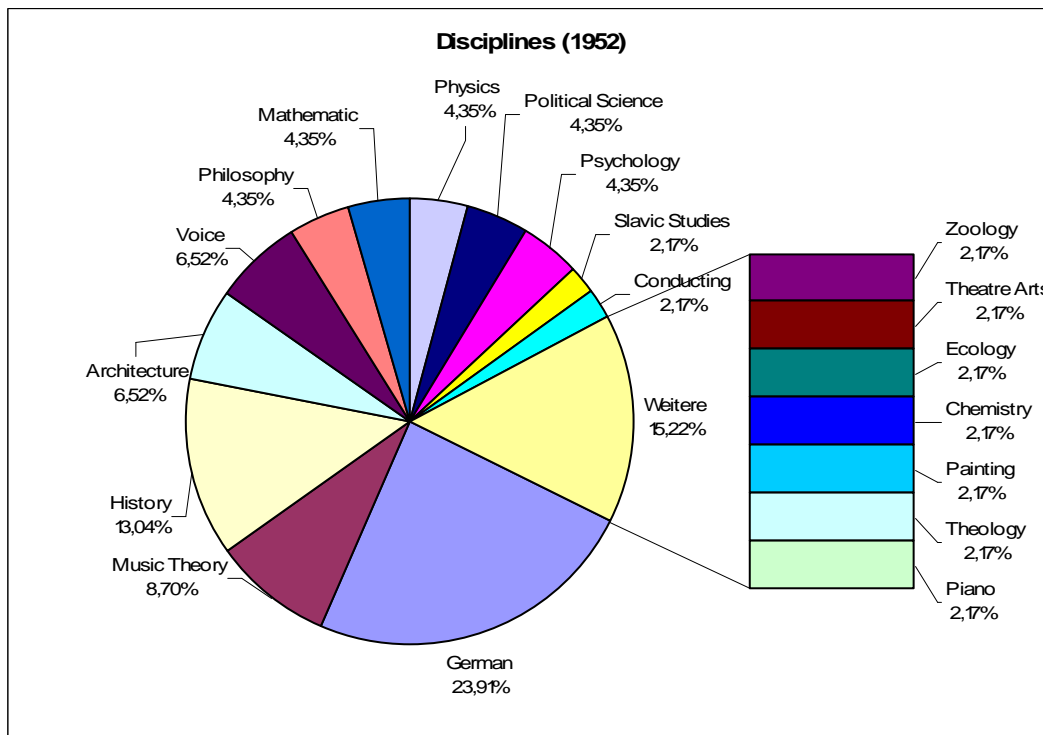
### 6.2.1. U.S students to Austria

During the academic year of 1952/53, a total of 46 U.S. students came to Austria. Their split among the universities of Austria was similar to the first year: 28 studied at the University of Vienna, 4 at the University of Graz, 5 were at the University of Innsbruck, 3 at the Mozarteum in Salzburg and 6 attended the Academy of Music and Applied Arts in Vienna. The ratio of men to women changed very little, with 35 men and 11 women. Once again German was the most popular subject, with music, including the fields of voice and conducting, coming in second. While History remained popular, the science fields, such as Physics, Biology, Zoology, etc, also became more popular.



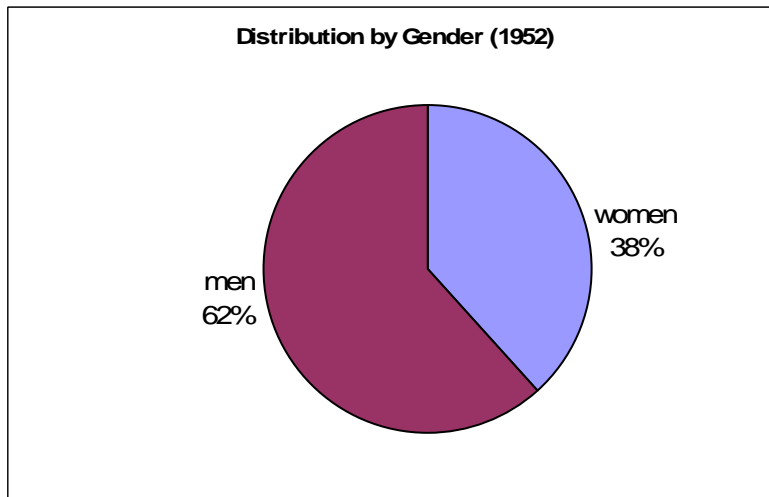
Disciplines	
German	11
Music Theory	4
History	6
Architecture	3
Voice	3
Philosophy	2
Mathematic	2
Physics	2
Political Science	2
Psychology	2
Slavic Studies	1
Conducting	1
Zoology	1
Theatre Arts	1
Ecology	1
Chemistry	1
Painting	1
Theology	1
Piano	1
<b>Total</b>	<b>46</b>

This statistic is based on the statements on the application form. The students often changed their studies within the semester or upon arrival in Austria.



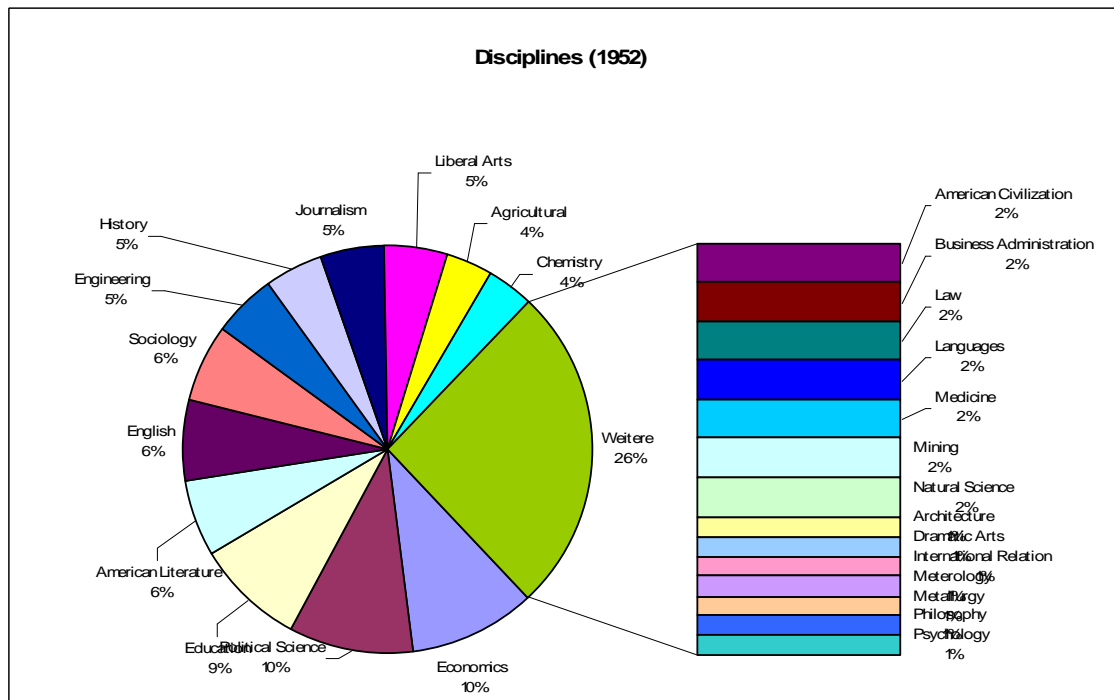
### 6.2.2. Austrian students to U.S.

From the 81 Austrian students who went to the U.S. in the academic year of 1952/53, 50 were men and 31 women. The category of 'Liberal Arts' dropped significantly in popularity, popular subjects of study continue to be Economics, Political Science, Education, and English. Science subjects also remain on the list and now also include subjects such as Meteorology, and Metallurgy.



Disciplines	
Economics	8
Political Science	8
Education	7
American Literature	5
English	5
Sociology	5
Engineering	4
History	4
Journalism	4
Liberal Arts	4
Agricultural	3
Chemistry	3
American Civilization	2
Business Administration	2
Law	2
Languages	2
Medicine	2
Mining	2
Natural Science	2
Architecture	1
Dramatic Arts	1
International Relation	1
Meteorology	1
Metallurgy	1
Philosophy	1
Psychology	1
<b>Total</b>	<b>81</b>





## 7. Student Reports

At the end of each semester, the students had to write a report, where they were asked about different topics concerning their studies and experiences in Austria. The purpose of these reports was first to assist the U.S. Educational Commission in Austria and other agencies in appraising the exchanges under the Fulbright Act in Austria, and secondly to assist future grantees. These first hand reports gave also helpful information about how the U.S. students perceive Austria. To answer this question I utilized approximately 150 'final reports'. These reports could be completed in three ways:

1. Narrative Report
2. Questionnaire 1
3. Questionnaire 2

Narrative reports in the form of an essay were the most popular method during the first year of the program. This format had the advantage that most of the essays were very comprehensive with an average of seven pages. They gave detailed information about personal experiences and everyday life in Austria. As a guideline, three main points had to be addressed. Information about

- 1) Project
- 2) Extra-Curricular Activities and
- 3) Recommendations and suggestions.

Since 1952/53 final reports were primarily completed as questionnaires. Two forms of questionnaires existed at the same time. One was edited by the State Department and contained general questions in which students answered several questions concerning six major topics over the course of twelve pages. These questions asked about the organisation and arrangements of the exchange program, the orientation days, language difficulties and their professional accomplishments including their opinion about adequacy and availability of host institution's resources. The answers to this format were quite short since there was little space for answers.<sup>155</sup>

The second option was a comprehensive questionnaire, edited by the Fulbright Commission in Austria and published in the 15<sup>th</sup> edition of 'Was ist los?' from May 15<sup>th</sup>, 1952. This questionnaire<sup>156</sup> contained thirty-three detailed questions about the Austrian program. The range of questions varied from general questions about the Program to specific questions about every-day problems in Austria. Due to the number of questions, there was a tendency not to answer every question. The topics which were answered quite often were the 'Deviseninländer/Devisenausländer status', advice for further students, the size of grants and the perceptions about the Austrian mentality and university life in Austria. The format of the questionnaire led to short answers and the detailed personal accounts and figurative language of earlier reports became rare.

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<sup>155</sup> See attachment VII, Questionnaire I

<sup>156</sup> See attachment VIII, Questionnaire II

## 7.1. U.S. students Expectations

### 7.1.1. Expectations about Austria

To find out more about students' perception of Austria one question in questionnaire II was very useful: "In every country of the world there are some mistaken ideas about other countries. What misconceptions have you observed are held by Americans about your host country?"

The students answered this question in a variety of ways. The expectations about Austria were that of a post-war, war-torn country. Most of the students expected Austria much worse than it actually was. The expectations applied mostly for Vienna and reached from "much poorer"(24) to much more "war-damaged" than found.(24) Another concern included the influence of the Russians so that "most of our friends where fearful about our safety in coming to Vienna."(24) This idea was creatively expanded to include "that there is a Russian spy on every corner, that Vienna is teeming with intrigue and that an international incident takes place every five minutes."(7) These stereotypes are seen in many of the reports. One student poetically wrote: "[...] the Danube is always blue [...] every coffee house is the rendezvous of spies and agents of foreign powers. People are constantly disappearing without trace. Viennese waltzes are heard everywhere."(8) Most of these pictures and stereotypes came from movies and novels. Most specifically the movie 'The Third Man' had a significant effect on the American perception of Austria. Out of these emerged a picture of Austria and especially of Vienna as a dark, unsafe and mysterious city. Students also expected Austria that was "ethically, politically, ethnically, culturally and economically part of [...] Germany"(5) and that "[...] milk and water are unsanitary for drinking purpose."(6) In his semester report one student summarized that "life in Austria is much more normal than is generally believed by the average person [...] of the U.S.A."(4)

### 7.1.2. Austrian Picture of U.S. students

To understand how the Austrians expected the U.S. students, another question was very useful, namely "what misconceptions did you observe to be held by the people of your host country about the United State?" The answers covered the stereotypes of that time: The Austrians assumed the Americans as "[...] greedy, money-mad, divorced, barbaric, uncultured, neurotic and in a hurry [...]".(7) These stereotypes were retold and stated as "all Americans are rich and the accumulation of wealth is the main pursuit of the average American".(8) The Austrians "[...] believe that the American male is a "hen-peaked" husband; believe that American marriages are rather unstable,(9) " that "everyone eats out of cans [...]"(18) and "American housewives don't do anything".(3)

The statements about politics and culture included that "U.S. foreign and domestic politics are controlled by a negative and often hysterical anticommunism [...]"(9), "[...] that America has no real culture and [...] is naïve and immature in political thinking – that it is hopelessly idealistic about the problems of mankind and terribly crass and commercialized about material things [...]"(8) Moreover the U.S. students assumed that "many [Austrians] feel that we have no interest in literature outside of the western novel or in music other than 'bop' or 'billbilly'".(10)

The Fulbright students did believe that these perceptions of Americans came from the presence of the U.S. army in Austria as well as through the American tourists. They claimed that the occupation forces give an unsatisfactory picture of their country because they were away from home under "unusual conditions."(14) In their opinion American movies have also given a completely false idea of the American culture, whereas no specifications were made. One student summarized. "[...] the European viewpoint of Americans falls into three categories: 1. Well-to-do tourists, 2. military who always seem to have money to spend, 3. government officials who do not integrate with the Austrian population and live on a standard considerably higher than that of the ordinary Viennese [...]"(11)

## 7.2. Adapting

In reviewing the answer to the question “in what ways, if any, do you feel you may have contributed to clearing up any of these misconception’s”<sup>157</sup> U.S. students wanted to change the American stereotypes by adapting their lifestyle to that of the Austrians. Specifically, the entries focused on the perception of Americans and Austrians and their relationship to money. One student wrote: “I found that one of the best ways to clear up some of the bigger misconceptions was not be too conspicuous with money, and to be prudent in expenditure.”(12) He specifically cited the opera as an example: “When one associates with Austrian students who can only afford to stand in the opera, it pays the Fulbright music student to do likewise [...]”(12) A male student coming with his wife tried “[...] to make a good impression by both living on the grant intended for one, cooking much at home, being very considerate about not displaying lavish purchases, lavish by Austrian standard, travelling third class and carrying lunches [...]”(13)

One student went so far as “planning to do all my travelling during the coming summer on a bicycle.”(24) He believed, “this [would] really bring an American down to Austrian size.”(24) It is important to note that most of the U.S. students coming from an affluent society didn’t have contact to a war-torn country before. They experienced the wealth gap and tried to give advices for further students. A female student gave the most comprehensive answer on this subject: “American students should above all conduct themselves with proper decorum. Not that they should inhibit themselves to an unnatural point, but American students gaiety, jolliness might many times be mistaken for “rowdiness.”[...]. It is up to the students to show that Americans are not prejudiced, uncultured human beings but rather despite our provincialism and administration of all things American, we are interested in trying to understand the European way of life, being alert at all times to the different customs and actually adopting them and enjoying a year of adjustment in personal desires, habits, and thoughts [...]”(15)

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<sup>157</sup> See attachment VII

### 7.3. The Austrian mentality

Following their nine-month stay filled with experiences and interactions, the students were able to give a more comprehensive and personalized description of the Austrian people and their country. Within the final reports specific descriptions were given regarding the Austrian mentality and character. This included Austrian pacing, bureaucracy, the rampant conservatism, the pessimistic outlook of the people, their tolerance and their manners. To introduce their observations many students attempted to excuse themselves for any sweeping statements they may have made. One student wrote “after only nine month’s stay here, none of us is qualified to write a definite ‘inside Austria book’ with any authority in a few short statements exactly what constitutes the essence of Austria and the Austrians.”(16) Another introduced his statement with the vindication: “if I criticize the Austrians, I criticize them as I would a friend [...]”(17) Despite these statements, detailed descriptions ensued.

