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**AN EVALUATION OF THE SCHOLARSHIP PROGRAM OF THE
PHILIPPINE BOARD OF SCHOLARSHIPS
FOR SOUTHEAST ASIA**

By

ANDRES Z. ABEJO

A DISSERTATION

**Submitted to the School of Graduate Studies of Michigan
State University of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

Department of Administrative and Educational Services

1959

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ACKNOWLEDGEMENT

An evaluation of the positive or negative effects of a scholarship grant awarded to an individual who comes to another country and studies there through the aid of the grant can be one of the most difficult tasks, since it involves the study of changes in attitudes, of intellectual growth, and of the broadening of social contacts, views and horizons. If the task is difficult in the case of one individual, it becomes the more difficult when the study involves many participants. The difficulty increases in geometric progression in relation to the number of individuals whose differences in circumstances, character, social background and many other things come into play.

The task then of evaluating the scholarship program of the Philippine Board of Scholarships for Southeast Asia is not an easy one. Although it involves less than a hundred grantees, these people come from ten Asian countries, of varied cultural, religious and social backgrounds. It may even be said that this study must necessarily touch the surface merely.

Of this particular program this is the first evaluation study. Few studies have been made of other programs. Other researches of this kind are currently being undertaken by the International Research Associates, Inc., of New York

with financial backing from, and under contract with, the U. S. Department of State. This evaluation of the scholarship program of the Philippine Board of Scholarships for Southeast Asia was assisted by a grant from The Asia Foundation, San Francisco, California.

The drafting of the questionnaire alone underwent four stages and changes before it took its final form. For their sympathetic encouragement and invaluable assistance, deep gratitude is due the writer's doctoral Guidance Committee.

Great thanks are in order for Dr. Walter F. Johnson, Professor of Education of the Michigan State University, who despite his multifarious duties as President of the American Personnel Guidance Association, guided and stayed with the writer during the most trying days.

The writer is equally grateful to Dr. John X. Jamrich, of the College of Education, Michigan State University, who was instrumental in the choice of the research project.

The writer's indebtedness to Dr. John F.A. Taylor, Professor of Philosophy of the Michigan State University, who gave much of his time and assistance beyond what the writer could rightfully expect, becomes a pleasure to acknowledge.

The writer also feels deeply grateful to Dr. Fred J.

• The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data. It also highlights the need for regular audits and the importance of transparency in financial reporting.

• The second part of the document focuses on the implementation of internal controls and the role of the internal audit function. It discusses the various types of internal controls and the importance of a strong internal audit function in identifying and mitigating risks.

• The third part of the document addresses the challenges of managing financial risk and the role of the risk management department. It discusses the various types of financial risks and the importance of a strong risk management framework in identifying and mitigating these risks.

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Vescolani, of the College of Education, Michigan State University, who despite the many tasks his election to the presidency of the Michigan Education Association called for, always showed kind interest and gave the sought for advice.

The writer also wishes to express his gratitude to Dr. Robert L. Hopper, Head of the Department of the Administrative and Educational Services of the College of Education, Michigan State University, in whose department through an assistantship grant the writer had the rare opportunity of seeing at close range American educators at work.

Finally, the writer wishes to take this opportunity to thank the Michigan State University for two scholarship grants the second of which immensely assisted him during the final stages of his doctoral program.

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AN ABSTRACT

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Approved

Walter F. Johnson

This study is an evaluation of the scholarship program of the Philippine Board of Scholarships for Southeast Asia. At the time of survey, the program had been in operation in Manila for five years (1953 to 1958) assisted financially by The Asia Foundation, San Francisco, California. Recipients of the Board's scholarships came from Burma, Ceylon, China (Taiwan), Hong Kong, India, Indonesia, Japan, Korea, Okinawa, Pakistan, Thailand and Vietnam. Eighty-one students from these countries participated in the program during the period covered by this study. The program aimed to promote goodwill and understanding among the Asian nations. Details of the program included promotion of cultural exchange, of better knowledge of democracy as practiced in the Philippines, and of Asian neighborliness. Participants were also assisted and encouraged to earn a college degree if this was possible within the given time so that ultimately they may be of greater service and assistance to their communities.

With these goals in mind, a survey was made of the participants' attitudes prior to and after their visit to the Philippines concerning Philippine cultural, social, governmental and academic life. The survey was conducted by means of a questionnaire requesting for answers which would indicate under one column attitudes prior to the visit

to the Philippines, and under another column attitudes after the visit. Of the eighty-one questionnaires sent, sixty-two were answered and returned. In order to verify or reinforce whatever findings might be discovered from the answers of the grantees, an open questionnaire in the form of a personal letter was sent to faculty members of the University of the Philippines where most of the recipients of the scholarships studied.

The survey revealed that a great number of grantees while in the Philippines took the opportunity of going to musical concerts, of visiting art exhibits, and of attending dramatic and operatic presentations. Also found was a noticeable appreciation by grantees of the efforts of Philippine artists. The exchange students also expressed better knowledge of the education and aspirations of the Filipino people.

Most of the participants took part in the Asian students' conferences, national students' meetings, and other organizational processes. Better appreciation of procedures of such meetings were expressed by the participants. The results of their involvement in conferences and of their observation of free elections and of the participation of women in government brought appraisals of desirability of such systems. Almost all the students expressed

appreciation of the freedom of the press and the radio as practiced in the Philippines.