Concerning stereotypes about Austrian people it was claimed that Austrians are “lazy, frivolous, conservative,”(1) as well as having “no taste in culture [yet] all Austrian are musically gifted,”(2) It was also hypothesized that “Austria is a land of dreamers [...] that Austrians living so close to the Iron curtain makes the people very glum about the future [...]”(3) The Austrian perception of life was a common point of discussion. As one student described “I like the way the Austrian enjoys life. It isn’t really laziness, but it is far from American drive.”(18) Another student described the same quality by stating: “Allied with the pleasantness is an easy-going serene staid attitude which accounts for the comparative lack of industry and the acceptance of the status quo as built up in the society [...]”(15) It is interesting to see that while one describes this quality as a “lack of industry” the other uses the euphemism: “Austrians are too willing time after time to see ‘Der Zigeunerbaron’ and ‘Die Fledermaus’ rather than a new work [...]”(18)

For the U.S. students, one of the most frustrating aspects of Austrian society was the widespread bureaucracy in almost all areas of life. The statements concerning this phenomenon were both humorous and annoyed. One student

explained in detail: "These Austrians have an amazing ability to do everything in the most complicated manner, and any experience with their bureaucracy is time-consuming and frustrating. [...] the purchase of postage stamps or sending a telegram can be painful. One must learn to laugh at this inefficiency in order to live with it, but actually the waste of time and human effort is pathetic."(20)

Another student poetically described: "Bureaucracy [...] has the attitudes of a Kafka nightmare [...]"(17) One Student described very carefully his nightmare of registration in Innsbruck and his report ended with the words "[...] I could have strangled some of the petty bureaucrats with their own red-tape [...]"(19)

Frustrations such as these were also present in the Americans' perception of the Austrian relationship to time. One straight-forward statement was "[...] never take an Austrian promise too seriously when it concerns the time factor [...]" (12) Another describes a situation of "[...] buying a typewriter part trying to make an appointment or getting a shoe fixed are in the first place impossible and in the second place take a few weeks [...]"(7) One student recommends: "[...] he [an American] must realize that he cannot expect to convert the Austrian to new ideas overnight, nor can he make him move at a pace customary for Americans. It will be well to remember this whether one is dealing with a waiter in a restaurant or with an official in the government offices."(12)

The slowness was supposedly not only present in the bureaucracy of every day interactions, but also in the mindset of the people. This Austrian slowness was metaphorically described as: "[...] [Austria is] like a sick man who knows all his symptoms but no cures and is in actuality a hypochondriac, the Austrians sit back, transfix in their twilight world and wait for finish [...]"(17)

These observations and experiences culminated in the often-quoted Austrian Conservatism. This conservatism was tied to the old rich tradition of Austria where, "[...] the present stands still in order to remain close to the good old days of the past, because the future sees an almost complete fading away of such days. [...]"(5) A poignant example: "perhaps the earmark of Vienna is conservatism and perhaps they live here too much in the past. Yet one of the most impressive things I have ever witnessed was the dedication of the new

“Pummerin<sup>158</sup>.” After having seen that, I say. ‘Long live conservatism’; I was as much affected on that day as any Austrian was.” (21)

This inclination to the past could also be seen in the attitude towards the future. Numerous quotes discussed a lack of initiative. One concrete example of this ‘lack’ was: “[...] I haven’t encountered any reforming zeal in political or economic directions although everyone agrees that the government and the economy are in a sorry state.[...]”(21) This was even reflected by the U.S. students in Austrian colloquialism “[...] almost every conversation on the subjects end up with ‘Na, es is a Jammer’ or simply ‘Aber was kann man machen?’ [...]”(21)

Another form of conservatism was the extreme politeness the grantees experienced. In every-day life, “[...] there is everywhere a great deal of bowing, hat tipping and hand shaking. There are many polite inquires as to one’s health and the health of one’s friend and relations. [...]”(8) and another pointed out . “[...] quite beyond anything I had ever encountered and even if it is totally superficial I like it.”(14) Interestingly, this superficial politeness is today seen in Austria as an ‘Americanism’.

While some found it curious, most stated that “[...] unknowingly we Fulbrighters took on more “Austrianisms” than one might expect.”(26) One aspect which was not adopted by American students was the: “[...] excessive usage of titles.”(8) As one student described “[...] it was nine month before my wife and I learned that only inferiors say “Frau Baronin” or “Herr Graf” that “Frau Prof.” or “Frau Dr. “If one is only the wife of a Prof. or Dr. [...]”(22) Despite the excessive use of formalities, it was noted that “there is a failure to apply the usually very polite manners to such things as lining up for trains or waiting to be second in the post office.”(3) One student experienced the Austrian manners as “a source of irritation”, analyzing “[...] the discrepancy between ‘Küss die Hand’ and crowd behaviour of Viennese might be the suspicion of insincerity.”(23)

The Fulbright students also experienced genuine kindness in Austria. One American protestant theology student, studying at a catholic institution exclaimed “[...] I was warmly accepted into their folds as a fellow Christian,

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<sup>158</sup> “Pummerin” is the bell in the Stephanskirche in Vienna. It was destroyed during the Second World War and was recreated and gifted to the church by the province of Upper Austrian on April 26<sup>th</sup>, 1952. [https://www.aeiou.at/aeiou.encyclop.p/p\\_952453.htm](https://www.aeiou.at/aeiou.encyclop.p/p_952453.htm) from Sept. 21<sup>st</sup>, 2009



finding little or no intolerance of prejudice. It enabled me to gain a high respect and understanding of the situation rather than the attitude in the area where I was reared and educated, where everything which was Catholic was evil [...].”(27)

#### **7.4. Proper behaviour in Austria**

In one questionnaire, the students were asked: “What should Americans be careful about in their relations to the Austrian population?” One warning was to be respectful of Austrian manners. As one student stated: “Americans should not make themselves conspicuous in public by loud talking, bad manner, hilarious actions (even at Heuriger!) and should refrain from complaining about ‘primitive’ living conditions in Austria and boasting of superior American conditions.”(28)

This warning was reiterated in topics to be discussed and how to discuss them: “[...] begin as observer and don’t rush into conversations on delicate subjects, such as the ‘Anschluss of 1938’ and public reaction to it or World War II [...].”(29)

This recommendation came from the understanding that “the biggest mistake made by some Americans (not necessarily Fulbright students) is the manifestation of an ‘I know it all attitude’ [...].”(30) As the same student claimed, “[...] one can disagree without being disagreeable.”(30) While most students believed that traditional manners “[...] may be violated in practice but never treated with disrespect [...].”(31) others thought “[...] that far too much emphasis was placed on the so-called sensitivity of Europeans to Americans [...].” ). This idea came from the belief that having been chosen as a Fulbright student, “[...] selected for ability, intelligence and achievements [...].”(32) they would “also [be] well-mannered in behavior and tactful in speech.”(32) In reverse it was also stated that for Austrian behaviour towards Americans “[...] it might also be suggested that Austrian personnel detailed to welcome students and teachers should refrain from making comments on how the American Air force damaged Austrian cities, such comments were made with the intentions of either accusing or feeling guilt and can do much to create an atmosphere ill-will and distrust

[...].”(32)

One suggestion how to overcome this ill-will was to “[...] urge the fellow not to be over careful in avoiding difficult subjects of conversations. The important thing is to treat the Austrians like human beings, and not like little bits of Uncle-Sam’s International-Good-Will [...].”(24)

## **7.5. Every-day life**

### **7.5.1. Housing**

Wilhelm Schlag reported “it was particularly difficult in the first years after the War to find adequate housing for the grantees. In light of the amount of damage done by bombing and shelling [...] the standard of the rooms offered to the Commission was sometimes rather low. People who had suitable rooms in the zones occupied by the Western allies would either not let them or often demand rents too high for the grantees. During those initial years, the Commission had to ask the Board of Foreign Scholarships, to warn applicants, particularly senior scholars with families, that living conditions in Austria often were simply not what they were used to in America [...].”<sup>159</sup>

The reports on housing were numerous and sometimes depicted a quite entertaining picture of a completely new experience for the American students. A matter of great concern and often mentioned topic was the landlady or in the antiquated Austrian language ‘Hausfrau’. While searching for a room “[...] I was embarrassed when I looked at the room and the facilities and said: ‘I’ll take it,’ to find that we had to talk for half an hour until my landlady was convinced that I was ‘sympathisch’ [...].”(33)

The relationship did not end here: “[...] the Hausfrau continues to regard the rented room and everything in it as her property; she feels free to enter the room in one’s absence and to rearrange things that do not meet with her approval; she feels free to instruct the tenant in the use of her property (airing of

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<sup>159</sup> Wilhelm *Schlag*, From Normandy to Schmidgasse: The First Five Years of the Fulbright Program in Austria. In: Fulbright at Fifty. Austrian-American Educational Exchange 1950-2000 (Vienna 2000) p. 21

mattresses and linen, frequency and degree of cleaning etc.); she is apt to tell you, you can bathe only once a week etc.”(9)

As another student pointed out “[...] difficulty may arise with an Austrian landlady if the students on retaining his American ‘bath-a-day’ practice.”(34) Other issues include visitors, “[...] and so if you expect to have quite a number of visitors during the course of your stay, it is better to come to some agreement beforehand, rather than have a ‘Krach’ later on.”(27) A subject which the Americans took particular offence was “[...] the Hauptmieter (landlord) has the idea that all Americans have limitless money and in a true Christian and socialistic manner, the landlord attempts to bring about an equalization of the imagined wealth of the tenant. In other words, the landlord attempts, by hook or crook, to get as much as he can. [...]”(11)

This concern was a topic of constant discussion and stated very often. “[...] Americans generally pay for one furnished room about 150% of what the landlady pays for the whole flat [...]” (35) and “[...] they [landlords] still think of us as rich American tourists and are always trying to ‘finagle’ extras from us” (22) “In general I feel landladies have exploited American students [...]”.(36) The students accused the landlords and landladies for being greedy “[...] he [the student] will be told that the cost of the room is X Schilling per month, and assume that, as is the case back home, X Schillings covers everything. He will be dismayed at the end of the month to find that his bath costs so many Schillings extra, that it is a Schilling every time he gets a phone call (whether he is in or not), that burning a single light, so pathetically small that reading is almost impossible, for but a few hours per day can amount to 30 Schillings by the end of the month, that heating costs are terrific etc. [...]”.(19)

Although these quotations often have a humorous note in hindsight, the seriousness of the situation should not be disregarded. There were recommendations of how to deal with the landlady, “[...] the best relationship with the landlady is that of a guest, being as courteous, considerate and undemanding as possible [...] and to avoid friction [...]”.(19) The same student also wrote: “[...] of course, that she receives money for the roomer’s ‘privileges’ should place her under a reciprocal responsibility, but she does not always feel that way [...]”.(19) A female student suggested “[...] she [the landlady] probably

wouldn't mind your watching her bake some Austrian speciality and be more than glad to give you're the recipe and a taste.”(1) Another claimed: “[...] one of best associations with the Austrians has been through my landlord and his family, who have treated me as one of the family. [...].”(37)

In a way similar explained one Yale student his interactions with his host family in Innsbruck: “[...] Papa works for a small garage and towing service and Mutti is in the office of a wholesale wine merchant. Their crowded home consists of three bedrooms, kitchen, bath and small balcony on the fifth floor of a fairly new apartment house. I know only the five youngest children (out of eight) [...] I won their confidence (sons) by wearing lederhosen myself and by being interested in Austria and in them – as, for example, in their new work as Kellner-Lehrlings. Through the boys I became acquainted with the parents – typical good-hearted saving people who lost everything in repeated inflations and who were completely bombed out in 1943/44. [...] The first lunch consisted of semmelknödlis and häuptel-salat and nothing more. This was fine, but I was quite surprised to learn that meat was considered a dish for Sunday only [...]. I can not help but feel that the relationship which I have described here has been a valuable one. In the first place I have benefited by personal contact with a middle-class urban family [...].”(38)

### **7.5.2. Clothing**

On preparing for life in Austria, students where advised by the Commission in Austria that the “climate was similar to that of Philadelphia”<sup>160</sup>, which led to a focus on winter clothing. While this comparison was made and “[...] according of the thermometer, it does not become as cold in Austrian as in the northern part of the United States, I have never spent such a cold winter in my life [...].”(19) This cold extended to the areas of the bedroom as well as the University library. The wife of one student wrote “[...] most of the Winter my husband's feet stuck out at least a foot in wool 'Bauern' socks from Admont. Winter started in Graz October 1<sup>st</sup> with no fires anywhere in town. Woollen underwear and flannels needed [...].”(39) She also lamented: “[...] that warm

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<sup>160</sup> Instruction and useful hints for all Holders of Fulbright Grants in Austria.1951/52. Box 8, General Files, Folder: Fulbright General p. 2

weather never comes (have given up hope as of this date 6<sup>th</sup> April) [...]”(39) Another claimed “[...] we did not realize that libraries, archives and other public building were not heated until mid-October and were kept at something less than a comfortable room temperature until about mid-April when the heat was turned off [...]”(9)

This was due to the shortage of money and resources of the post-war Universities.

Apart from the weather conditions, two other important topics of discussion were American apparel, i.e. Nylon, shoes and Austrian ‘Trachten’. Considerable emphasis was placed on buying shoes in America, particularly for women: “[...] as Austrian shoes are too wide for American women’s feet [...]”(22) However this problem was not limited to women as one male student stated “[...] shoes in Austria are quite sturdy, but create a difficulty because of the size problem and the fact that most of the shoes are built for a different type of foot, it seems, i.e. for a higher foot.[...]”(27) It was also noted that: “[...] these cobblestones play havoc with feet and shoes.”(39)

For women, there was a great demand for the brand-new fabric, nylon, whether in the form of hosiery, dresses or blouses. Nylon at this time was very expensive and difficult to obtain in Austria, however the American students found it very important to have these items, due to both the popularity of the clothing as well as their “[...] fast-drying and no-pressing qualities. The same holds true for time-saving Nylons shirts [...]”(25). In the same fashion vein, a male student pointed out in a humorous way. “[...] undergraduate dress might cause a few raised eyebrows here in Austria. Such items as my canary yellow pullover and flaming red wool hunting shirt have hung in my wardrobe. Once I noted that people stared at me and detected the whispered ‘Amerikaner’.”(19)

Another point of cultural contention was the topic of the ‘Tracht’. “[...] if your Tracht is not absolutely authentic, then don’t try to wear it. This is one way not to make friends, and wins for Americans another point to their reputations of attempting to copy and only succeeding to a very small percentage. It is possible if you are extremely observant and careful to complete your Trachten-outfit so

that even veteran Austrians cannot tell you as an 'outsider'."(27)

### 7.5.3. Food

A topic of great importance was food. The reason for this was that post-war Austria lacked almost everything the American students were used to. A primary concern was vitamin deficiency. The sentiment that "only the most expensive restaurants serve adequate vegetables and fruits and larger servings of meat"(22) was common among most students. As a remedy it was suggested to "[...] bring a couple of one-a day vitamin pills and [you] will be much healthier [...]"(40) Apart from basic necessities there were also warnings about everyday things such as toothpaste. One couple lamented: "[...] we've been trying to find Colgate's counterpart but thus far only soapy substitutes have been located [...]"(25) It is ironic that when one considers the conditions of post-war Austria that students complained "[...] I've missed of all things, peanut butter [...]" and "[...] Nescafe [...]"(25) With regard to the next year's incoming Fulbright students it was warned "[...] that food is the largest single item of any budget here, and that is very expensive in proportion to the rest of the economy. They should be told that they will have to spend a large portion of their allowance [...]"(33)

Interestingly, this warning appears to be relevant when one takes into account the size of the grant. The question about the size of grant was frequently answered. A majority of the students felt that the allowance was much too large. The only students who did not believe this were the married couples who jestingly stated: "[...] I don't know what the idea behind that was unless you think that scholars are supposed to be monks, as formerly and have no business having wives [...]"(31) The single students emphasized the fact of having a lot of money and the effect on their relationship with Austrians:

- "[...] how are we going to be able to get to know Austrians and Austrian standards when we make twice or three times as much as the Austrians with whom we come in contact? Believe me. It is not a very pleasant feeling to find out what the average national income is and then to compare that with our allowance [...]"(21)

- [...] it seems to me it just widens the gap between American and Austrian students, and students could come with the main interest of learning and getting to know and understand Austria and Austrians not of living luxuriously [...](36)
- [...] it would be better for getting along with Austrians if we weren't ashamed to disclose the amount of money we have to live on [...](41)
- [...] receiving over three times the average wage is bound to create ill will if generally known [...]"(36)

Even one student who did not agree with the general sentiment of having received too high an allowance argued: "[...] the Fulbright grant after all, is not designed to give American students a practical lesson in economy, or to convert them into Austrians [...]", thereby acknowledging the gap between the Americans and the Austrians.

This inequality was present in all aspects of the American students' interactions with Austrians. In many final reports, the students wrote that they were confronted with this wealth gap daily. One specific area was eating out and in particular in regard to tipping. Described as "[...] European sickness [...]"(27) tipping was depicted as a complicated ending to a meal. The students advised "[...] Americans not to tip too highly. Simply because you are an American (if it is known) you will be expected to tip heavily. It seems as though others who have previously been here in Austria have spoiled things quite considerable for later-comers and the native Austrians. This too is another way whereby you will not gain any friends amongst your Austrian colleagues [...]"(27)



A Fulbright student of the first year 1951/52. He pays his bill in a Restaurant

Foto: press section of U.S. embassy

The sentiment that “[...] you can not buy real friends [...],” (3) was echoed in one female student recollection on dating. “[...] when you invite an Austrian and serve food or have ‘Jause’, make it as simple as possible. Don’t be hurt or think your guest inhospitable if he doesn’t return the invitation as it is almost impossible for him to do so financially. He may refuse your second invitation too, because he felt he can’t return it. Don’t hesitate to suggest meeting at the ‘Studentenklub’ or the Buffet at the University. Girls should not feel slighted or neglected if the fellows don’t call for them – it is customary to meet at a place afterwards, he may escort you home but if by streetcar, do pay your own way. It is not poor manners, but customary due to lack of funds.”(1)

It is interesting to note, that while Americans were considered to be rich, this did not help them in navigating the intricacies of shopping in Austria. One student gruffly stated: “[...] ‘shopping’, ‘Ruhepause’ and ‘Ruhetag’ ruin everything. It is so time consuming.”(22) Despite all their money, the American students had to come to terms with the attitude that “[...] the customer is not king – the store owner is [...].”(42)



## 7.6.. Education in Austria

A subject of great discussion was the education system in Austria. The Fulbright students compared the system with their home institutions which was reflected in a controversial discussion about Campus life and the '*Textbookeducation*' caused by an article by Anthony Morley, a history student in Vienna from the first year, in 'Was ist los?' from February 15<sup>th</sup>, 1952.<sup>161</sup> Morley analyzed the education system in Austria and reflected its impact on the Austrian population. Among other things he praised the non existence of a textbook and campus life in Austria and the individuality of teaching and studying. Thereby a heated debate among the students started. One student claimed that the "[...] textbook has become a tool in the machinery of the mass production educational methods employed in America [...]"(16) Another argued that "the European System with its reliance on individual drive and initiative, eliminates those students without these qualities and thus is for a selected group of students, the American system strives to give education to the masses, those who possess great intellectual powers and those who don't [...]"(15)

Some focused on the differences in social development and stated "the first looming difference noted by American students [...] is the non-existence of the campus with its dormitories and student quarters for living, learning, recreation and worship [...]"(43) Academic standards in Austria were criticized for having no emphasis on questioning and examining the material. This criticism extended to the professors who were said to have come "[...] late or irregularity to lectures – if at all [...]",(43) and were seen as "[...] authorities on their subjects rather than teachers [...]"(16) and "[...] the presentations [are] themselves were described as giving the impression "that the courses taught today are being taught in exactly the same manner as they were taught 50 years ago [...]"(21)

This combination resulted in the feeling that "[...] the whole atmosphere contrary to being stimulating seemed to have a depressing effect on education often so dry one could more profitably read it in a book [...]"(36) The courses [...]"(43)

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<sup>161</sup> See article in attachment

The schedule of lectures was also difficult to ascertain, “[...] there was absolutely no one who knew and apparently no way to find out just exactly when the lectures were to begin [...].”(27) This correlates to the bureaucracy found at the universities, a topic which one student criticised in detail: “[...] I’m convinced, however, that the administration of the University of Vienna is impossibly antiquated and that a thorough and complete modernization is necessary for the efficient handling of the large number of students [...]. I suspect that perhaps it is a weakness in the Austrian character that is responsible for the fact that nothing has been done to make the bureaucracy an efficiently functioning organisation. It is astonishing that Austria has one of the greatest numbers of government officials per capita of any nation in the world, and yet it takes forever to accomplish anything [...].”(21)

Another point of discussion was the available fields of study. While one student, “[...] gained a high respect for the academic standards of the various departments with which [he] was connected [...]”(27) and for students of “[...] drama and music, Vienna is a Mecca [...]”,(44) many faculties were described either as outdated or non-existent. An example was “[...] the social sciences are virtually unknown in Austria and methods of social science research which have made such startling advances in the U.S. and other western countries in the past two decades have not penetrated scholastic traditions here.”(45)

Despite of all these problems in the university system a female student positively summarized: “[...] I soon learned the value of going [into class] as much as possible for the three reasons: 1. It was an excellent way of learning to understand the ‘lecture’ German and increase the vocabulary 2. Review is valuable in any subjects and 3. The European attitude on points and happenings in history, economics etc. is not to be missed [...].”(15)

Another area of discussion among the students concerning their academic work were the libraries. In general, these were criticised on two main points: The first concerned the opening hours and the second was the bureaucracy. As one student wrote: “[...] the lack of proper cataloguing, the surliness of the librarians, the short hours, delays etc. make doing research here quite a problem [...].”(19)

Another student claimed: “[...] the staff of most Austrian libraries has been so depleted that the hours have also been cut on that account.”(22) As was necessary in all areas of Austria life, “[...] one must be prepared to cope with the world’s worst bureaucracy [...].”(35) Just as with the lectures, a positive chord could be found in another description: “[...] I have found the administration and staff of the Haus-Hof und Staatsarchiv to be extremely helpful and courteous. They are competent scholars themselves [...].”(33)

### **7.7. Occupation and Censorship**

An aspect which affected the lives of the grantees was the occupation and censorship imposed by the Russians. On the subject of correspondence, one student wrote that all letters: “[...] must as a matter of course go through the ‘Zensur’ an ‘ancient Russian custom’ and is subject to uncertainties, delays and general meddling [...].”(22) The challenges of the occupation extended also to travelling: “[...] It is often very difficult to get back to Vienna at wish after you once have left... especially with the ridiculous red-tape which is involved in getting papers and visas straightened out for this trip (thinking particularly of Graz and the Semmering route).”(27)

The students also complained that the newspapers didn’t give an accurate picture of conditions, especially for Americans and from their point of view.

The occupation hampered the students in many ways and it was requested that next years’ students receive more information on that topics so as to better navigate the situation.

Concerning financial transactions, the ‘Deviseninländer’ and ‘Devisenausländer’ status was a topic of great discussions. Any foreigner coming to Austria was considered under existing regulations as a “Devisenausländer” for three months. During this period he received and disposed of non-Austrian currencies and bills of exchange without being controlled by the Austrian authorities. After three months’ stay in Austria, a foreigner became a ‘Deviseninländer’ and as such he was required to declare and offer for sale to the Austrian National Bank any amount of non Austrian currency as well as any foreign bill of exchange

coming into his possession while in Austria. This implied, for instance, that U.S. dollars transferred from the United States could be drawn in Austria in schillings only, reckoned at the rate of exchange (in 1951 it was 26 schillings to the dollar). The Austrian National Bank granted an exemption from this regulation in case of Fulbright scholars, if the transfers were restricted to reasonable amounts. The Fulbright Commission recommended that the students should not enclose banknotes, checks etc. in letters as they were removed by the Allied censorship authorities and turned over to the Austrian National Bank.<sup>162</sup> By leaving Austria every three month, the students were able to influence the status, within the reports they stated plenty of recommendations and options they believed to be best.

#### **7.8. Emphasis of the Program: Academic or International**

In the Fulbright Program high academic qualifications were a basic requirement for all grantees. But from the outset the Board insisted that more than academic qualifications had to be taken into consideration in the selection of grantees. They argued that all grantees were to be representative citizens of their countries as well as persons with some sense of social responsibility and some ability to adjust to the living conditions in the countries they planned to visit.<sup>163</sup>

The question whether the Program should be academic or international was answered differently. Senator Fulbright had written in the New York Times Magazine on August 5<sup>th</sup> 1951 under the title: "Open Doors, not Iron Curtains": "High academic standards are important, of course. But the purpose of the program is not the advancement of science nor the promotion of scholarship. These are by-products of a program whose primary aim is international understanding."<sup>164</sup>

Most of the Fulbright students saw both aspects as equally important. "[...] I feel that the international aspect is equally as important as the academic. The individual freedom of choice of activity should be maintained, but he should be

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<sup>162</sup> Instruction and useful hints for all Holders of Fulbright Grants in Austria.1951/52. Box 8, General Files, Folder: Fulbright General p.6

<sup>163</sup> Walter Johnson, Francis J. Colligan, *The Fulbright Program: A History*. (Chicago 1965) p. 40

<sup>164</sup> *Ibid* p. 42

encouraged to realize the opportunity for furthering international understanding through his every activity – whether travelling or studying primarily.”(29) Another student pointed out that although a student had a specific academic project, he can still “maintain a fairly full schedule of extra-curricular activities giving this “international aspects” enough emphasis learning more respect thru intellectual endeavours than thru somewhat questionable means on the dance-floor, etc. ad infinitum.” (27)

Based on the question „Should the emphasis of the program be academic or international”, I believe that in the beginning the focus of the program in Austria was more academic than international. Within the first two years of the operation in post-war Austrian society, the approach emerged more into the direction of understanding of intercultural relationships which was proved by the numerous reports about interpersonal experiences.

## **8. Conclusion**

To summarize, the Fulbright Exchange program with Austria was an appreciated experience for the U.S. students. The preparation for the program in Austria was well organised and the Fulbright Commission in Austria provided extremely comprehensive information to the students. Although the U.S. students expected a more obviously war damaged country they were surprised about the impact of the war on the academic and civil society. The planned success in certain fields of study was not easy to gain. What they additionally learned was the necessity of clearing up misconceptions and adapting to Austrian environment. It would be quite interesting to expand the analysis to the U.S. lecturers/researchers and teaching assistances. Such analyses should include the question to what extent the acquired social competencies of the former American and also Austrian Fulbright grantees led to important career developments in their country of origin.

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**Attachment I,1-3:** Example of a handwritten final report, GHE, female, 1930, German literature in Vienna 1951/52

**Attachment II,1-6:** Example of a handwritten final report, FLA, male, 1930, german philology in Vienna 1951/52

**Attachment III/1-2:** Public Law 732, Aug. 1<sup>st</sup>, 1946

**Attachment IV/1-9:** Agreement between the Government of the United States of America and the Government of Austria for the financing of certain educational exchange programs

**Attachment V/1-3:** Covers of 'Was ist los?' newsletters of the Austrian-American Educational Commission 1951,1-17.

**Attachment VI/3-5:** Covers of 'Was ist los?' newsletters of the Austrian-American Educational Commission 1952, 1-18

**Attachment VII/1-4:** Questionnaire I edited of the Austrian-American Educational Commission 1951

**Attachment VIII/1-3:** Questionnaire II edited in 'Was ist Los?' Nr. 15, May 15<sup>th</sup>, 1952

**Attachment IX/1-3:** Article written by Anthony Morley in 'Was ist los?' Nr. 9, Feb.15<sup>th</sup>, 1952

**Attachment X/1-2:** Register with Abbreviations of quoted students

**Attachment XI/1-2:** Register with American Students of the academic years 1951/52 and 1952/53

**Attachment XII:** Abbreviations

## 10. Attachments

### Attachment I,1

Eugenik Frank Lang

#### Suggestions

in answer to questions posed by the Secretariat

1 To assure relative comfort in ship cabins, baggage should be kept to the minimum of one suitcase. One suit for daytime lounging and a more formal, dark colored one for evening occasions are the only necessary ship clothing.

The orientation period should be extended over a period of two weeks and should be limited to the morning and evening hours to allow the students more time in the first week to look for living quarters.

The "Instructions and Useful Hints" given to the students should not merely be handed out but also explained and clarified page by page as part of the orientation program. Registration procedures at the universities could be explained in more detail and for this purpose Austrian students who have studied in the U.S. could be of invaluable aid.

"Hien, Plan der Universitätskinder" from Austria should be included as part of the printed material; its overall view of the city of Vienna is excellent.

"Das Österreichbuch" edited by Ernst Marboe  
Freytag-Beck's "Führer durch Wien"

Consolidated mail should always bear the student's address, otherwise it will stay by the customs about one week.

The book auctions at the Donothek are highly recommended for obtaining good and inexpensive volumes. The auction procedure should be explained.

1 Führer's Gasthaus  
Wien IX., Pratergasse - Hahngasse near Donaukanal

Attachment I,2

14/ Theater and opera tickets can be purchased at regular prices in the Bräunnergasse office, where sale is two days before the date of performance. For performances that will likely be sold out within the first few hours unless one does not mind standing in line early in the morning, one can order tickets before the date of sale in a ticket agency and pay a small extra fee for the convenience of being assured the tickets.

Tickets for the Klubhausstil (first five rows) of the Burgtheater in the Konzerthausgebäude are usually available only in ticket agencies. "Stehplätze" in the Theater-an-der-Wien are available at the box office for 3 S, but one must wait in line about 1-1½ hours before curtain call to be assured of a ticket.

Cheapest travel rates are obtainable at the Bundesverkehrs-büro opposite the Station in the Linien Strasse.

15/ In general, the standard of living in Austria is a little lower than that in the U. S. One need but consider that the average Austrian family lives on about 15.00 S per month! One can therefore expect to get a good full meal for about 10-15 S (but not if he eats consistently in the Rathauskeller!). Many students eat their noonday meal in the University (Vienna) Mensa for 4 S!

16/ Students studying at the University of Vienna should enroll in the language courses (for example, "Technik des Sprechens") available in the Faculty of Philosophy, German Philology.

17/ The booklet "Die Universitätsbibliothek Wien" is a highly recommended purchase.

18/ After one has purchased his "Studienbuch" and filled out the necessary forms for registration and for each course to be taken, a period of about one week elapses between the time he hands in the above material and the date on which he is allowed to pay his fees as they are will be indicated in the "Studienbuch".

Attachment I,3

8/ I consider the principal value of my stay in Austria to have been the acquaintance with a different type of living, especially in the cultural aspects of the opera and theatre, which have, in addition to the demands put upon Fulbright grantees for lectures and reports that require much preparation time, to a rather great extent distracted from the complete achievement of academic pursuits. But I consider this non-academic aspect to be the more important in view of its uniqueness, for, unless one has a special project or a particular academic study, the general courses of study as they are planned at American universities are usually superior.

The requirement for a better speaking command of the German language could very well be more stressed.

Respectfully submitted,  
Frederick Frank Lang

4. Luggage - All I can say is, "Don't bring too much." It's hard to give advice on such a subject, because everyone's possessions and ideas are bound to be different, but I often wish I had left "doubtful items" at home instead of bringing them along. I think future Fullrighters should be warned that they will be apt to encounter limited closet and storage space in their rooms. How they might be advised to, in their packing, reckon with the probability that they will make purchases over here, so that a few not too tightly filled corners in suitcase or trunk might not be amiss. (This is completely personal, but I wish I had limited myself to one good sized trunk, one fairly large suitcase, and one small, week-end sized suitcase. No matter what else ~~they~~ may bring, the "weekend size" seems essential, as it can be completely adequate for vacation trips, regardless of extent.)

Since I don't have all my orientation information at hand, I can't remember just what the Commission advised about electrical appliances. However, I do think that the fact that most buildings here are wired for 220 volts should be stressed; also that it should be made clear whether a transformer is required for each appliance (we do have 110, so that I don't know); also that it should be recommended to purchase such transformers over here, and that the cost should be estimated.

2. As I said, I wish I had all of the printed material which we were sent, so that I would be better able to criticize. I do remember that it was invaluable and most thorough. I also half remember, however, leafing through one set of instructions to compare a paragraph in it with a similar paragraph in another set, and trying to decide if the meaning was the same. Therefore I'd recommend one centralized information pamphlet.

As for the orientation period, I remember all of it with pleasure. Our sightseeing tours and Mr. Askansen's briefing stand out in particular. I think all of us agree, however, that we would have absorbed more of the wealth of information and experience offered us had the orientation period lasted at least two weeks instead of one.

3. I think biographies of Hussian royalty (Empress Elizabeth, Maria Theresa, etc.) are interesting means of learning and retaining historical background.

5. Doctors - It would be helpful to have short lists (3 or 4 of each) of recommended doctors, dentists, and optometrists.

Laundry - The paragraph in our information sheet on that subject was excellent. It was especially nice to know that there are laundromats.

Occupation - It is valuable to know the history of the occupation, and the way it functions, and the few limitations which it does place on the activities of American civilians. Aside from those, the facts of the situation, I think the less said the better. The occupation is bound to make an impression, and it should. The less the preparation

Attachment: II, 2

the more lasting the impression,

Censorship - The above opinion, however, does not apply to censorship. Please warn the future Fulbrighters, even though the fact that censorship exists is most obvious, not to write about that fact in their letters, even in the most casual fashion.

Telephone - If an entire orientation week lecture were devoted to the use of the Fernsprecher, some untalented students might be saved a lot of schillings.

Tipping - I think most of us have found 100s over and above the Bedienungszuschlag unnecessary; that rounding out the figure to the next 50 Groschen or next schilling is usually quite sufficient.

Transportation - An explanation of the complicated procedure for getting a Schulerkarte for the Strossenbahn might be nice. Also, it's good to know from the start about Sunday and holiday returns.

4. The "do's and don'ts" of greeting - I've been lectured several times on the subject "the lady should wait for the man to say at first, unless he is older". The American practice is the opposite, I think, so that the situation is pretty confusing.

Hand kissing - As I remember, I was partially prepared for this, but didn't expect it from dance partners at the close of the number.

6. The landlord-tenant relationship differs so much according to the personalities involved that I don't think any hard and fast "do's and don'ts" could be given. All I can say is that all points which might cause difficulty, such as extent of kitchen privileges, amount of service, calls, what the landlord expects and what the tenant expects should be made clear from the beginning, so that a mutually satisfactory agreement can be reached at once. (By "from the beginning", I mean before the prospective tenant becomes merely the tenant.)

I do think that the general "housing plan" followed by the Commission this year - that of giving assistance while still allowing the student freedom of choice - is the best one. I don't know how the add in the paper was worded, but if such a method is used again next year, think it might be a good idea to stress the fact that the American students who are going to look at the rooms aren't loaded with money. Joanie and I pay less rent than most, I'd say. Nevertheless, a number of Austrian students have practically told us we were insane to even consider such an "exorbitant sum" for "that room".

I think the information given on this year's cards - service bath, kitchen privileges, phone, type of heating, extras, number of people, ~~price~~ - was about as complete as one could expect. However I don't think the cards should be handed out unless all these items, especially price, are commented on one way or the other. I mean, for example, either "bath" or "no bath";



Attachment: II, 3

"central heating" or "porcelain stove": Also it would be very convenient for the girls in the group if it could be worked out of the landlady who says she'll take Damen whether she is making such a statement because she'd really like to, or only because she wants somebody in case no Germans are interested in the room.

7. Warm clothes. I even think the warning to girls against bringing slacks might be left out, as I've seen ~~a number of~~ <sup>some</sup> women wearing them during the coldest days. The situation seems to me quite similar to that in the States.

Old clothes. This year provides an excellent opportunity to wear out that still good, though 5 years old, dress or suit. Nobody over here will have ever seen it.

Rainwear, but not newly purchased for the occasion. I've never seen such good looking rain coats at home. (Winter coats, too, are mighty appealing. I'd advise any Fullbright girl who needs a new one to postpone the purchase until her arrival in Austria. The purchase of warm gloves, too, would well be put off.)

Enough nylons for the year.

Comfortable shoes. At least one pair of rope soles for the cobble-stone streets. Girls should be advised that if they take narrow widths they shouldn't plan on buying shoes over here of high heels. (I wish I'd only brought one or none.)