As a result of the hospitality of Philippine families, the former grantees became more friendly to other nationals in their own communities. More interest regarding the Philippines were shown by the friends and neighbors of former grantees. Some exchange students organized cultural and international societies saying that they became interested in such goodwill organizations only after their return.

Most of the exchange students earned a degree through the assistance of the grant. While most of them returned to their former positions, they indicated a broadening of their views and training.

From the other phase of this study, the answers of professors indicated great satisfaction with the scholarship program, and endorsed continuation of the program.

The program during the first five years attained some of its aims, albeit, in a limited way. The time spent by the architects of the program, the money contributed by The Asia Foundation, and the services and facilities offered by the Philippine government were sound investments.

Implications for further research and recommendations regarding the program are presented.

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CHAPTER I

THE PROBLEM

This chapter treats of the statement of the problem, the importance of the problem, methods and procedures, the sample and the organization of the dissertation.

Statement of the Problem

The Philippine Board of Scholarships for Southeast Asia has been conducting a program of scholarships for Asian students for five years now (1953 to 1958). Assisted by the Asia Foundation, San Francisco, California, the Scholarship program is still in operation at the time of this writing. Through this program, some graduate students, from Asian countries, in the field of the Humanities and Social Sciences, (and in a few cases some B.A. senior students), were assisted with their studies in various universities in the Philippines, mostly in the State university.

Recipients of the Board's scholarship grants during the first five years came from Burma, Ceylon, China(Taiwan), Hong Kong, India, Indonesia, Japan, Korea, Okinawa, Pakistan, Thailand and Vietnam. About twenty grants were awarded each year, each grant with a tenure of ten months from June to March, but with a possible extension of the grant for

seven months from April to October. The overlapping of the grants therefore brought together in Manila, Philippines, during the five months from June to October about forty grantees from ten Asian nations. Approximately half a million pesos (\$250,000) have been donated by The Asia Foundation to assist the financial part of the program.

From the side of the Philippine government, courtesies of the port, visa, immigration and miscellaneous alien fees, university tuition, dormitory facilities, infirmary, out of State and various college fees, have been offered the grantees, gratis et amore.

The general overall aim of the program is to promote goodwill and understanding among the Asian nations, particularly towards the Philippines. The program envisions the attainment of the goal by the promotion of cultural exchange, of better knowledge of democracy as practiced in the Philippines, of Asian neighborliness, and, incidentally, of the attainment of a college degree by the grantee, if this is possible within seventeen months, so that ultimately he may be of greater service and assistance to his community.

With these goals in mind, an hypothesis was formulated that if the exchange students, while enjoying the scholarship,

A. participated in cultural activities and, in so doing,

(1) learned something about Philippine culture which they did not know before, and
(2) gained a better appreciation of such culture;
B. participated in conventions, conferences, meetings, and, in so doing,

(1) learned about democratic processes which they did not know before,

(2) observed the extent of the freedom of speech, the press, and the radio in the Philippines,

(3) observed how these democratic processes and the freedom of speech operate in the government, and

(4) come to think of (1), (2), and (3) as desirable;

C. were invited (and did accept invitation) as guests to student social affairs, to Philippine homes, to various schools and colleges, and, after returning from the Philippines, as a result,

(1) were (more) hospitable to Filipinos,

(2) organized or participated in goodwill clubs (e.g., the "Pakistan-Philippine Club"),

(3) spoke favorably about the Philippines, formally or informally, and

(4) maintained constructive contacts with Filipinos in the Philippines on a personal or pro-

fessional basis;

D. obtained a degree (through the scholarship] which helped them get a significant or better job; the program shall have attained its aim.

Importance of the Problem

Since much time and effort and money have been spent on this project, and participants during the first five years have gone back to their respective countries, it is deemed worthwhile to evaluate the program.

While a scholarship program such as this under study may not forever expect endless financial assistance from any Foundation, favorable findings derived from an evaluative study could be a basis for the Philippines legislative body to find ways and means to underwrite the financial phase of the program. Unfavorable findings could lead to further studies to discover why such a program failed.

On paper it looks like an excellent program. In theory, it should succeed. But just because people are awarded scholarship grants and are enabled to visit another country where they are assisted with their educational endeavors, ~~does~~ not mean that goodwill and understanding will be attained. Each grant involves a human being. While the Philippine Board of Scholarships for Southeast Asia may do everything that it considers conducive to the attainment of

its goal, there are many other factors involved.

The background of the problem is discussed more comprehensively in Chapter II.

Methods and Procedures

As previously mentioned, the Philippine Board of Scholarships for Southeast Asia was conceived with the idea of encouraging cultural exchange among Asian nations with the further aim of promoting neighborliness among these nations and of ultimately cultivating international understanding. Scrutinizing the program further, the greater share of the desired results would lean towards the Philippines in terms of good feeling and goodwill for the country. In addition to cultural exchange, the visits of grantees would promote better knowledge of the way, particularly of the democratic way of life, of the people of the Philippines. This would understandably enough encourage Asian neighborliness.