At least one evening dress, though probably not more than 2.

D.H.

9. Frick's on the Graben for English books.

For second hand books and fascinating browsing, the book store in Strudelhof Gasse.

10. The Hofburg Restaurant and, of course, the Rathaus Keller for not too fabulously priced atmosphere and good food.

Emil Biermanni on Keustift for the cheapest "Menus" in town (5.20 + 4.70).

Tiroler Eck on Neudorfer for excellent goulasch + soups.

Salzburger Neef for a good 20 schilling Platte for 2 people.

14. As I recall, our lecture on how to get tickets was too detailed and therefore confusing. Don't believe Bourner Strasse was stressed enough - I know that several students, before "catching on", patronized Kartenburos instead during the first few weeks. I don't know of any special little tricks for getting tickets - just the obvious "be in line before the window opens if you want cheap seats".

Travel - Always travel 3rd class in Austria (and most everywhere else in Europe, I think, except Spain)

Always investigate possible reductions - round trip, etc.

Attachment: II, 4

It's possible to buy kilometer cards for rail travel in Spain at a great saving. One person may buy such a card for a minimum of 3000 kilometers, 2 people for a minimum of 5000, etc.. The more people, the greater the saving. Cards may be purchased at any office of RENFE, the Spanish national railways.

Spain, Holland, & Germany require currency declarations, which one must present at an authorized agency if he wishes to change money while in the country. These declarations are collected at the border, with usually no more ado than a pleasant smile and a thank you. ~~Italy and Switzerland have such requirements~~

I think travel can be much cheaper and freer if travel bureaus are ignored. However, I can recommend the C.I.T. office, especially for travel in Italy.

It seems to me that it might be rather difficult to make rules about travel during non-vacation periods for a group having such varied fields and working under such varied circumstances. Those students and scholars concentrating more on individual research than on lecture attendance might find that it fitted in better with their plan of work to, for instance, stay at home during semester vacation, and travel afterwards. A necessarily postponed exam might create the same situation.

15. Don't worry about it. It isn't as confusing as it seems.

16. I approve of both the size of the grant and the method of payment. I'm sure all of us realize, from knowing Austrian students, that we could get by on less. However they have a lifetime in which to attend operas and concerts, see Austria's scenery, celebrate Fasching. For us, everything is new and different, and we have only nine months. I think the monthly plan of payment is definitely the best.

As for the incidental allowance, I really don't know what to say. It is probably too high in some cases, and just sufficient in others. I suppose it might be slightly lowered, with the provision that students who needed more might draw from a special fund upon application.

17. A hard question! The schilling, like any other medium of exchange, can buy a lot or a little depending on how far it is stretched, and its purchasing power is something which a person newly arrived in Austria can really have no conception until he himself has used it for a while. It might be slightly enlightening however, to list the items which ~~is~~ can buy - a meal, 4 cups of coffee, 2 movie tickets, an opera ticket, a second hand book, etc.

Budget planning - purely a personal matter.

Standard of living - Don't expect all the comforts of home, but do expect to always be able to afford necessities, and reasonable luxuries without worry.

20. As far as I can understand just what is meant by the question, yes.

21. I am not particularly satisfied with the courses offered in the German literature department, that is, as far as graduate work goes. From the undergraduate standpoint, I think the courses cover the subject quite adequately, though even there, in a German speaking country, I expected to find more. I was especially disappointed at encountering such a poverty of courses in the modern literature field, and I did expect more atten

Attachment: II, 5

tion to be paid to Huxonian authors. (Of course one doesn't really need a university in order to study literature. If the books are at hand, as they are here, the most important matter is taken care of.)

Judging from what I've heard and the lectures I've visited, the history department must be very good.

Think the ~~course~~ <sup>lectures</sup> which I have most enjoyed during this year are those by Prof. Böge on "Andersens Märchen". He says the fairy tales really have quite a bit of theater in them, and I'm sure that, in his reading, he brings out every inch. A pleasant way to spend an hour for anyone in any field.

22. I can't say much of value on this point, because I like to own the books I really work with, and have been fortunate enough to be able to borrow many others from friends.

26. Registration, philosophische Fakultät - Buy forms for ausländischer oder ordentlicher Hörer at little office inside Dekanat, telling them you are an Ausländer. Fill out, take to big office of Dekanat, hand them in, showing passport, records, etc.. You are told ~~at~~ what date to pick up the forms. After picking them up, take them to the small office to the right of the Substitut, where they are collected, and you are given a note on which to pay. This you do at the Substitut, where you receive your Studienbuch again.

Exams - The majority of exams are oral. If one feels he is incapable of taking an exam at the time for which he has applied, he may postpone doing so until the next time the exam is given. Even when he has entered an exam and received the questions, he may, if he fails to do so before he has given any answers, withdraw.

Professors - The professor is "on a pedestal" to a far greater extent ~~than one~~ than one is apt to find in the States. ~~Students~~ Therefore less friendly give and take between students and professors. Students usually refer to a class by the name of the professor rather than by the course name; they stand when he enters the room; and, at the end of the lecture, or sometimes during it, pound on the desks to show approval.

~~Other~~ Other students - It's hard to get to know them, especially in class.

Terms - Vorlesungsverzeichnis, Vorlesung, Übung, Colloquium, Inskription, Formulare, Dekanat, Fakultät, Rektorat, Hörer, and so on ad infinitum

27. No I can't really say that I achieved my academic purpose in coming to Austria. I did have to alter my plans for study because of the University literature courses. But as far as the "otherwise" goes - becoming acquainted with a different people and a different way of life, broadening my interests and understanding - I could not be more content. In fact, I feel that in this respect I have more than achieved my purpose. I came to ~~study~~ learn the German language, about German literature, and more important, about that vague something which was Austria. I didn't expect the unforgettable lessons, without aid of lecture or textbook, in music, art, architecture, history, and politics.

The value of the picture on the other side of the coin, how far I have succeeded in "bringing America to the Austrians" is hard for me to estimate objectively. However, I'm at least partially satisfied in knowing that I've tried.

Attachment II,6

28. I think my answer to the preceding question takes in <sup>6+</sup> this one, too. I suppose that the phrase, "learning about a different way of life through living it" ~~seems~~ best, seems <sup>of</sup> the matter. The particular difficulties were the little things - no hot running water, no central heating, no refrigerators, etc. But of course they were part of the learning, and therefore part of the value. At first, I swore under my breath at these difficulties, but now wouldn't take anything in exchange for having had to deal with them.

29. The international aspects. We can study literature, history, music, etc., at home, in some cases under less favorable conditions, in other cases under more. However, for many of us, this year means our only chance to experience life in another country, and thus to gain a more comprehensive picture of the world in which we live. And though some of us may be able to come back some day, this year in Austria, this moment in history, will never repeat itself, while text books and theories may remain the same for many years. I'm sure that the things which we have learned outside of the classroom are those which have made the deepest impression on us, and that we will accomplish more of value by carrying this impression home with us, and spreading it in the same informal way in which we received it, than by writing theses on ~~the~~ history, or lecturing to college classes on literature.

30. Judging from this Fullbright group as whole, it seems to me that the method of selection which was used worked very well. Think our group is certainly as representative as that of the Austrians who went to the States last year, even though they had personal interviews, etc..

32. To my mind, Vienna certainly has more to offer than any other city in Austria. The cultural advantages, points of historical interest, the metropolitan, though not too much so, atmosphere, with the Vienna woods for a change, the very political situation make her a place which it must take years to really know, & which therefore could never become dull and uninteresting. Of course I can see the advantages of Graz and Innsbruck, but Vienna is my favorite of favorites.

Grace Helms

[CHAPTER 723]

AN ACT

August 1, 1946  
[S. 1632]  
[Public Law 464]

To amend the Surplus Property Act of 1944 to designate the Department of State as the disposal agency for surplus property outside the continental United States, its Territories and possessions, and for other purposes.

Surplus Property Act of 1944, amendments.  
58 Stat. 769.  
51 U. S. C., Supp. V, app. § 1619: Functions of Secretary of State.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That section 10 of the Surplus Property Act of 1944, as amended, is hereby amended by adding a new subsection (c) to read as follows:

52 Stat. 533.  
50 U. S. C., Supp. V, app. §§ 1643, 1644.  
58 Stat. 784, 785.  
50 U. S. C., Supp. V, app. §§ 1621-1678, 1677-1693.  
Arms, pp. 188, 199, 205, 659; post, p. 585.

“(c) Except as provided in subsection (b) of this section, the Department of State shall be the sole disposal agency for surplus property located outside the continental United States, Hawaii, Alaska (including the Aleutian Islands), Puerto Rico, and the Virgin Islands, and with respect to such property the Secretary of State shall exercise the functions heretofore conferred upon the Surplus Property Administrator by Public Law 181, Seventy-ninth Congress. The Secretary of State shall, subject to the provisions of the War Mobilization and Reconversion Act of 1944, have sole responsibility for carrying out the provisions of the Surplus Property Act of 1944, with respect to surplus property located outside the continental United States, Hawaii, Alaska (including the Aleutian Islands), Puerto Rico, and the Virgin Islands.”

58 Stat. 782.  
50 U. S. C., Supp. V, app. § 1641 (b).  
Exemption of disposals.

SEC. 2. Section 32 (b) of such Act, as amended, is hereby amended to read as follows:

Disposal for foreign currencies, etc.  
58 Stat. 773.  
51 U. S. C., Supp. V, app. § 1621.

“(b) (1) The provisions of this Act shall be applicable to disposition of property within the United States and elsewhere, but the Secretary of State may exempt from some or all of the provisions hereof dispositions of property located outside of the continental United States, Hawaii, Alaska (including the Aleutian Islands), Puerto Rico, and the Virgin Islands, whenever he deems that such provisions would obstruct the efficient and economic disposition of such property in accordance with the objectives of this Act. In addition to the authority conferred by section 15 of this Act, the Department of State may dispose of surplus property located outside the continental United States, Hawaii, Alaska (including the Aleutian Islands), Puerto Rico, and the Virgin Islands, for foreign currencies or credits, or substantial benefits or the discharge of claims resulting from the compromise, or settlement of such claims by any Government agency in accordance with the law, whenever the Secretary of State determines that it is in the interest of the United States to do so and upon such terms and conditions as he may deem proper. Any foreign currencies or credits acquired by the Department of State pursuant to this subsection shall be administered in accordance with procedures that may from time to time be established by the Secretary of the Treasury and, if and when reduced to United States currency, shall be covered into the Treasury as miscellaneous receipts.

Executive agreements.

Financing studies, etc., of American citizens abroad.

“(2) In carrying out the provisions of this section, the Secretary of State is hereby authorized to enter into an executive agreement or agreements with any foreign government for the use of currencies, or credits for currencies, of such government acquired as a result of such surplus property disposals, for the purpose of providing, by the formation of foundations or otherwise, for (A) financing studies, research, instruction, and other educational activities of or for American citizens in schools and institutions of higher learning located in such foreign country, or of the citizens of such foreign country in American schools and institutions of higher learning located outside the continental United States, Hawaii, Alaska (including the Aleutian Islands), Puerto Rico, and the Virgin Islands, including payment for transportation, tuition, maintenance, and other

expenses incident to scholastic activities; or (B) furnishing transportation for citizens of such foreign country who desire to attend American schools and institutions of higher learning in the continental United States, Hawaii, Alaska (including the Aleutian Islands), Puerto Rico, and the Virgin Islands, and whose attendance will not deprive citizens of the United States of an opportunity to attend such schools and institutions: *Provided, however*, That no such agreement or agreements shall provide for the use of an aggregate amount of the currencies, or credits for currencies, of any one country in excess of \$20,000,000 or for the expenditure of the currencies, or credits for currencies, of any one foreign country in excess of \$1,000,000 annually at the official rate of exchange for such currencies, unless otherwise authorized by Congress, nor shall any such agreement relate to any subject other than the use and expenditure of such currencies or credits for currencies for the purposes herein set forth: *Provided further*, That for the purpose of selecting students and educational institutions qualified to participate in this program, and to supervise the exchange program authorized herein, the President of the United States is hereby authorized to appoint a Board of Foreign Scholarships, consisting of ten members, who shall serve without compensation, composed of representatives of cultural, educational, student and war veterans groups, and including representatives of the United States Office of Education, the United States Veterans' Administration, State educational institutions, and privately endowed educational institutions: *And Provided further*, That in the selection of American citizens for study in foreign countries under this paragraph preference shall be given to applicants who shall have served in the military or naval forces of the United States during World War I or World War II, and due consideration shall be given to applicants from all geographical areas of the United States. The Secretary of State shall transmit to the Congress not later than the 1st day of March of each year a report of operations under this paragraph during the preceding calendar year. Such report shall include the text of any agreements which have been entered into hereunder during the preceding calendar year, and shall specify the names and addresses of American citizens who are attending schools or institutions of higher learning in foreign countries pursuant to such agreements, the names and locations of such schools and institutions, and the amounts of the currencies or credits for currencies expended for any of the purposes under this paragraph in each such foreign country during the preceding calendar year."

Approved August 1, 1946.

Transportation for citizens of foreign countries.

Restriction on use of funds.

Board of Foreign Scholarships.

Veteran preference.

Report to Congress.

## Attachment IV,1

AGREEMENT BETWEEN  
THE GOVERNMENT OF  
THE UNITED STATES OF AMERICA  
AND THE  
GOVERNMENT OF AUSTRIA  
FOR THE FINANCING OF CERTAIN  
EDUCATIONAL EXCHANGE PROGRAMS

The Government of the  
United States of America and  
the Government of Austria;

Desiring to promote fur-  
ther mutual understanding be-  
tween the peoples of the United  
States of America and Austria  
through educational contacts;

Considering that Section  
32(b) of the United States Sur-  
plus Property Act of 1944 as  
amended by Public Law No. 584,  
79th Congress, provides that  
the Secretary of State of the  
United States of America may  
enter into an agreement with  
any foreign government for the  
use of currencies or credits for  
currencies of such foreign gov-  
ernment acquired as a result of  
surplus property disposals for  
the purpose of providing for  
certain educational activities,  
and

Considering that under the  
provisions of paragraph 4 (a)  
of the Letter Credit Agreements  
signed on Mai 2, 1946 and Feb-  
ruary 17, 1948 by and between  
the Government of the United  
States of America and the Gov-  
ernment of Austria (hereinafter  
designated "the Letter Credit  
Agreements") it is provided  
that in the event the Government  
of the United States of America  
wishes to receive local currency  
of the Government of Austria for  
payment of any or all expendi-  
tures in Austria of the Govern-  
ment of the United States of  
America and its agencies, the  
Government of the United States  
of America may request at any  
time or times, and the Govern-

ÜBEREINKOMMEN ZWISCHEN DER  
REGIERUNG DER VEREINIGTEN  
STAATEN VON AMERIKA UND DER  
ÖSTERREICHISCHEN BUNDESREGIERUNG  
BETREFFEND DIE FINANZIERUNG  
GEWISSE ERZIEHUNGS-AUSTAUSCH-  
PROGRAMME

Die Regierung der Vereinigten  
Staaten von Amerika und die Öster-  
reichische Bundesregierung;

In dem Wunsche, das gegen-  
seitige Verständnis zwischen der  
Bevölkerung der Vereinigten Staaten  
von Amerika und der österrei-  
chischen Bevölkerung durch Füh-  
lung -  
nahme auf dem Gebiete der Erziehung  
weiter auszubauen, und

Unter Bedachtnahme darauf,  
dass Paragraph 32 b des United  
States Surplus Property Act of  
1944 in der derzeit geltenden  
Fassung des amerikanischen Bundes -  
gesetzes Nr. 584 (79. Kongress)  
vorsieht, dass der Staatssekretär  
für die Auswärtigen Angelegen -  
heiten der Vereinigten Staaten  
von Amerika mit jedem fremden  
Staat ein Abkommen betr. die  
Inanspruchnahme von Geldern oder  
Krediten in der Landeswährung  
dieses fremden Staates, welche  
auf Grund von Veräußerungen von  
Überschussgut vereinnahmt wurden,  
für bestimmte Tätigkeiten im Er -  
ziehungswesen abzuschliessen er-  
mächtigt ist, und weiters,

Unter Bedachtnahme darauf,  
dass gemäss den Bestimmungen des  
Paragraphen 4 a der am 2. Mai 1946  
und am 17. Februar 1948 von der  
Regierung der Vereinigten Staaten  
von Amerika und der Österrei-  
chischen Bundesregierung unterzeich-  
neten Kreditübereinkommen (im  
Folgenden kurz "die Kreditüberein-  
kommen" bezeichnet) in dem Falle  
die Regierung der Vereinigten  
Staaten von Amerika von der Öster-  
reichischen Bundesregierung für  
bestimmte oder für alle Zahlungen  
der Regierung der Vereinigten  
Staaten von Amerika und ihrer Ver-  
tretungen in Österreich Landes-  
währung zu bekommen wünscht, die  
Regierung der Vereinigten Staaten  
von Amerika zu jeder Zeit von der  
Österreichischen Bundesregierung

ment of Austria agrees to furnish at such time or times, Austrian currency in any amount not in excess of the net outstanding balance of principal (whether or not then due in United States dollars) plus interest (then due in United States dollars) payable under the terms of the Letter Credit Agreements.