A considerable difference between the Philippine Board's program and many other projects must be noted. While the primary objective of many projects is for the grantee to earn a degree, the program of the Philippine Board considered this as a secondary goal. A ten-month basic grant was awarded for studies in a Philippine university. The studies could be applied for course credits as

the students invariably did. Only when the student showed that an academic degree was within his reach with a seven-month extension of the grant was the scholarship extended. A request for extension from the grantee was supported by a quasi-guarantee from his own enrollment officer and professors.

Student questionnaire. Around the above mentioned hypothesis then was built an eight-page questionnaire of twenty-three structured questions and seventeen open questions.¹ The questionnaires were mailed to the grantees of the scholarship program of the Board. A difficulty was in the way immediately. Eight pages of bond paper would be very costly to airmail from any Southeast Asian nation to the United States. The writer, instead of sending the required stamps, which would have been quite difficult because of the different nations involved, wrote a personal letter to each participant indicating that in lieu of the stamps which would ordinarily be enclosed with a questionnaire such as he received, some article would be sent by surface mail from the United States. Consequently, a 50' by 38' colored map of either Asia or the World was sent to each recipient who could not be provided with stamps from his own country.

¹See Appendix A

In these days of so many questionnaires sent out by numberless researchers, an eight-page questionnaire with twenty-three structured questions and seventeen open questions would seem doomed to failure. The imminence of failure seems greater if the questionnaire were accompanied by a self-addressed airmail envelope but without the necessary postage stamps. This indeed seemed foolhardy. But for a former grantee to answer so many questions and send the answered questionnaire even by surface mail would be a proof of a sincere desire for cooperation, and a sign of goodwill towards the program, or at least towards the evaluation study.

Faculty questionnaire. In order to verify or reinforce whatever findings might be discovered from the answers of the grantees, an open questionnaire in the form of a personal letter was sent to faculty members of the University of the Philippines where most of these guest students studied.² The combined answers of these faculty members from such vantage points would somehow indicate the extent of satisfaction they were experiencing with the program.

At this point one fact must be stated. The present writer was Executive Secretary of the program of the

²See Appendix B

Philippine Board of Scholarships for Southeast Asia from 1955 to 1959. How much his past close contact with the grantees had influenced their answers to the questionnaires, one way or the other, would be difficult to determine. It is hoped that the responses of the faculty members would provide some control of personal bias of the investigator.

The Sample

Exchange students. From 1953 to the academic year 1958-59, eighty-one grants had been awarded to Asian students from Burma, Ceylon, China, Hong Kong, India, Indonesia, Japan, Korea, Okinawa, Pakistan, Thailand and Vietnam. To each of the eighty-one recipients of grants during this period, a copy of the questionnaire with a letter³ was sent.

Faculty members. From among the faculty members of the University of the Philippines, twenty-five were requested for their opinion and appraisal of the Board's program. The twenty-five were chosen on the basis of their close contact with the guest students in the classroom, in their offices, and in social affairs. Among the faculty members contacted were the secretary to the university president, the president's executive assistant, the registrar,

³See Appendix C

the dean of the College of Education, the heads of the departments of history, political science, economics, botany, and social welfare, the director of the Institute of Development and Research, the assistant director of the University Health Service, the secretaries of the College of Education and of the Institute of Public Administration. The head of the Cultural Affairs Division of the Department of Foreign Affairs of the Republic of the Philippines, (who happens to be a faculty member also of the university) and her assistant, were likewise contacted for their opinion, impressions, reaction, or evaluation of the program under study.

Procedures for analyzing the data. The returns of the questionnaires from the exchange students* were counted and compared with the number of copies sent out. Percentages were computed.

The answers which indicated positive or desirable re-

* In this study, the terms "exchange students", "guest students", "grantees", "former grantees", "participants", "former participants", "scholars", "exchange scholars", "Asian students", and "foreign students" will be interchangeably used.

"Students" will also be used to refer to the exchange students unless the word is preceded by such modifiers as "university", "Philippine", or some other clearly distinguishing adjective.

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CHAPTER II

BACKGROUND OF THIS STUDY

This chapter presents a brief history of the Philippine Board of Scholarships for Southeast Asia, the philosophy behind this and similar programs, some difficulties connected with student exchange programs, what the Board does to implement its program, and recent studies evaluating similar programs.

A Brief History of the Philippine Board of Scholarships for Southeast Asia

The story of the Board began in the summer of 1953 when Dr. Vidal A. Tan, then President of the University of the Philippines, and Mr. William T. Fleming, Representative of The Asia Foundation (then The Committee for Free Asia), discussed possible ways and means of encouraging cultural exchange among Asian nations with the further aim of promoting neighborliness among these nations and of ultimately cultivating international understanding.

During these discussions, it was pointed out that the cultures of Europe and the Americas have been over-emphasized while the cultural heritage of many Asian countries had been relegated to the background. In an effort to bring

these heretofore de-emphasized cultures to the foreground, a program of scholarships and exchange of professors between the University of the Philippines and universities of other Asian nations was born. The participation of other Philippine universities were also invited. It was thought that through educational contacts, personal friendships and close observation, an awareness of the way of life of the neighboring nations of Asia could be developed.