Have agreed as follows:

#### Article 1

There shall be established a Commission to be known as the United States Educational Commission in Austria (hereinafter designated "the Commission"), which shall be recognized by the Government of Austria as an organization created and established to facilitate the administration of an educational program to be financed by funds made available by the Government of Austria in accordance with the terms of the Letter Credit Agreements. Except as provided in Article 3 hereof the Commission shall be exempt from the domestic and local laws of the United States of America as they relate to the use and expenditure of currencies and credits for currencies for the purposes set forth in the present agreement. The funds shall enjoy on the part of the Government of Austria the exemptions and immunities accorded to the property of a foreign government.

The funds made available by the Government of Austria, within the conditions and limitations hereinafter set forth, shall be used by the Commission or such other instrumentality as may be agreed upon by the Government

Österreichische Landeswährung in der Höhe der jeweils ausstehenden reinen Kapitalrückzahlungsverpflichtungen (gleichgültig, ob dieselben in diesem Zeitpunkt in amerikanischen Dollar fällig sind oder nicht) und der Zinsenverpflichtungen (die in diesem Zeitpunkt in amerikanischen Dollar fällig sind), welche gemäss den "Kreditübereinkommen" zahlbar sind, verlangen kann und die Österreichische Bundesregierung zu jeder Zeit diese Beträge zu zahlen sich bereit erklärt hat, sind übereingekommen wie folgt:

#### Artikel 1

Es erfolgt die Einsetzung einer Kommission mit der Bezeichnung "United States Educational Commission in Austria" (im Folgenden kurz bezeichnet "die Kommission"). Diese Kommission wird von der Österreichischen Bundesregierung als Organisation anerkannt, die zur Erleichterung und Durchführung eines Erziehungsprogrammes geschaffen und eingerichtet wurde, welches mit Mitteln, die seitens der österreichischen Regierung gemäss den Bestimmungen der Kreditübereinkommen zur Verfügung gestellt worden sind, finanziert wird. Unbeschadet der Bestimmungen des Artikel 3 soll die Kommission nicht der Inlands- und Landesgesetzgebung der Vereinigten Staaten von Amerika, soweit diese die Inanspruchnahme und Verausgabung von Geldern und Krediten in der Landeswährung für Zwecke, die im vorliegenden Übereinkommen festgelegt sind, betrifft, unterliegen. Die Mittel der Kommission sollen jene Ausnahmerebestimmungen und Immunitäten seitens der Österreichischen Bundesregierung geniessen, die dem Eigentum einer fremden Macht zustehen.

Die Mittel, die seitens der Österreichischen Bundesregierung gemäss den Verfügungen und Einschränkungen, die in diesem Übereinkommen vorgesehen sind, zur Verfügung gestellt werden, sollen von der Kommission oder



of the United States of America and the Government of Austria for the purpose, as set forth in Section 32 (b) of the United States Surplus Property Act of 1944, as amended, of

(1) financing studies, research, instruction, and other educational activities of citizens of the United States of America in schools and institutions of higher learning located in Austria or of citizens of Austria in United States schools and institutions of higher learning located outside the continental United States, Hawaii, Alaska (including the Aleutian Islands), Puerto Rico, and the Virgin Islands, including payment for transportation, tuition, maintenance, and other expenses incident to scholastic activities; or

(2) furnishing transportation for citizens of Austria who desire to attend United States schools and institutions of higher learning in the continental United States, Hawaii, Alaska, (including the Aleutian Islands), Puerto Rico, and the Virgin Islands and whose attendance will not deprive citizens of the United States of America of an opportunity to attend such schools and institutions.

Article 2

In furtherance of the aforementioned purposes, the Commission may, subject to the provisions of the present agreement, exercise all powers necessary to the

laut besonderem Übereinkommen zwischen der Regierung der Vereinigten Staaten von Amerika und der Österreichischen Bundesregierung von anderen Ausführungsorganen für die nachstehenden Zwecke, wie solche im Paragraphen 32 b des United States Surplus Property Act of 1944 in der derzeit geltenden Fassung vorgesehen sind, verwendet werden;

1) Die Finanzierung von Studien, Forschungen, Unterricht und anderer Erziehungstätigkeit von Staatsbürgern der Vereinigten Staaten von Amerika in höheren Schulen oder Anstalten, die sich in Österreich befinden, oder von österreichischen Staatsbürgern in höheren amerikanischen Schulen oder Anstalten, die sich ausserhalb des Festlandgebietes der Vereinigten Staaten, Hawaii, Alaska (einschliesslich der Aläuten), Portorico und den Virginischen Inseln befinden, inkl. Zahlungen für Reise, Studiengebühren, Unterhalt und anderen Auslagen im Zusammenhang mit Betätigungen im Erziehungswesen.

2) Die Durchführung von Reisen von österreichischen Staatsbürgern, die amerikanische höhere Schulen und Anstalten auf dem Festlandgebiete der Vereinigten Staaten, Hawaii, Alaska (einschliesslich der Aläuten), Portorico und den Virginischen Inseln zu besuchen wünschen und deren Teilnahme nicht amerikanische Staatsbürger an der Teilnahme an diesen Schulen hindern wird.

Artikel 2.

Unter Bedachtnahme auf die eben genannten Zwecke kann die Kommission gemäss den Bestimmungen des vorliegenden Übereinkommens alle Rechte, insbesondere

## Attachment IV,4

- 4 -

carrying out of the purposes of this agreement including the following:

- (1) Plan, adopt, and carry out programs, in accordance with the purposes of Section 32 (b) of the United States Surplus Property Act of 1944, as amended, and the purposes of this agreement.
- (2) Recommend to the Board of Foreign Scholarships, provided for in the United States Surplus Property Act of 1944, as amended, students, professors, and research scholars resident in Austria, and institutions of Austria qualified to participate in the program in accordance with the aforesaid Act.
- (3) Recommend to the aforesaid Board of Foreign Scholarships such qualifications for the selection of participants in the programs as it may deem necessary for achieving the purpose and objectives of this agreement.
- (4) Authorize the Treasurer of the Commission or such other person as the Commission may designate to receive funds to be deposited in bank accounts in the name of the Treasurer of the Commission or such other person as may be designated. The appointment of the Treasurer or such designee shall be approved by the Secretary of State and he shall deposit funds received in a depository or depositories designated by the

die folgenden, ausüben, die notwendig sind, um die in dem Übereinkommen gesteckten Ziele zu erreichen:

- 1) Die Planung, Annahme und Durchführung von Programmen, die den im Paragraphen 32 b des United States Surplus Property Act of 1944 in der derzeit geltenden Fassung vorgesehenen Zwecken und den Zielen des vorliegenden Übereinkommens entsprechen.
- 2) Die Vorlage von Empfehlungen von Studenten, Professoren und von Studierenden auf dem Gebiete des Forschungswesens, die ihren Wohnsitz in Österreich haben und von österreichischen Institutionen, die geeignet sind, im Rahmen des Programmes mitzuarbeiten, welches den im oben genannten Gesetze festgelegten Richtlinien entspricht, an den Board of Foreign Scholarships, der in dem United States Surplus Property Act of 1944 in der derzeit geltenden Fassung vorgesehen ist.
- 3) Die Empfehlung von Richtlinien an den Board of Foreign Scholarships, die dieser für die Auslese von Teilnehmern an den Programmen notwendig findet, um die in diesem Abkommen gesteckten Ziele zu erreichen.
- 4) Die Ermächtigung eines finanziellen Bevollmächtigten der Kommission oder einer anderen von der Kommission genannten Persönlichkeit zur Entgegennahme von Geldmitteln, die bei Banken im Namen des finanziellen Bevollmächtigten der Kommission oder der anderen designierten Persönlichkeit einzulegen sind. Die Bestellung des finanziellen Bevollmächtigten oder einer anderen designierten Person ist von dem Staatssekretär für die

## Attachment IV,5

- 5 -

Secretary of State.

(5) Subject to the conditions and limitations as set forth herein, authorize the disbursement of funds and making of grants and advances of funds for the authorized purposes of the present agreement.

(6) Provide for periodic audits of the accounts of the Treasurer of the Commission as directed by auditors selected by the Secretary of State of the United States of America.

(7) Engage an Executive Officer, administrative and clerical staff and fix and pay the salaries and wages thereof from funds made available under this agreement.

### Article 3

All commitments, obligations and expenditures by the Commission shall be made pursuant to an annual budget approved by the Secretary of State of the United States of America pursuant to such regulations as he may prescribe.

### Article 4

The Commission shall consist of eight members, four of whom shall be citizens of the United States of America, and

Auswärtigen Angelegenheiten zu genehmigen. Der finanzielle Bevollmächtigte hat die ihm anvertrauten Mittel in jene Depotstelle oder Depotstellen einzulegen, die vom Staatssekretär für die Auswärtigen Angelegenheiten namhaft gemacht sind.

5) Die Ermächtigung zur Ausgabe von Geldmitteln und Erteilung von Beihilfen und Vorschüssen von Geldmitteln für die genehmigten Zwecke des vorliegenden Übereinkommens in Übereinstimmung mit den Bestimmungen und Einschränkungen des vorliegenden Übereinkommens.

6) Die Vorsorge für periodische Überprüfung der Rechnungslegung des finanziellen Bevollmächtigten der Kommission gemäss den diesbezüglichen Anweisungen von vom Staatssekretär für die Auswärtigen Angelegenheiten bestellten Buchprüfern.

7) Die Bestellung eines geschäftsführenden Direktors und eines administrativen Beamtenstabes und Büropersonals und die Festsetzung und Auszahlung von Gehältern und Löhnen für die genannten Personen aus den gemäss den Bestimmungen dieses Abkommens flüssigzumachenden Mitteln.

### Artikel 3

Alle Zahlungsverprechungen, Verpflichtungen und Ausgaben der Kommission sollen in Übereinstimmung mit einem Jahresbudget durchgeführt werden, welches vom Staatssekretär für die Auswärtigen Angelegenheiten auf Grund von Bestimmungen, die er festzusetzen hat, genehmigt wurde.

### Artikel 4

Die Kommission setzt sich aus 8 Mitgliedern zusammen, von denen 4 amerikanische Staatsbürger und 4 österreichische

four of whom shall be citizens of Austria. In addition the principal officer in charge of the Diplomatic Mission of the United States of America to Austria (hereinafter designated "the Chief of Mission") shall be Honorary Chairman of the Commission. He may cast the deciding vote in the event of a tie vote by the Commission and shall appoint the Chairman of the Commission. The Chairman as a regular member of the Commission shall have the right to vote. The citizens of the United States of America on the Commission shall be appointed and may be removed by the Chief of Mission. The citizens of Austria on the Commission shall be appointed and may be removed by the Government of Austria.

The members shall serve from the time of their appointment until the following December 31 and shall be eligible for reappointment. Vacancies by reason of resignation, transfer of residence outside Austria, or expiration of term of service, or otherwise shall be filled in accordance with the appointment procedure set forth in this article.

The members shall serve without compensation, but the Commission is authorized to defray necessary expenses incurred by its members in attending meetings of the Commission.

#### Article 5

The Commission shall adopt such by-laws and appoint such committees as it shall deem necessary for the conduct of the affairs of the Commission.

Staatsbürger sind. Überdies soll der geschäftsführende Leiter der diplomatischen Mission der Vereinigten Staaten von Amerika in Österreich (in der Folge bezeichnet "der Missionschef") Honorarvorsitzender der Kommission sein. Dieser Honorarvorsitzende hat die entscheidende Stimme im Falle von Stimmgleichheit der Kommissionsmitglieder und bestellt den Vorsitzenden. Der Vorsitzende ist ein ordentliches Mitglied der Kommission und hat das Recht zur Stimmabgabe. Die amerikanischen Staatsbürger, die Mitglieder der Kommission sind, werden vom Missionschef bestellt und können von ihm enthoben werden. Die österreichischen Staatsbürger, die Mitglieder der Kommission sind, werden von der österreichischen Regierung bestellt und können von ihr enthoben werden.

Die Mitglieder werden für einen Zeitraum bestellt, der mit 31. Dezember des Jahres endet. Sie können wieder bestellt werden. Der Vorgang der Neubesetzung der durch Rücktritt, Übersiedlung ausserhalb Österreichs, durch Zeitablauf oder aus anderweitigen Gründen freiwerdenden Posten hat mit dem Vorgang, der für die Bestellung dieser Posten vorgesehen ist, analog vor sich zu gehen.

Die Dienstleistungen der Mitglieder erfolgen ohne Entgelt. Die Kommission ist jedoch ermächtigt, die nötigen Kosten für die Teilnahme der Mitglieder der Kommission an den Sitzungen zu vergüten.

#### Artikel 5

Die Kommission hat solche Durchführungsbestimmungen zu erlassen und solche Unterausschüsse einzusetzen, als solche für die Geschäftsführung der Kommission erforderlich sind.

Article 6

Reports acceptable in form and content to the Secretary of State of the United States of America shall be made annually on the activities of the Commission to the Secretary of State of the United States of America and the Government of Austria.

Article 7

The principal office of the Commission shall be in the capital city of Austria, but meetings of the Commission and any of its committees may be held in such other places as the Commission may from time to time determine, and the activities of any of the Commission's officers or staff may be carried on at such places as may be approved by the Commission.

Article 8

The Government of Austria shall as and when requested by the Government of the United States of America deposit with the Treasurer of the United States of America amounts of currency of the Government of Austria until an aggregate amount of the currency of the Government of Austria equivalent to \$ 1,250,000 (United States currency) shall have been so deposited, provided, however, that not more than the equivalent in Austrian currency of \$ 250,000 (United States currency) shall be made available during any single calendar year.

The rate of exchange between currency of the Government of Austria and United States currency to be used in determining the amount of currency of the Government of Austria to be deposited from time to time hereunder, shall be determined in accordance

Artikel 6

Dem Inhalte und der Form nach für den Staatssekretär für die Auswärtigen Angelegenheiten geeignete Jahresberichte, betr. die Tätigkeit der Kommission, sind dem Staatssekretär für die Auswärtigen Angelegenheiten der Vereinigten Staaten von Amerika und der österreichischen Regierung zu übermitteln.

Artikel 7

Das Zentralbüro der Kommission wird sich in der Hauptstadt Österreichs befinden. Zusammenkünfte der Kommission oder ihrer Unterausschüsse können in jedem Orte, den die Kommission hiezu wann immer bestimmt, abgehalten werden. Die Geschäfte der Beamten der Kommission oder ihres Stabes können in jedem Orte, der von der Kommission hiezu bestimmt ist, durchgeführt werden.

Artikel 8

Die österreichische Regierung hat auf Ersuchen der amerikanischen Regierung bei dem Treasurer of the United States (Funktionär des amerikanischen Schatzamtes) Erläge in österreichischer Landeswährung bis zu einem Gesamtbetrage des Gegenwertes von 1,250,000 Dollar (amerikanischer Währung) in österreichischer Landeswährung durchzuführen, mit der Einschränkung aber, dass der im jeweiligen Kalenderjahr in österreichischer Landeswährung zu erlegende Betrag den Gegenwert von 250,000 Dollar (amerikanischer Währung) nicht überschreiten soll.

Die Festsetzung des Wechselkurses zwischen der österreichischen Landeswährung und der amerikanischen Währung zur Festsetzung des Betrages in österreichischer Landeswährung, der derart fallweise zu erlegen ist, erfolgt gemäss den Bestim-

with Article 4 (b) of the Letter Credit Agreements.

The Secretary of State of the United States of America will make available for expenditures by the Commission currency of the Government of Austria in such amounts as may be required by the Commission but in no event in excess of the budgetary limitation established pursuant to Article 3 of the present agreement.

Article 9

The Government of Austria shall extend to citizens of the United States of America residing in Austria and engaged in educational activities under the auspices of the Commission such privileges with respect to exemption from Federal taxation, and restrictions affecting the entry and residence of such persons as are extended to Austrian nationals residing in the United States of America engaged in similar activities.

Article 10

The Government of the United States of America and the Government of Austria shall make every effort to facilitate the programs authorized in this agreement and to resolve problems which may arise in the operations thereof.

Article 11

Wherever, in the present agreement, the term "Secretary of State" is used, it shall be understood to mean the Secretary of State of the United States of America or any officer or employee of the Government of

mungen des Artikel 4 b der Kreditübereinkommen.

Der amerikanische Staatssekretär für die Auswärtigen Angelegenheiten wird zur Bedeckung der Ausgaben der Kommission österreichische Schillinge in den Teilbeträgen zur Verfügung stellen, als die Kommission ansprechen wird, jedoch keinesfalls mehr als jene Beträge, die im Rahmen des gemäss Artikel 3 des vorliegenden Übereinkommens vorgesehenen Budgets festgesetzt sind.

Artikel 9

Die österreichische Regierung wird amerikanischen Staatsbürgern, die sich in Österreich aufhalten und unter der Aufsicht der Kommission sich im Sinne des vorliegenden Abkommens betätigen, diejenige Ausnahmestellung in Bezug auf die Befreiung von Bundessteuern und Beschränkungen bei der Einreise und dem Aufenthalt einräumen, wie solche für österreichische Staatsbürger, die sich in den Vereinigten Staaten von Amerika zum gleichen Zwecke befinden, gewährt wird.

Artikel 10

Die Regierung der Vereinigten Staaten von Amerika und die österreichische Regierung werden alle Anstrengungen machen, um die Durchführung von Programmen, die in diesem Abkommen vorgesehen sind, zu erleichtern und diejenigen Probleme zu lösen, die bei der Durchführung derselben auftauchen.