The Asia Foundation pledged sixty thousand pesos to start the project of inviting students and professors from nearby Asian universities to the Philippines. The fields of concentration decided were Oriental History, Oriental Literature, Oriental Philosophy, Economics, Political Science, and the Arts. The emphasis on the Humanities and Social Sciences was an effort to avoid duplication of programs that emphasized technical science.

While exchange of professors was part of the program, the governing body was called the BOARD OF SCHOLARSHIPS AND EXCHANGE OF PROFESSORS FOR SOUTHEAST ASIA. It was later decided to operate the program purely for exchange students, and to drop the "exchange of professors" phase of the program. The Minutes of the 32nd meeting of the Board records that on March 19, 1957, the original name became THE PHILIPPINE BOARD OF SCHOLARSHIPS FOR SOUTHEAST ASIA.

The souvenir program of the Board-sponsored Fourth In-

1. The first step in the process of the scientific method is to ask a question. This question should be based on observation and should be specific and measurable. For example, "Does the amount of water affect the growth of plants?"

2. The second step is to form a hypothesis. A hypothesis is a statement that can be tested. It should be based on the question and should be a prediction of the outcome. For example, "If the amount of water is increased, then the growth of the plants will also increase."

3. The third step is to design an experiment. The experiment should be designed to test the hypothesis. It should include a control group and an experimental group. The control group is the group that does not receive the treatment, and the experimental group is the group that does receive the treatment. In this case, the control group would be plants that receive a standard amount of water, and the experimental group would be plants that receive a larger amount of water.

4. The fourth step is to collect data. This involves observing and recording the results of the experiment. In this case, the data would be the height of the plants in each group over a period of time.

5. The fifth step is to analyze the data. This involves looking for patterns and trends in the data. In this case, the data would be analyzed to see if there is a significant difference in the growth of the plants between the control group and the experimental group.

6. The sixth step is to draw a conclusion. This is a statement that summarizes the results of the experiment. In this case, the conclusion would be based on whether the data supports the hypothesis or not.

7. The seventh step is to communicate the results. This involves sharing the results of the experiment with others. This can be done through a report, a presentation, or a publication.

ternational Students' Festival (February 16-18, 1959) listed eighty-one recipients of the Board's scholarship grants distributed as follows: Burma, 1; Ceylon, 5; China (Taiwan), 2; Hong Kong, 6; India, 8; Indonesia, 9; Japan, 5; Korea, 9; Okinawa, 2; Pakistan, 15; Thailand, 16; and Vietnam, 3. The number does not include Filipinos on scholarship grants from the Board for research work in neighboring Asian universities. Neither does the number include professors who were invited to the Philippines during the early stage of the program, nor Philippine professors who gained travel grants from the Board to observe Asian educational institutions.

The Philosophy Behind This and Similar Programs

The Philippine Board of Scholarships for Southeast Asia is not alone in this field of scholarships programs with such a far reaching aim as promoting international goodwill and understanding. Even before World War II, a program of this sort was already conceived by leaders of nations. The idea gained more and more attention immediately after the second World War.

"Peace or perish". This was the thought that haunted the writings of foresighted men during the last few years. Without the hydrogen bomb nor the intercontinental ballistic missiles, many nations saw and felt the desolation of World War I and the horrors of World War II.

From the grim possibility of losing all that has been gained from years and years of study, labor and progress, there arose a shining hope for peace. A union of nations brought together in that historic 1945 San Francisco meeting, unanimously agreed towards the earnest pursuit of peace. Affirming this desire resulted in the formation of The United Nations whose lofty determination was expressed in the solemn Preamble of its Charter.¹

Through the Preamble, the basic aims of the United Nations are enunciated: the preservation of peace, reaffirmation of faith in fundamental human rights, and the establishment of conditions under which justice, progress and freedom can thrive.

For the preservation of peace, the United Nations established an arm which has been very active in pursuing this primary aim. Adopting a new course of action, this branch of the United Nations worked to promote peace and security through cooperation among nations in their educational, scientific and cultural endeavors. This United Nations Educational, Scientific and Cultural Organization is now officially and popularly called the Unesco, a name composed of the initials of the words in its full name.

The beginnings of the Unesco may be traced before the

¹Lie, Trygve (with others), Peace on Earth, Hermitage House, New York, 1949, pp. 159-160.

organization of the United Nations, for under a different name it can be associated with the defunct League of Nations. It was then known as the International Institute of Intellectual Cooperation. With the outbreak of World War II and the natural death of the League of Nations faded the fledgling and promising institute.²

People who know about the early organization understood the force of its inspiration. Peace was to be promoted not only through political maneuvers or across ambassadorial conference tables, but through the more lasting and loftier levels of "culture and reflection".³

In November 1945, the Unesco was formally organized and approved by the representative nations of the U.N.⁴ The Preamble of the Constitution of the Unesco is worth quoting:

THE GOVERNMENTS OF THE STATES PARTIES TO THIS
CONSTITUTION ON BEHALF OF THEIR PEOPLES DECLARE,

that since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed;

that ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

²Besterman, Theodore, Unesco, Peace in the Minds of Men. Frederick A. Praeger, New York, 1951, p. 4.

³Ibid., p. 2.

⁴Besterman, Unesco op. cit., p. 4.

that the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity of men and constitute a sacred duty which all nations must fulfill in a spirit of mutual assistance and concern;

that peace based exclusively upon political and economic arrangements of governments would not be peace which could secure unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fall, upon the intellectual and moral solidarity of mankind.

For these reasons, the States parties of this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and the truer and more perfect knowledge of each other's lives;

In consequence whereof they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.⁵

Having stated its aim, it remained for the organization to devise ways and means to attain that aim. Article I of the Constitution sets down the following measures designed to fulfill the purpose of the Unesco: cooperate in the advancement of the various peoples' knowledge and understanding of each other through mass media for which means the adoption of mutual agreements will be recommended to nations if

⁵Unesco, Constitution of the United Nations Educational, Scientific and Cultural Organization, US, New York, 1947, p. 1

needed for the free flow of ideas through audio-visual aids; invigorate the peoples' desire for popular education and the enhancement of culture through cooperation with, and if requested by, member nations in the various educational projects; encourage equal educational opportunities for all regardless of race, creed, sex or social status, and thus through suggested effective means equip the future citizens of nations for responsible participation in a free world; preserve, increase and spread knowledge through the preservation of libraries, and collections of the works of artists and scientists; promote international conventions, exchange of scientists, artists and educators, and the interchange of materials either informative or artistic, and of published or printed literature.⁶

Forestalling any fear that the Unesco might place the varied cultures of member nations into a stereotyped mold, "with a view to preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the States Members", a section was added prohibiting the Organization from "intervening in matters which are essentially within their domestic jurisdiction."⁷

Working along the same line and on the same philoso-

⁶Unesco....Constitution,op. cit., Art. I, Sec. 2.

⁷Ibid.,Art. I, Sec. 3.

1. The first part of the document is a list of the names of the persons who were present at the meeting. The names are listed in alphabetical order.

2. The second part of the document is a list of the topics that were discussed at the meeting. The topics are listed in alphabetical order.

3. The third part of the document is a list of the actions that were taken at the meeting. The actions are listed in alphabetical order.

4. The fourth part of the document is a list of the decisions that were made at the meeting. The decisions are listed in alphabetical order.

5. The fifth part of the document is a list of the recommendations that were made at the meeting. The recommendations are listed in alphabetical order.

6. The sixth part of the document is a list of the conclusions that were reached at the meeting. The conclusions are listed in alphabetical order.

7. The seventh part of the document is a list of the next steps that will be taken. The next steps are listed in alphabetical order.

8. The eighth part of the document is a list of the persons who are responsible for carrying out the next steps. The persons are listed in alphabetical order.

9. The ninth part of the document is a list of the dates when the next steps will be completed. The dates are listed in alphabetical order.

10. The tenth part of the document is a list of the persons who will be responsible for monitoring the progress of the next steps. The persons are listed in alphabetical order.

11. The eleventh part of the document is a list of the persons who will be responsible for reporting on the progress of the next steps. The persons are listed in alphabetical order.

12. The twelfth part of the document is a list of the persons who will be responsible for evaluating the results of the next steps. The persons are listed in alphabetical order.

13. The thirteenth part of the document is a list of the persons who will be responsible for implementing the next steps. The persons are listed in alphabetical order.

phy, the United States of America has embarked upon gigantic projects that involve millions of dollars in more than a score of nations.

During the First Session of the 79th Congress, U.S. Senator Fulbright introduced a bill (S. 1440) which authorized "the use of credits established through the sale of surplus properties abroad for the promotion of international good will through exchange of students in the field of education, culture and science."⁸ Appealing to his colleagues, the senator said, "If this bill is approved, the funds will be utilized for exchange students, create better understanding of our mutual problems, and promote friendly relations..."⁹

"To enable the government of the United States more effectively to carry on its foreign relations by means of promotion of interchange of persons, knowledge, and skills between the people of the United States and other countries", Representative Mundt introduced another bill (H.R. 3342) during the First Session of the 80th U.S. Congress.¹⁰ Speaking for the bill, the representative made the following remarks:

⁸Congressional Record, 79th Congress, First Session, Vol. 91, Part 7, U.S. Government Printing Office, Washington, 1945 p. 9044.

⁹Ibid., ...p. 9044.

¹⁰Congressional Record, 80th Congress, First Session, Vol. 93, Part 7, U.S. Government Printing Office, Washington, 1947, p. 8996.

The world is faced today with a conflict in ideologies... This is truly a war of ideas and in carrying on a war of ideas, the true facts should be laid before the people of the world.¹¹

During the debates that ensued regarding H.R. 3342, the philosophy that the Unesco solemnly declared in the preamble of its constitution resounded in the halls of the United States congress. On June 6, 1947, Mr. Mundt spoke:

The educational exchange will operate to win friendsfor less than one fourth the cost of a single modern battleship, we propose through this program to try just once in a long bloody history of war torn relations between countries to give truth and understanding and friendly feelings an opportunity to help put an end to the continuing wars which have brought civilization to the abyss of an atom-bomb-accumulating armistice.¹²

While it might be admitted that economic interests were intermingled with her goal of preserving peace and promoting good will, the United States, it must be stated, had a headstart on the idea of educational exchange long before the organization of the United Nations and its agency, the Unesco.

The International Technical Cooperation authorized by Public Law 355 (1939) was actually the beginning of formal participation of the United States in the projects of other

¹¹Ibid., ... p. 8996.