Artikel 11

Wo immer in dem vorliegenden Übereinkommen der Ausdruck "Staatssekretär für die Auswärtigen Angelegenheiten" gebraucht wurde, ist darunter der Staatssekretär für die Auswärtigen Angelegenheiten der

Attachment IV,9

- 9 -

the United States of America designated by him to act in his behalf.

Vereinigten Staaten von Amerika oder ein von ihm für diese Zwecke bevollmächtigter amerikanischer Regierungsbeamter oder Regierungsangestellter zu verstehen.

Article 12

The present agreement may be amended by the exchange of diplomatic notes between the Government of the United States of America and the Government of Austria.

Artikel 12

Das vorliegende Übereinkommen kann durch den Austausch diplomatischer Noten zwischen der Regierung der Vereinigten Staaten und der Österreichischen Regierung ergänzt werden.

Article 13

The present agreement shall come into force upon the date of signature.

In Witness Whereof the undersigned, being duly authorized thereto by their respective Governments, have signed the present agreement.

Done at Washington in duplicate, in the English and German languages, this sixth day of June, 1950.

Artikel 13

Das vorliegende Übereinkommen tritt am Tage seiner Unterzeichnung in Kraft.

Zeugnis dessen haben die von ihren Regierungen Bevollmächtigten das vorstehende Übereinkommen unterfertigt.

Geschehen in Washington in zweifacher Ausfertigung in englischer und deutscher Sprache am sechsten Juni 1950.

FOR THE GOVERNMENT OF THE UNITED STATES OF AMERICA ;  
FÜR DIE REGIERUNG DER VEREINIGTEN STAATEN VON AMERIKA ;

Dean Acheson m.p.

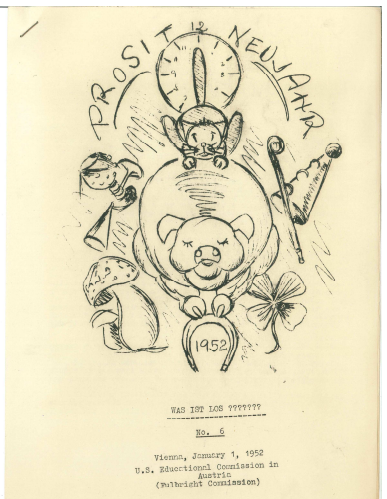
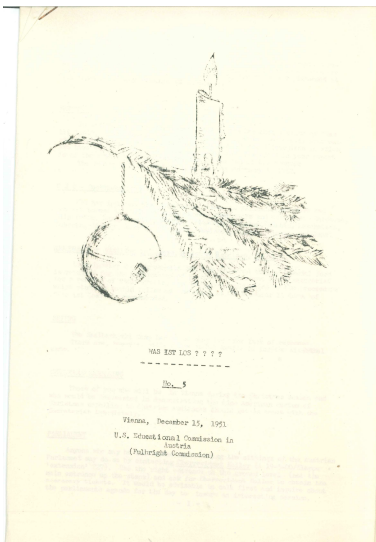
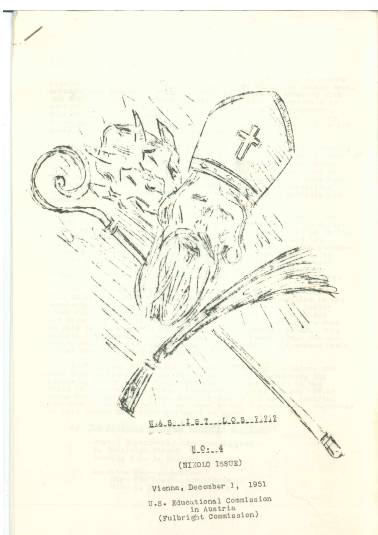
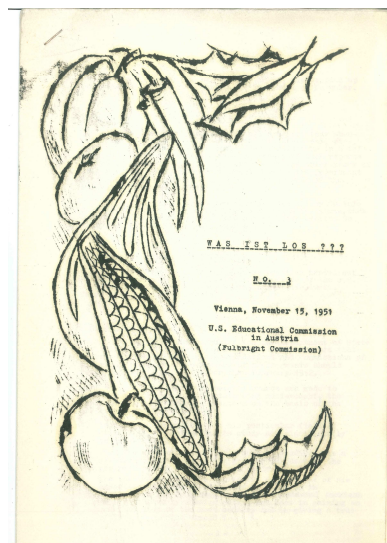
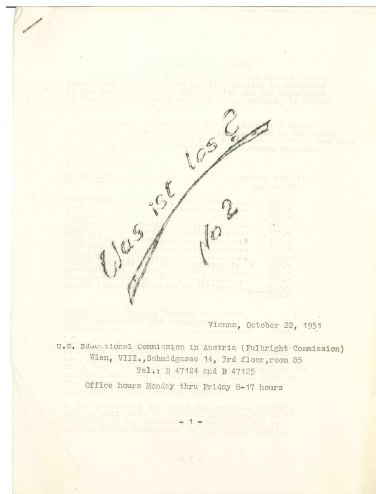
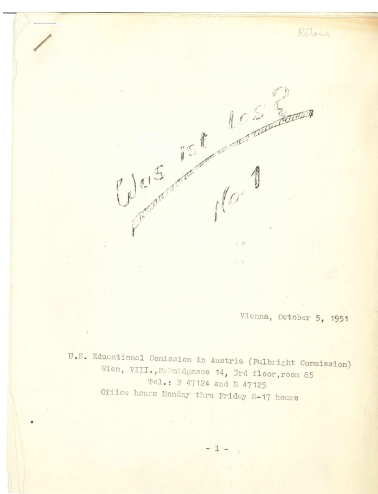
FOR THE GOVERNMENT OF AUSTRIA ;  
FÜR DIE ÖSTERREICHISCHE BUNDESREGIERUNG ;

Ludwig Kleinwächter m.p.

## Attachment V,1

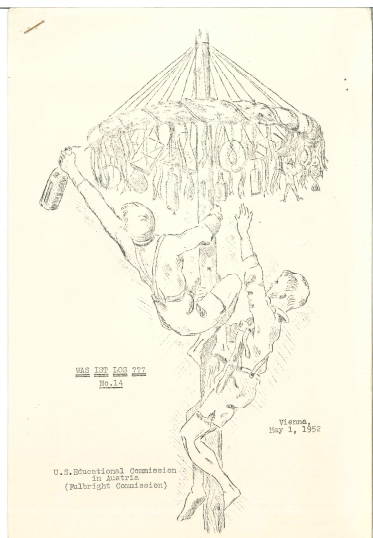
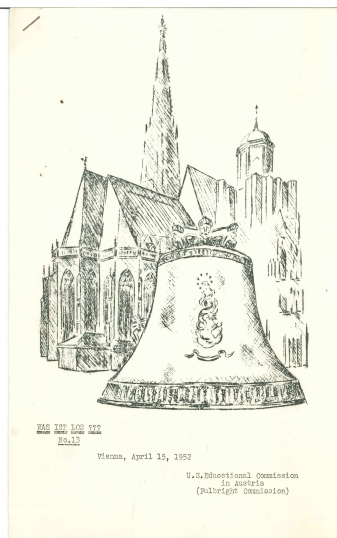
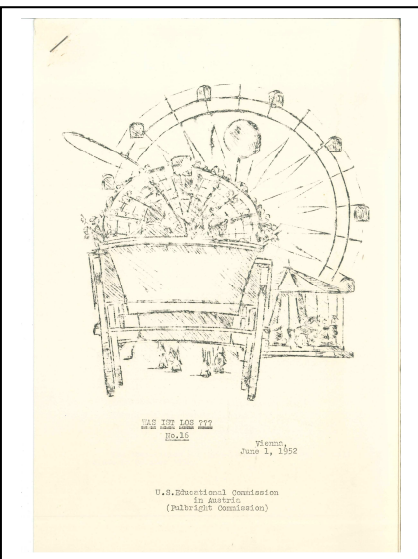
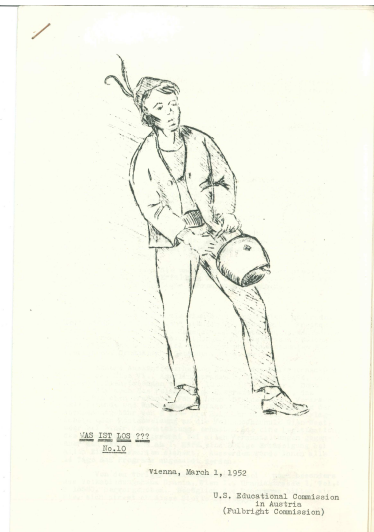
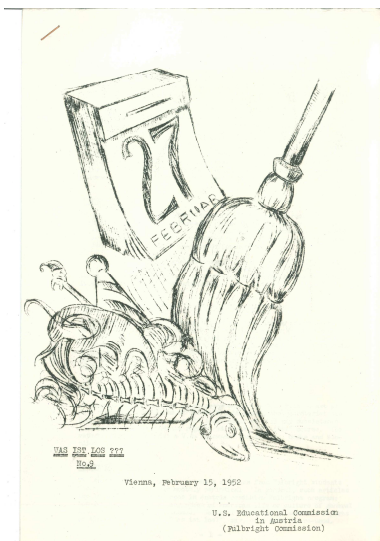
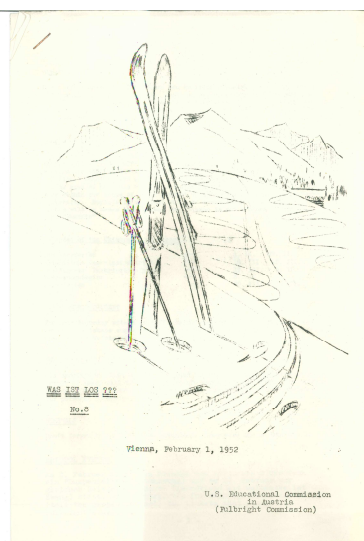
### ,Was ist Los?' Covers of the first two years 1951 and 1952

The purpose of the Was ist Los? newsletters was to give additional information to all Fulbright grantees. It reported on matters of general interest and were designed to provide Fulbright grantees with a forum to share their experiences. It was a platform to exchange ideas or tips. Willi Schlag who designed the covers of the issues, referred to specific articles in the newsletter or linked to the seasons. In particularly detailed drawings he also allegorized the Roman Catholic Church and their religious traditions and customs as well as their cultural sites.

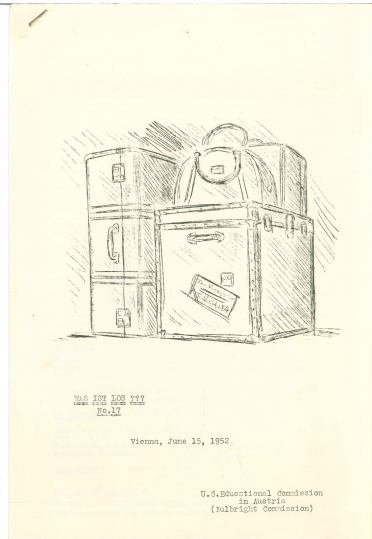




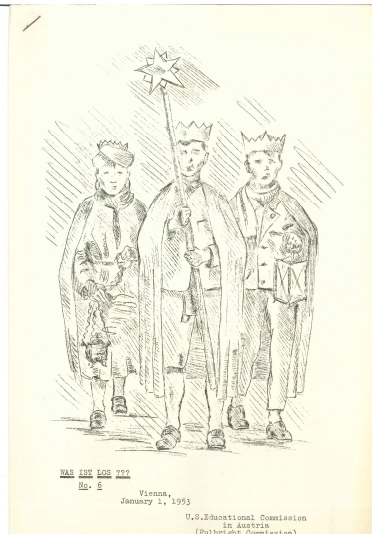
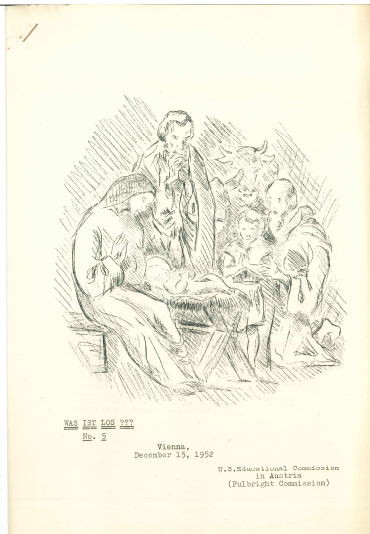
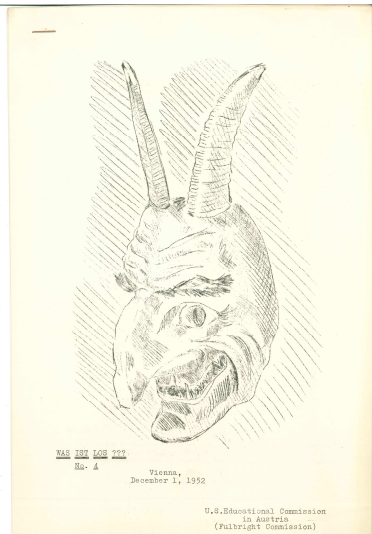
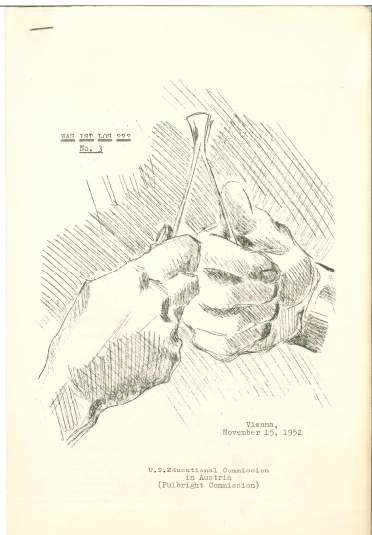
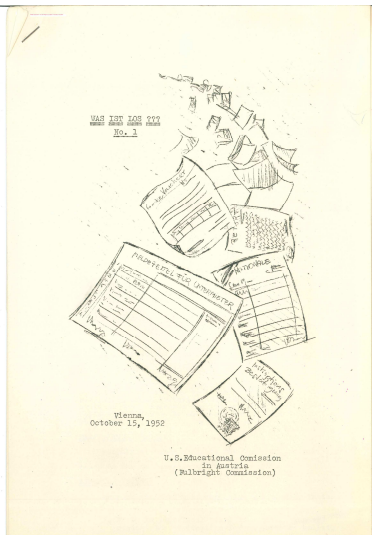
Attachment V,2



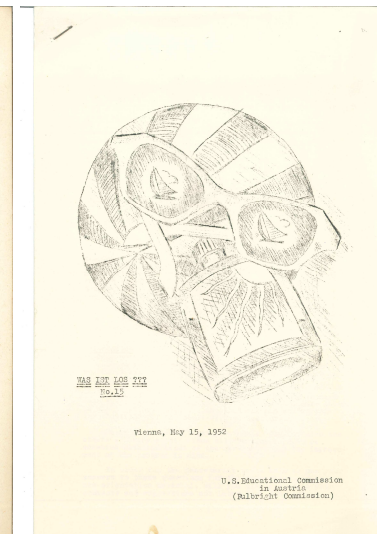
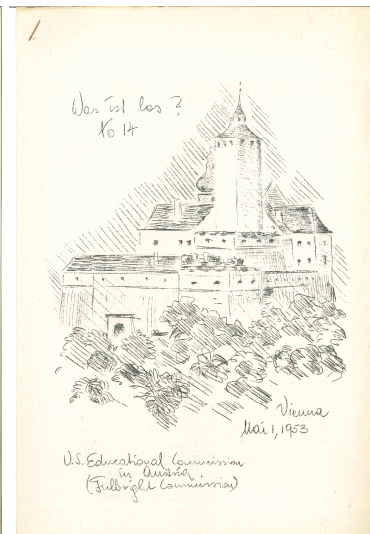
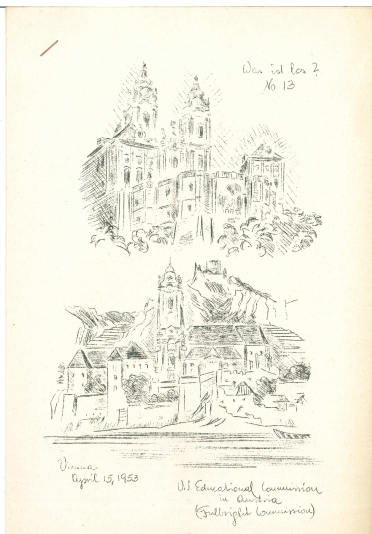
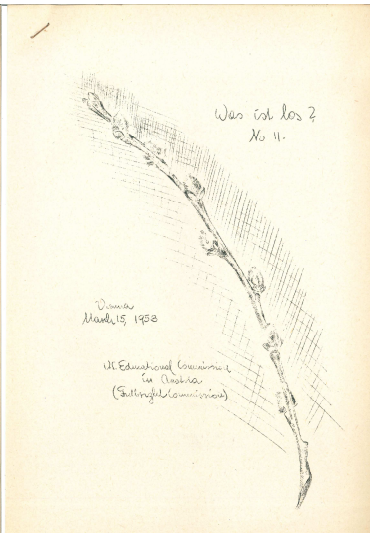
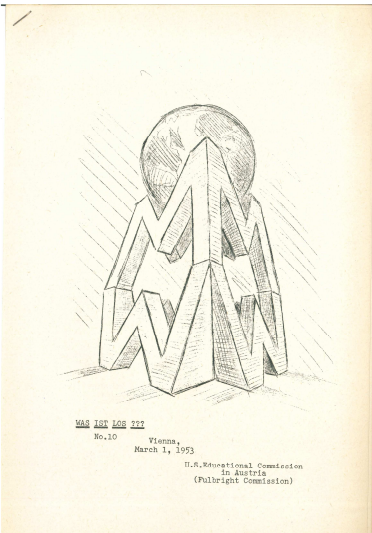
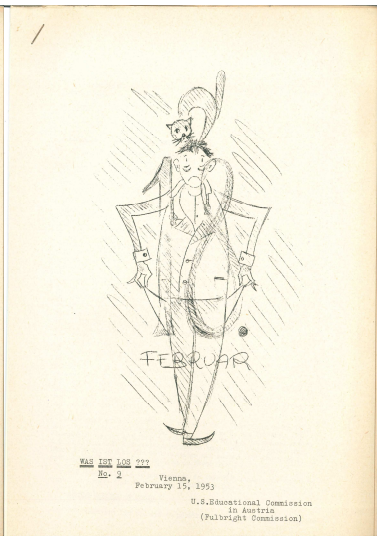
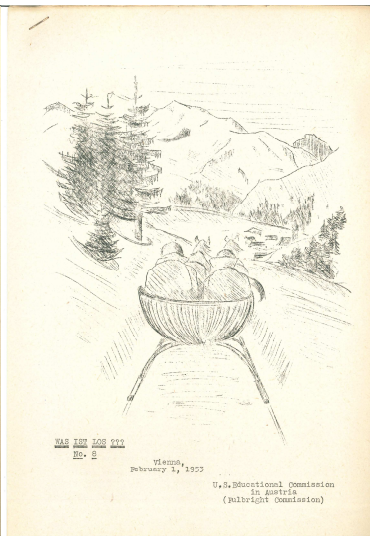
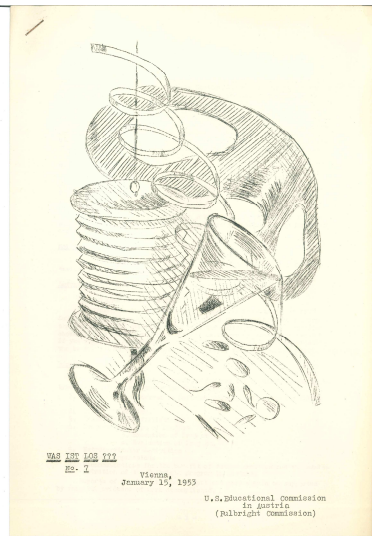
Attachment V,3