¹²Ibid., ... Vol. 93., part 5, ...p. 6548.

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nations, particularly those of Latin-America.¹³ This active interest of the United States government culminated in a series of inter-American conferences and resolutions which called for an exchange of scientific personnel and materials.

Enlarging this program, the 80th U.S. Congress authorized the launching of bigger projects not only in the countries of Latin-America but in some countries of the Middle East and Asia.¹⁴

President Truman, desirous to extend the benefits of this idea to a wider area and to a greater number, in his 1949 inaugural, said:

We must embark on a bold, new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas... We should make available to peace-loving peoples the benefits of our store of technical knowledge in order to help them realize their aspirations for better life....¹⁵

Through the exchange of persons program of the

¹³U.S. Statutes at Large, 76th Congress, 1st Session, 1939, Vol. 53, Part 2, Public Laws, p. 1290.

¹⁴Ibid., ...80th Congress, 2nd Session, 1948, Vol. 62, Part I, Public Laws, p. 137.

¹⁵Inaugural Addresses of the Presidents of the U.S. from George Washington to Harry S. Truman, authorized by the 82nd Congress, House Document No. 540, pp. 242-243.

United States, thousands of students, educators, government officials and leaders of innumerable professions from about sixty countries, were enabled to see for themselves the progress and projects of other nations in the ultimate hope that these people after seeing the hopes and goals and aspirations of their neighbors might further spread the idea that peace is the better road.

Besides the projects of the United Nations and the United States, there are other similar programs sponsored by other organizations following the same philosophy. The Colombo Plan was the result of the meeting of Commonwealth Foreign Ministers at Colombo, Ceylon, in January, 1950, which created the Consultative Committee which in May of the same year established the Technical Cooperation Scheme.¹⁶

The original members of this Consultative Committee were Australia, Canada, Ceylon, India, New Zealand, Pakistan and the United Kingdom, but at the 1950 London meeting, Burma, Cambodia, Laos, Vietnam, Indonesia and Thailand were represented. Later, other nations participated in the meetings and became full members of the Plan,

¹⁶ The Colombo Plan, For Co-operative Economic Development in South and South-East Asia, Fifth Annual Report, Her Majesty's Stationery Office, London, 1957, p. 2.

including Japan, Nepal, the Philippines, and the United States. The Plan provides for exchange of "technical assistance between participating countries".¹⁷

On another plane are the big Foundations which have helped thousands of people from all over the world find significant places in their respective communities. Thus the Rockefeller, Ford, Kellogg and other Foundations are familiar to peoples of many nations.

The beneficiaries of grants from these Foundations are now in various strategic positions in legislatures, the judiciary, the fourth state, the business world and in many other government offices, all of which are indeed strategic sounding boards for the spread and promotion of peace and goodwill.

Further, on a smaller scale but nonetheless working towards the goal of peace and understanding through technical aid, scholarships, travel, research and other inter-change of persons programs, are the smaller Foundations and organizations. In a list compiled by Ward Morehouse for the Conference on Asia Affairs, Inc., no less than six hundred programs of universities, religious and educational organizations are included which

¹⁷The Colombo Plan, ...op. cit....p. 3.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text notes that without reliable records, it is difficult to track progress, identify issues, and make informed decisions.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It mentions the use of surveys, interviews, and focus groups to gather qualitative information, as well as the application of statistical software for quantitative analysis. The importance of ensuring the validity and reliability of the data is stressed throughout this section.

3. The third part of the document describes the process of interpreting the results of the research. It highlights the need to consider the context of the data and to be cautious about drawing conclusions based solely on the numbers. The text suggests that a combination of qualitative and quantitative insights provides a more comprehensive understanding of the research topic.

4. The fourth part of the document discusses the challenges and limitations of the research process. It acknowledges that there are always potential biases and limitations in any study, and that it is important to be transparent about these factors. The text also mentions the importance of having a clear research plan and objectives from the beginning.

5. The fifth part of the document provides a summary of the findings and conclusions. It reiterates the key points made throughout the document and offers some final thoughts on the implications of the research. The text concludes by stating that the research has provided valuable insights into the topic and that further research is needed to explore other aspects of the issue.

engage in a variety of activities dealing with Asia alone. These activities include teaching and research programs, technical assistance projects, assistance with college and university extra-curricular activities, assistance in medical services, collection of arts, lectures and cultural presentation activities.¹⁸

In the publication, American Foundations and Their Fields, out of the 4289 organizations listed, 72 are explicitly established for intercultural relations, and 85 are expressly founded for international understanding, "to promote self-development and better standards of living, together with understanding and cooperation among peoples of the world".¹⁹

Some Difficulties Connected with Such Student Exchange Programs

Exchange of persons programs involve big sums of money. And yet greater success of the program is not guaranteed by a greater amount invested. If this were

¹⁸Conference on Asian Affairs, Inc., American Institutions and Organizations Interested in Asia, edited by Ward Morehouse, Taplinger Publishing Co., Inc., New York, 1957, p. viii.

¹⁹Rich, Wilmer Shields, American Foundations and Their Fields, 7th edition, (American Foundations Information Service), Connecticut Printers, Inc., New York, 1955, p. 324.

true, the most successful program would be that of the U.S. International Cooperation Administration which had an appropriation of \$2,703,000,000 in 1956, \$3,767,000,000 in 1957, \$3,865,000,000 in 1958 and expects to spend another \$3,298,000,000 in 1959 with an appropriation request for \$3,930,000,000 for 1960.²⁰

By the measure of these staggering sums, the little baby foundations should have little reason to exist. And yet, occasioned by a mere novel, though probably based on some facts, there has been some recent consternation about the huge U.S. expenditures abroad.²¹

Eloquent senators, altruistic representatives, polished diplomats, can with grandeur talk of their tower of peace. How easy and with how little an effort it takes to blow up this tower; for even a clerk in the immigration office can destroy that which is built with patience, labor and money. Possibilities and actual cases can be cited to show how such distressing scenes happen.

No matter how carefully a grantee may be chosen, the case of a person of a different culture leaving his

²⁰ Departments of State and Defense, The Mutual Security Program, A Summary Presentation, U.S. Government Printing Office, Washington, 1959, p. xxii.

²¹ Lederer, William J. & Bordick, Eugene, The Ugly American, Norton & Co., New York, 1958, passim.

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own homeland to go to a foreign, if not a strange, country causes some strain on the human being.

From the physical standpoint, there are the changes in climate and weather conditions, food, environment, daily ways of life. The student may have left a job, his business, or even a family. He may know enough English to communicate with the people he meets, but there are finer nuances which he would like to express but cannot.

Socially, the exchange student's ways are different, and being usually an adult he is set in his ways and firm in his views. It may then happen that he will withdraw from social activities and thus create a problem for himself. On the other hand, a social affair instead of giving therapeutic assistance can be a source of bewilderment. Modern dancing and dating are new to many exchange students.

The color problem sometimes works both ways. The guest student may happen to be in a locale where color discrimination is very pronounced, or he may have had some traumatic experience which left in him some scars of inferiority feelings.

Religion has given rise to some difficulties to an exchange student during his stay in another land. His roommate may look askance at his religious practices and this may cause him to neglect his religious obligations. On the

other hand, he may be puzzled as to why Christians go to different temples that are but ten meters away from each other.

The system of credits and units in the newly met educational program may mystify him and he may have a difficult time to adjust himself. The very democratic, matter-of-fact approach by teachers in the American classroom has brought mild astonishment to many an exchange student.

Many overseas students leave their fatherland to study, say, in the United States, convinced that they would gain technological experience, artistic, or trade skills, and professional experience. They dream to return later and be of service to their community. However, due to language differences, lack of the proper background, and many other factors, some might not realize their goals.

What the Board Does to Implement Its Program

Each year during the operation of the scholarship program of the Philippine Board of Scholarships for Southeast Asia, a Trust Agreement was signed by the President of the University of the Philippines and the Representative of the Asia Foundation in Manila. The contract laid down conditions for the operation of the program and specified the amount that the Asia Foundation was to transmit

to the University of the Philippines to be administered by the Board.²²

The Scholarship grants were offered to graduate students of the Asian countries involved through newspapers advertisements, university bulletin boards, Philippine diplomatic posts in the said countries, and by letters or word of mouth through professors and university officials of the same countries who may have had contact with the University of the Philippines. Applicants were required to send with their application notarized copies of records of their school work, a physician's certification of the applicant's good health, a certification of sufficient knowledge of English for courses in Philippine universities (this to be obtained from the cultural attache of the Philippine consular office in the applicant's country or from the applicant's English professor), three names of school, church or government officials who were contacted for an appraisal of the candidate's qualifications.

On the basis of the documents received by the Board's office in Manila, the Selection Committee, as provided by the Trust Agreement, composed of the Chairman of the Board and two other members, considered all applications, made

²²See Appendix D

recommendations to the Board which in turn made final selection on the basis of leadership, scholarship, and possession of academic prerequisites for the study of curriculum desired.²³

Notarized copies of school records had been previously filed with and evaluated by the Registrar's office for proper college admission arrangements before final decisions were made by the Board's Selection Committee. Immediately after the Selection Committee and the Board had made the selections, the Executive Secretary sent a contract form to each chosen applicant for signature. With the contract form were further instructions prior to departure for the Philippines in case the selected candidate should sign the contract which at the same time indicated his decision to accept the grant and to come to the Philippines for the curriculum desired, or for the courses outlined by the Registrar's office. Schools open in June while notification of selection were usually sent in March.

Dormitory or housing reservations were made by the Executive Secretary upon receipt of the signed contract. The 1958-59 Trust Agreement between the University of the Philippines and the Asia Foundation provided as a require-

²³Trust Agreement, Article VII, Section B.

for

all participating institutions to provide free tuition and fees for students studying in their campuses and to make arrangements for proper food, considering the religious beliefs of the students. The University and the Board will require all participating institutions to house students for modest charges in a manner permitting reasonable privacy and opportunity for study, and, in any event shall not house more than two students in one room.²⁴

Travel arrangements, insurance, obtaining of visa and fulfillment of immigration and miscellaneous requirements were made ahead in Manila, Philippines. To facilitate fulfillment of details and to expedite entry upon arrival in Manila, the Philippine government issued, through then incumbent Secretary of the Department of Foreign Affairs Raul S. Manglapus, Foreign Service Circular No. 501 authorizing exemption from visa and other alien fees all participants of the Board's program.²⁵ To complement the circular and to give the arriving guest student a pleasant reception at the airport, the Executive Secretary of the Board and his staff were given special passes giving them free access to the Customs and Immigration inspection areas

²⁴Trust Agreement, Article VII, Section F.