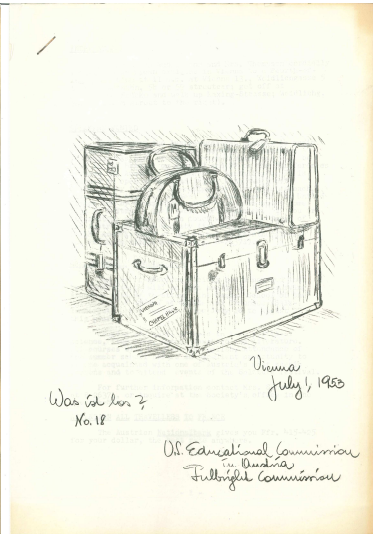
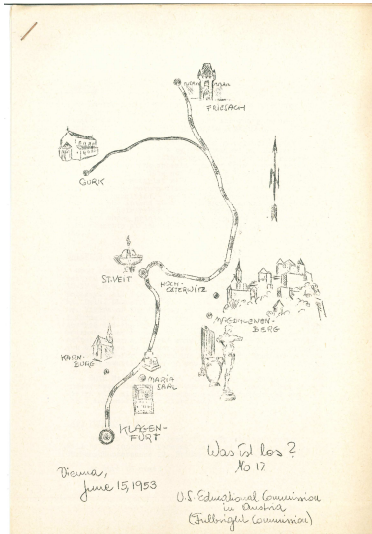
1952



Attachment V,4



Attachment V,5



## Attachment VI,1

### Questionnaire I:

#### I: Background Information

In preparing to go to your host country on your present visit, you were undoubtedly interested in obtaining the most useful information possible about the country and your field of interest. Please answer the following questions as specifically as you can, keeping in mind that the sources of information which were useful to you may also be of assistance to grantees going to your host country in the future.

1. What were the most helpful sources of information you found about your host country (including, for example, printed materials, individuals, or organizations)?
2. Please mention any additional information which you think would have been useful to you or would be useful to future grantees:
3. If any of the sources of information about your host country were misleading or inaccurate, please tell in what way:

#### II. Orientation

4. If you attended any orientation conferences or talks in connection with your grant, to provide background information about your host country, please check in this space \_\_\_\_\_ and add any comments about this orientation you would care to (e.g. suggested omissions and inclusions, type of material, length of orientation, etc.):

#### III: Adjustment

5. Was this your first visit to your host country: Yes \_\_\_\_\_  
No \_\_\_\_\_

If this was not your first visit, what were the dates of your previous visit(s), and what was the nature of your visit(s)?

## **Attachment VI,2**

6. Persons visiting a country may encounter some problems with the customs and way of life.

With what aspects of life or customs in your host country did you have any problems or difficulties? (Please describe)

### IV. Language

7. Please mention any difficulties you may have had with language in your host country (understanding, speaking, reading, or writing, etc.)

To what extent do you feel that these difficulties hindered you in your activities or in the fulfilment of your objectives?

### V. Program Arrangements

8. If any arrangements for your program by the Commission, Department of State, or host institution were unsatisfactory (including finances, housing, transportation, etc.), please describe:
9. Was there any additional information about your host institution which you would like to have had before your arrival there? If so, please describe:
10. (Teachers and lecturers) If you felt that your host institution did not make the best use of your services in any way, please explain:

### VI. Professional accomplishments

11.(a) Please describe briefly what you were able to accomplish in your professional work, or if you desire to make a longer statement, please write on separate sheets (in triplicate) and attach to this report. Include mention of any goals you were not able to achieve and reasons for this, or whether it was necessary for you to modify your original objectives. When applicable to your category please include your opinion on the adequacy and availability of your host institution's resources; whether you have or expect to publish any professional material based in whole or in part on research conducted under your grant; and whether you received any professional or academic awards during your grant:

### Attachment VI,3

11. (b) (For teachers, lecturers and research scholars only)

#### VII. Community and other activities

12. In which of the following activities have you participated during your stay in your host country? (Please check in the proper lines and comment where specified)

(1) Have you given informal or formal talks to any groups? (If checked, please state to what group you spoke, approximately how many persons were present, where, and what you talked about):

Name or Identity of group	Number Present	Location	Subject of Talk

Note: For visiting lecturers, this question applies only to those occasions when you spoke outside your regular schedule.

(2) Was your visit reported in the newspapers? (If checked, please state the name of newspaper or publication, and note briefly content or article):

(3) Did you take part in a radio broadcast? (If checked, please state subject of broadcast):

(4) Have you written any article published in your host country? (If checked, please briefly state the title, name of the publication in which it appeared, and the subject with which it dealt).

(5) Have you written any article or letter published in the United States? (If checked, please briefly state the title, name of publication in which it appeared, and the subject with which it dealt):

13. During the course of your stay in your host country, how much opportunities did you have for informal social contacts, such as visits to homes;

Please comment on whether you believe that these contacts were important in furthering international friendship and understanding. (Mention any specific observations you may have):

#### **Attachment VI,4**

14. Please describe any community activities not mentioned above in which you engaged during your stay:
15. If you would have liked more opportunities to engage in any of the activities described above or for any additional activities, please state which one(s):

#### VII. Evaluation

16. The basic purpose of the Exchange Program has been described as follows: “To increase mutual understanding between the people of the United States and the people of other countries:”

On the basis of your experience and observation in your host country on this grant, to what extent do you believe this aim is being realized? (Please discuss):

17. In every country of the world there are some mistaken ideas about other countries.
  - (a) What misconceptions have you observed are held by Americans about your host country?
  - (b) What misconceptions did you observe to be held by the people of your host country about the United States?
  - (c) In what ways, if any, do you feel you may have contributed to clearing up any of these misconceptions? (Please be as specific as possible):
18. What aspects of the United States did you find people in your host country most interested in?

#### IX. Comments and Suggestions

19. Please feel free to add any information about your experience which you would care to. You are invited to make suggestions which might help future grantees going to the same institutions at which you have been located, or recommendations in general which might assist in the programs of future grantees.



## Attachment VII,1

### Questionnaire II "Was ist los?" Nr. 15, May 15<sup>th</sup>, 1952

1. What advice can you give to future scholars, and what suggestions can you make to the Commission, with regard to the voyage from the United States to Austria? (preparation, luggage, customs, etc.)
2. In what ways was your orientation here and/or in the United States valuable to you? In what respects was it inadequate? Comment and make suggestions on the quality and means of orientation (printed material, lectures, discussions, briefing, language courses, etc.), and on the length of the orientation period.
3. What literature on Austria can you recommend?
4. What should Americans be careful about in their relations to the Austrian population? (visiting, entertaining, mannerism, topics of discussion, etc.)
5. What should a newly arrived Fulbright fellow learn first about everyday life in Austria? (doctors, laundry, mail, occupation, censorship, magazines and newspapers, radio, shopping, telephone, tipping, transportation, etc., etc.)
6. What should he know about housing? (relationship: landlady - "Untermieter", dos and don'ts, rent, extras, callers, "curfew", etc.) Do you find the help of the Commission in finding a place to live adequate? How would you do it? What information should be given on the cards used by the Secretariat?
7. What sort of clothes should future scholars bring with them? What clothing purchases in Austria can be recommended?
8. What shops can you recommend?
9. What book-stores? For what sort of literature?
10. What hotels or pensions?
11. What eating places?
12. If you have brought your family with you, what are your suggestions with regard to keeping house in Austria? What should future scholars with families bring with them? (bedding, linens, etc.) What should they be warned about? What should they know about food and cooking in Austria?
13. If you have children going to kindergarten, or attending an Austrian school, what are your suggestions in this respect? Please comment also on private tutoring.
14. What are your suggestions with regard to activities outside of the purely academic sphere? (theater, opera, concerts, etc. - e.g., how to get tickets)  
What is your advice with regard to travel
  - a) in Austria
  - b) from Austria to other countries? (tickets, currency regulations, customs, etc.)  
What travel bureaus can you recommend?

## Attachment VII,2

- How much travel outside of Austria do you think should be permissible during non-vacation periods? (considering grants are given for "full time" study, teaching or research)
15. What is your advice to future grantees on the status of "Deviseninländer" and "Devisenausländer", respectively?
  16. What is your opinion of the size of your grant and the method in which the payment of stipends is effected? In particular, do you think that the incidental allowance is adequate? Too high? What suggestions can you make with regard to the disbursement of the incidental allowance.
  17. What advice can you give to future grantees on the purchasing power of the Austrian schilling, and the planning of a personal budget? What should a newly arrived fellow know about his standard of living in Austria?
  18. What are your suggestions with regard to accident and health insurance of American Fulbright scholars in Austria?
  19. What other advice can you give on financial matters? (e.g. transfer of money from the United States to Austria)
  20. Do you find the manner in which the requirement of "Institutional Affiliation" is handled under the Fulbright Program in Austria satisfactory?
  21. What do you think about the qualities of your Austrian institution of affiliation? What particular departments, institutes, courses, etc. can you recommend to American students (undergraduates - graduates)? Which are poor? Explain.
  22. What advice can you give with regard to library<sup>facilities</sup>/at your Austrian institution and outside of it?
  23. Which instructors and administrative officers of your Austrian institution have you found particularly helpful?
  24. If you are teaching at an Austrian university or other school please comment on your relationship to this school, and to your Austrian colleagues and students.
  25. If you are a research scholar please comment on research facilities in your field in Austria.
  26. If you are a student please describe briefly registration and other administrative procedures at your Austrian institution. What should an American studying at your institution know about examinations? About the relationship between professors and students, and the students among themselves? About the curriculum? What terms should be acquainted with in connection with his registration, planning of a program of studies, and exams? 1)

### Attachment VII,3

27. Do you feel that you have been able to achieve your purpose (academic and otherwise) in coming to Austria? Did you have to alter your plans after your arrival in Austria? Why?
28. What do you feel has been the principal value of your stay in this country? The particular difficulties?
29. Do you think that, in the administration of the Fulbright program in Austria, more importance should be attached to the academic or the international aspects? Explain.
30. What are your suggestions with regard to the application and selection of American candidates for a Fulbright grant in Austria?
31. What is your opinion of the language requirements? Can you recommend any particular university course, language school, or tutor?
32. What particular comments, suggestions and advice can you offer with regard to your city of residence in Austria?
33. What other comments or suggestions can you make?

## Attachment VIII,1

### Article written by Anthony Morley in "Was ist los?" Nr. 9, February 15<sup>th</sup>, 1952

Editors Note:

The following is an excerpt from Mr. Anthony Morley's semester report. It is fervently hoped that Mr. Morley's views will provoke some comment from other scholars which we could publish in "Was ist los?"

#### GENERAL IMPRESSIONS OF THE UNIVERSITY, THE STUDENTS, AND VIENNA:

Two great impressions which the University of Vienna has thus far left with me are (1) its freedom from the myth of the text-book and (2) its freedom from exaggerated extra-curricular activities. I have immensely enjoyed a system under which one actually reads entire books in the fields of his study, rather than pre-digested books about books, and under which there is virtually no pressure for the student to spend his time in working for clubs, college newspapers, college theaters, or college athletic teams. The result, I feel, is a higher and more valid level of work among those students who want to study in the first place, and a corresponding lack of accomplishment among those who do not want to work. This latter disadvantage, however, is not so bad as it sounds, because of a difference in approach to university study in the United States and Austria. In America a very great number of young people attend college because it is the accepted and natural course of activity within their social strata. In Austria, one can generalize, those who come to the University do so with a definite realization of the sacrifice involved, and with a more sincere desire to study while they are there. Many Austrian students my age have full- or part-time jobs from which they at least help to support themselves and pay their lecture fees, and they seem to realize that there is no sense in paying these fees -- small though they may be -- if one does not learn something from the lectures and eventually be able to demonstrate that he has been studying. Admittedly the absence of regular assignments, tests, and quizzes means that students can register for impressive lists of courses without ever doing any work in connection with them. He cannot, however, obtain his Ph. D. or even a diploma without eventually submitting evidence of considerable accomplishment. The result is that there is considerably less opportunity to bluff -- at least in the philosophical faculty -- than in an American college, and not a great deal to be gained by doing so. With less worry and tension about assignments or tests, there is an apparently more leisurely attitude toward study, but at the same time a more thorough procedure of study. This is what I have especially welcomed, the opportunity to regard the lectures as lectures alone, and to read widely in connection with them, without having to memorize.

I have spent a great deal of time with Austrian students, not interviewing them as foreigners, but simply living among them as friends or companions. My first impression is a continuation of one which I received in Germany during the summer of 1950, namely, that they have received a phantastically wide and good education in their Mittelschulen. Particularly impressive (and dismaying) is the discovery that one's Austrian colleagues are apt to know more about modern British and American literature than do Americans themselves. Among intelligent Austrian students one cannot even pose as an expert on America, and embarrassing situations are apt to arise, as, for instance, when an Austrian asks, "What do you think of Theodore Dreiser?" and the American must admit at least to himself that whereas he has an idea of what Dreiser said, he has actually read only parts of one or two Dreiser books. This I should ascribe again to the superficiality of text-book education. It is a somewhat deflating but extremely valuable experience to be exposed to foreign students who know Shelley (for their knowledge extends not only to modern literature) not as a romantic poet who lived between certain dates, but as the man who wrote the Cenci, and who have their own independently formed opinions as to whether the Cenci is good or bad or indifferent. I have learned rapidly in such an environment the meaning of the term "well read", and the necessity of my doing something about my own lack of reading experience.

## Attachment VIII,2

The qualities of Austrian education naturally do not stop with the English language and literature. In general I should say that Austrian students (I am speaking in every case of the more intelligent and interested Austrian students) have a better sense of the relations among periods, events, and personalities in Western culture than do their American counterparts. Without being experts, they are intelligently at home in conversations about music, art, literature, history, philosophy, and theoretical science. In some ways this breadth of educational experience has doubtlessly involved a lack of depth, but in another way it has resulted in far greater perspective, and because of the sense of relationships, in the formation of opinions which are calmer and more valid than the fleetingly enthusiastic prejudices so common among American students.

These are traits which are perhaps generally characteristic of European education as opposed to American. More peculiar to Austria, however, and certainly different from northern Germany, is the frame of mind to be found among students here. It is an attitude of disinterest almost to the point of indifference, of a philosophy of "Na, ja!" and I think it reflects quite obviously the position of Austria as a nation in the present world. By disinterest I do not mean lack of interest. The Austrian students I know are very much interested, both in what they and other people study, and in the more important cultural or political current events. Their disinterest consists in the fact that they do not relate their interest to their own lives or future careers. When one comments on this and asks why, he receives the expected answer that to do so would be both unrealistic and impossible. The Austrian liberal arts student, like Austria itself, does not have a positively exciting future. Politics holds no interest for him, because not all the propoganda of all the occupying powers can disguise the fact that Austria is no independent country. One does not want to enter politics, when he knows that even if he is successful his opinions can have little constructive weight in his country's future. Internal politics alone is equally uninviting, partially for the same reason, partially because the superior student is little attracted by the prospect of becoming one more cipher in a vast and unnecessary bureaucracy. Austrian journalism, besides being poor, is controlled by political parties or the occupying powers and apparently offers no call to creative minds. Publishing is mostly concerned with translations or reprints, even those at high prices. Every profession seems somehow either overcrowded, or lacks lustre, or both. Most of my friends look ahead only to business jobs which do not interest them and which they usually expect to obtain through connections. They might be called an intelligent people with nothing to do, and only slight hopes of being able to emigrate to lands where they would find satisfactory opportunities. In a sense they might also be called dissatisfied intellectuals, and therefore, a dangerous social element, except that they are extremely wary now of political or social movements which promise to solve their problems for them.

The indifference which results from such circumstances is a fascinating phenomenon for any American to observe. While on the one hand one is frequently tempted to be irritated by the common lack of desire to rectify or to create anew, one cannot help but admire the intelligent comprehension of reality which accompanies this indifference. For an American who has only to decide what career provides the best channels for his ability, it is a really broadening experience to live among young people who often have more ability, but still cannot find any suitable openings. He sees a certain tragedy in the situation which faces Austrian youth, and he wonders if under similar circumstances he might not simply feel sorry for himself. In order to have the ambition and aspiration which youth ought to have, the Austrian students need to be able to feel -- as can and do their German counterparts -- that their thoughts and actions as Austrians or Europeans make some difference to the rest of the world. This is out of the question in the present political circumstance of the land, and until those circumstances are drastically changed, I see no reason to expect that Austrian student mentality will change.

### Attachment VIII,3

Such an atmosphere of resignation to circumstance is, as mentioned, extraordinarily interesting to live in. For students as myself, however, who adapt easily to widely different environments, a word of caution is necessary. One must observe as I have attempted to do here, not merely what the Austrian students think, but also why they think it. We must realize that Austrian mentality is suited to and largely shaped by Austrian circumstances, and that it is not a healthy one for young Americans to adopt. If we merely allow ourselves to imitate it without understanding it, we will find ourselves having to make serious re-adjustments on returning to America. I have seen a number of Americans automatically adopting the current brand of Gemütlichkeit solely because it was pleasant, not realizing that they were acting out of character and losing the respect of Austrians at the same time. I think that the recognition of this danger largely eliminates it, but because of the basically uncreative nature of the Austrian outlook, I no longer feel as before that I should greatly profit from a second year in Vienna.

The attitude of my student acquaintances strikes me as only a high-level expression of the atmosphere which characterizes Vienna as a whole. While recognizing the danger of generalizations, one can honestly say that certain cities impart impressions quite distinctly their own, and that Vienna certainly falls into this category. I have had a feeling ever since our first weeks here of a metropolis which had some years back lost its sense of importance, but which was determined at all costs not to lose the memory of what once made it great. As no where else I have ever been, there is a sense in Vienna -- and perhaps in all Austria -- of conservatism in the literal sense, and of reaction in the sense that what people are trying to conserve is unfortunately forever lost. In Vienna one sees a city to which the expression "the good old days" has real and poignant meaning. Physical monuments of the past -- the Opera, St. Stephens, the Hofburg, the Baroque churches -- are preserved or reconstructed with painstaking care, and mentioned in daily conversation in tones that make clear their importance and value to the people here. Unconsciously, usually, people direct their attention in entertainment and culture toward the past, toward the old operas, the well-known orchestral works, the plays written well before World War I. Franz Joseph and his era crop up to frequently to be merely a joke; they must be the remaining symbol desperately clung to of the days before insanity broke loose and destroyed the world on which Vienna depended. The contrast to present-day America is again striking and again fascinating. But despite the high level of culture and all the respect for the magnificence of past achievement, Vienna in the long run again falls badly short of being inspiring or stimulating. The reason is that the necessary historical sense, which incorporated the past in the present and out of it builds a future, is lacking. Vienna has no future; it has peculiarly almost no present, for where modernity appears, as on Kärntnerstrasse, it seems only a veneer. Vienna has only a past, and this is now more a memory to be enjoyed than a creative tradition carrying a sense of duty.

I have mentioned only what strikes me as my most fundamental impressions of Vienna, deeming it less necessary to dwell on more obvious items, such as the romance of living in the seat of the Hapsburgs, the friendliness of almost all the people I have met, and difference of tempo in life as shown by stores, Kaffeehäuser, etc., and the wealth of concerts available to a relative neophyte in this field. Another aspect of life here which I find interesting is the difference in the Austrian attitude toward World War II as opposed to the German. Instead of being much the same, as I had expected, it is much different, but those observations I should like to postpone until the June report, after I have visited Germany again in the spring.

EDITOR'S NOTE: Our thanks for this issue go to Elmer Antonsen, Wes Blomster, Byron Koekkoek, and Tony Morley. What about your contributions? Was ist los with you?

## Attachment IX,1

	Name	Year	Field	Institution	Year /Birth
1	RRE, female	1951/52	Violin	Mozarteum, Salzburg	1928
2	WBL, male	1951/52	German		1929
3	FBE, male	1952/53	Architecture	Graz	1928
4	RAA, male	1952/53	Mathematic	Graz	1927
5	RKE, male	1952/53	Chemistry	Vienna	1926
6	ESC, female	1952/53	Voice	Vienna	1929
7	DPE, female	1951/52	Voice	Mozarteum, Salzburg	1921
8	WRO, male	1951/52	Literature	Innsbruck	1930
9	RLU, male	1952/53	History	Vienna	1921
10	JBL, male	1952/53	German	Vienna	1929
11	WWI, male	1952/53	Literature	Vienna	1930
12	DJO, male	1952/53	Music Theory	Vienna Academy	1926
13	LSP, male	1952/53	History	Vienna	1922
14	TZI, male	1952/53	German literature	Innsbruck	1932
15	SWI, female	1951/52	International Relations	Vienna	1930
16	FKR, male	1951/52	Literature	Vienna	1929
17	JLE, male	1951/52	German	Vienna	1924
18	RMO, male	1951/52	Physics	Graz	1929
19	AWE, male	1951/52	German	Innsbruck	1924
20	CWI, male	1952/53	Political Science	Vienna	1928
21	JSP, male	1951/52	Literature	Vienna	1924

<b>Attachment IX,2</b>					
22	GBF, male	1951/52	History	Vienna	1924
23	FRW, male	1951/52	Mathematic	Vienna	1927
24	ESC, male	1952/53	Voice	Vienna	1929
25	IRE, female	1951/52	Austrian Literature	Innsbruck	1922
26	TGR, male	1952/53	German	Vienna	1930
27	RDR, male	1951/52	Theology	Vienna	1929
28	HWW	1951/52	History	Vienna	1928
29	RAL, male	1951/52	International Relation	Vienna	1929
30	LLI, male	1951/52	Music	Vienna	1927
31	AWI, male	1951/52	History	Vienna	1920
32	HGR, male	1951/52,	Literature	Vienna	1922
33	JSP, male	1951/52	History	Vienna	1930
34	AAD, male	1952/53	German	Vienna	1927
35	AMO, male	1951/52	History	Vienna	1930
36	EWA, female	1951/52	History	Vienna	1929
37	TCO, male	1952/53	Zoology	Vienna	1930
38	JWO, male	1952/53	Philosophy	Innsbruck	1930
39	BFO, female	1951/52	Wife	Vienna	
40	CED, male	1951/52	German	Innsbruck	1925
41	JNI, male	1951/52	German	Vienna	1928
42	JGU, male	1952/53	German	Vienna	1921
43	SHE, female	1951/52	Sociology	Vienna	1929
44	ABO, male	1951/52	International Relation	Vienna	1925



## Attachment X,1

### U.S. Students

<b>American Students</b>			
<b>Year</b>	<b>Birth</b>	<b>Institution</b>	<b>Field of study according to application</b>
1951/52			
Albright, Raymond	1929	Wien (2 Wahl Innsbruck)	International Relations
Anders, Nell	1922	Wien, Akademie	Voice
Antonsen, Elmer	1929	Wien (2 Wahl Innsbruck)	German Language and Literature
Blomster, Wesley	1929	Wien	German
Boiter, Albert	1920	Wien	History/, International Relations (Russian)
Crabb, David	1925	Wien	Musicology
Curtis, John	1929	Wien (1 Wahl Innsbruck)	International Relations
Druckenbrod, Richard	1929	Graz (1 Wahl Wien)	Theology (in USA Chemie und Deutsch)
Edwards, Calvin	1925	Innsbruck (2 Graz)	German-english Literary Relations (PhD)
Frey, Walter	1927	Wien	Mathematics
Groß, Harvey	1922	Wien	Comparative Literature
Heininger, Sylvia	1929	Wien (dann aber Graz)	Sociology
Helms, Grace	1930	Wien (2 Wahl Innsbruck)	German Literature
Jones, David	1927	Innsbruck (2 Graz)	Comparative Literature
Jowise, Peter	1925	Wien (2nd Sem. IN)	Mathematics and Physics, will PhD
Kilgus, Erwin	1924	Graz TU (2Wien TH)	Architektur
Koekkoek, Byron	1924	Wien (2Wahl Graz)	Germanistic Ling.
Konig, Rudolf	1929	Wien (2 IN)	Mathematics
Krugel, Fred	1929	Wien (2IN)	Modern Litarature
Lang, Friedrich	1930	Wien (2IN)	German Philology
Leschetsko, Joseph	1924	Wien (2IN)	German Literature and Language
Lillehaug, Leland	1927	Musikakademie Wien	Applied Music
Linden, Harry	1912	Mozarteum Salzburg	
Lubroth, Mildred	1926	Angewandte in Wien	
McElroy, Theodore	1930	Wien	Theology
Merrick, Joan	1925	Wien (Salzburg)	Modern German Literature
Morley Anthony Jefferson	1930	Wien (Innsbruck)	History
Morris Robert C.	1929	Graz	Physics
Murphy Richard Welch	1929	Wien (Innsbruck)	History
Nee Thomas Bacus	1920	Wien	Musicology
Nicoll Joan	1928	Wien (Innsbruck)	German
Pegors Donna	1921	Mozarteum Salzburg	Voice, Piano
Reich Ruthmarie	1928	Mozarteum Salzburg	Instrumental Violin
Reichert Irene Nassau	1922	Innsbruck	Austrian Literature
Richeimer James Walter	1923	Wien (Graz)	German
Ridenour George Meyer	1928	Wien	German
Robinson Walter Langridege	1930	Innsbruck	Literature
Ruff Erwin E.	1915	Wien	Musicology
Sanger Harold Hamer	1919	Wien (Innsbruck)	German literature
Schupfer Beverly	1930	Graz (Innsbruck)	German, Music history and theory
Spillane James Maurice	1924	Wien	Austrian Literature
Spielman John	1930	Wien	History
Summers Thomas Edward	1918	Wien	Economics
Ward Calvin Edouard	1925	Mozarteum Salzburg ,	Organ and music literature
Warren Eugenia Randall	1929	Wien	History
Weinkauf Arnold Lewis	1924	Innsbruck dann Wien	German
Williams, Suzanne	1930	Wien (Innsbruck)	International Relations
Whiteside, Andrew	1920	Wien	History

<b>Attachment X,2</b>			
<b>Year 1952/53</b>			
Adams Arthur Hubert	1927	Wien	German Literature
Allsbrook Robert	1927	Graz	Mathematics
Baker Thomas Mack	1929	Wien	History
Beaver James	1930	Graz, 2nd Wien	History
Blane John Probst	1929	Wien	Germanics
Bentel Frederick	1928	Graz	Architektur
Bohi John William	1930	Graz, 2nd Wien	History
Brooks Alfred Glenn	1927	Wien	Theatre Arts
Collins Thomas Walter	1930	Wien	Ecology (Zoology & Botany)
Cravens James Montgomery	1918	Wien	Antropology, Psychologie
Crane Wilder Willard	1928	Wien	Political Science
Dahlgren Harold Eugene	1926	Wien	Political Science
Eichhorn Irma Elisabeth	1926	Wien	History
Foland William Douglas	1926	Innsbruck	Physics & Mathematics
Gearhart Esra Frederick	1925	Wien	German Language & Literature
Greening Thomas Cartwright	1930	Wien	Psychologie
Guest John Lemuel	1921	Wien	German Literature
Hardy Eugene Nicholas	1919	Wien	History
Harms Werner Oswald	1921	Wien	Voice
Heusser Eleanore Elisabeth	1919	Innsbruck	Painting
Hilliard Robert Burke	1928	Wien	Political Science
Hutchinson	1918	Salzburg (Mozartheum)	Music
Inman Robert Anthony	1931	Graz, 2nd Wien	German Language & Literature
Johns Donald Charles	1926	Wien (Akademie)	Music theory
Ketcham Roger	1926	Wien	Agriculture
Kremer Rudolf Josef	1927	Wien (Akademie)	Music-Organ
Lindenberger Herbert Samuel	1929	Wien	Comparative Literature
Lutz Rolland Ray	1921	Wien	History
Mc Collum Sadie Ruth	1927	Wien	Voice
Marshall Volker Wilhelm	1927	Salzburg (Mozartheum)	Cello & Orchestral Conducting
Mechtly Eugene Antis	1931	Innsbruck	Physics
Menstell Dolores Patricia	1930	Wien	Musics
Moffett Alfred Wallace	1923	Graz	Architecture
Scanlon Lawrence Eugene	1927	Wien	Philosophy
Schempf William Heaton	1917	Wien	Musicology
Schneider Eleanor Elsa	1929	Wien	Voice
Spitz Lewis William	1922	Wien	European History
Todd Wayne Perrin	1931	Wien	Theology
Waterman Daniel	1927	Wien	Mathematics
Winterowd Walter Ross	1930	Wien	German Literature
Wolf James Richard	1930	Innsbruck, 2nd Wien	Intern. Relations, Philosophie
Wright James Arlington	1927	Wien	German Literature
Ziolkowski Theodore Joseph	1932	Innsbruck	German Literature

## **Attachment XI**

### **Abbreviations:**

AAEC: Austrian American Educational Commission

BFS: Board of Foreign Scholarship

BIG: Bundesimmobiliengesellschaft

CBC: Conference Board of Associated Research Councils

DOS: Department of State

ERP: European Recovery Plan

IEES: International Educational Exchange Service

IIE: Institute for International Exchange

PX: Post Exchange Shops

USCOA: United States High Commissioner in Austria

USEC/A: United States Educational Commission in Austria

USIA: United States Information Agency

## Curriculum Vitae

Name: Birgit Michaela Raunig  
Geb.: 20. November 1974 in Wolfsberg, Kärnten  
Familienstand: verheiratet, 2 Kinder (\*2006, \*2009)

### Ausbildung:

1980 -1984 Volksschule Bad St. Leonhard im Lavanttal  
1984 -1988 Hauptschule Bad St. Leonhard im Lavanttal  
1988 -1993 Höhere Bundeslehranstalt für wirtschaftliche Berufe in Wolfsberg  
1994 Matura  
1994 -1998 Pädagogische Akademie des Bundes in der Steiermark  
1998 Lehramtsprüfung für Hauptschulen  
1999 Externistenmatura Latein am Bundesrealgymnasium  
Keplerstraße 1, 8020 Graz  
2002 - 2009 Diplomstudium Geschichte an der Universität Wien  
(berufsbegleitend)

### Berufliche Erfahrung:

1999 – dato Eintritt bei Austrian Airlines (Flugbegleiter/Training & Recruiting)

## **Abstract**

In dieser Arbeit wird die Entstehung des Fulbright Exchange Programms in den USA und in Österreich untersucht. Es wird die Organisation der Fulbright Commission in Österreich dargestellt und die Herausforderungen der ersten zwei Jahre beschrieben. Die Anzahl der Studenten sowie die belegten Studienrichtungen zeigen die breite Konzeption des Programms.

Als Quellen dienen vor allem die halbjährlich erstellten Studentenberichte der Studienjahre 1951/52 und 1952/53, die entweder in Essay-Form oder als ausgefüllte Fragebögen im Archiv der Fulbright Commission vorliegen. In diesen Berichten wird erläutert, wie die Teilnehmer des Programms Österreich, das Leben in Österreich und die Österreicher zu diesem Zeitpunkt wahrnahmen.

Als Themenfelder werden die Erwartungen der U.S. Studenten, Österreich und die österreichische Mentalität, Erlebnisse in Österreich, Anpassungsmethoden, Verhaltensregeln für den Umgang mit Österreichern, tägliches Leben in Österreich, das Schulsystem sowie die Zoneneinteilung in Österreich und dessen Auswirkung auf die Studenten behandelt.

Kernaussagen in diesen Themenfeldern sind:

- das Empfinden höherer Sicherheit als vor der Ankunft befürchtet (trotz der Besatzungssituation)
- Starke Behinderungen durch die österreichische Bürokratie
- die Existenz der besonderen Höflichkeit und eines gemütlichen Lebensstils sowie der Mangel an Ehrgeiz der Österreicher
- die Möglichkeit des Überwindens der Distanz zur österreichischen Bevölkerung trotz der monetären Unterschiede
- die positiven Effekte des schrittweisen Ausräumens von Vorurteilen auf beiden Seiten und
- das Vorhandensein von unterschiedlichen Ansätzen der Schulsysteme in Österreich und den USA.

Die wissenschaftliche Bedeutung dieser Berichte wird dadurch bekräftigt, daß hier erstmalig die Sichtweise amerikanischer Studenten auf das Österreich der Nachkriegszeit beschrieben wird.