²⁵See Appendix E for F.S. Circular No. 501.

when meeting or seeing off participants of the Board's program.

In addition to a free round trip plane transportation, free travel and accident insurance, and the other exemptions from miscellaneous university fees, an exchange student was allowed two hundred pesos (\$100) monthly for food and incidental expenses, plus seventy-five pesos (\$37.50) for books every semester. If a thesis was required at the end of the course, expenses connected with the thesis were also defrayed.

Free infirmary services were accorded exchange students just like the rest of the students of the University of the Philippines. The few grantees who were enrolled in other universities or colleges received the same privileges. For extraordinary illness, the Board from the funds provided for medicines, medical treatment and hospitalization expenses.²⁶

The guest student was usually met by the Executive Secretary or a member of his staff on arrival at the airport. On departure, besides the Executive Secretary or his representative, a host of friends gained during the grantee's stay in the Philippines also saw the guest

²⁶Trust Agreement, Article VII, Section H.

student off.

When any of the exchange students was confined in the university infirmary or the hospital, the Executive Secretary or some members of the staff made it a point to visit him to cheer him up and to find out his needs. Besides the Board officials, compatriots, classmates or friends usually visited a sick guest student also.

While the university socials might not have been attractive to the overseas student, other activities were planned for him. The annual reports of the Executive Secretary for each of the first five successive years of the Program's operation listed such activities as: Annual International Students' Festival, International Choral Group invited to sing before clubs, schools or social affairs, "Know Your Neighbors" presentation sponsored by the Philippine International Friendship Organization and which was an occasion for the diplomatic offices of other nations in the Philippines to exhibit handicraft, artistic works, and other native cultural accomplishments, "Fiestas" which are religious and civil celebrations of towns and barrios in the Philippines, Excursions to historical spots and places of interests outside Manila, National Day or National Heroes' celebrations, Film Festival, National Day of each of the Asian nations represented by guest students,

Conferences, Conventions, Receptions, Tours of the Philippines through the courtesy of the Philippine Air Force and the cooperation of the University of the Philippines alumni scattered all over the Philippines, Formal Calls on the President of the Philippines and other high Philippine officials, Picnics, Dinners offered by Philippine prominent families interested in the Board's program, etc.

While big cities may be cold to foreigners and other scholarship programs too impersonal, the Diliman campus of the University of the Philippines has the atmosphere of a little town with friendly residents, and the Board maintains constantly the personal touch in its dealings with participants of its program.

The dormitory facilities of the University of the Philippines during the five years of the Board's program were admittedly not ideal from the standpoint of physical comfort, aesthetic appeal, and study conditions, but location was close to the classroom buildings and the set-up offered many opportunities for friendly associations, frequent occasions for honest and straightforward discussion of any problem or issue, and companions for continued English conversation.

Why did the Board, as it were, go out of its way to maintain that continued personal touch with participants

of its program? The foreign student, invited to another country, had come eager to know how other peoples live, what their aspirations might be, why they had come to such a level of economic state, but this interest did not mean conscious promotion of cultural exchange. He came as a student and wanted to excel in the classroom. His needs as a human personality had to be met before he could succeed as a student.

Natural, wholesome human relationships, brought about by common interests and an eagerness to learn, are the essential by-products of student exchange...The needs of our foreign students should be of equal interest and importance to college administrators, faculty members, student leaders, and community groups.²⁷

It is of extreme importance therefore that foreign students meet with successful social adjustment and some satisfactory classroom experience before they may be expected to promote good will and understanding when they go back to their respective communities. Even with the most successful and pleasant social and scholastic relations, it is not to be expected that they purposely go around converting their brethren to whatever values they

²⁷ Blegen, Theodore C. (and members of Sub-Committee), Counseling Foreign Students, American Council on Education, Washington, D.C., 1950, p. 6.

might consider desirable. They will show their diploma if they have won a degree, they will show new ways of doing things where this is called for, they will perhaps show new behavioral patterns. But even they who might have risen to a station of leadership will not be expected to proclaim to the people the things they learned from abroad. Expression of approval of things they saw in another land, endorsement of a certain way of social conduct they liked during their stay away from home will come spontaneously as occasion shall arise, but this will be if they can look back with pleasant memories, recollect sincere acquaintances, remember classroom life with a measure of satisfaction.

On this philosophy lies the explanation of the Philippine Board of Scholarships for Southeast Asia's efforts to involve the exchange students in social activities, and extracurricular projects, while at the same time encouraging the students to earn a degree.

Recent Studies Evaluating Similar Programs

If beneficiaries of the many exchange of persons programs are not to be expected to go around to proclaim the benefits of international goodwill and understanding, are the sponsors of such programs expected to continue pouring out effort and money without ever knowing whether

their time has borne fruit? Where then lies the criterion with which to gauge the success or failure of the program? How can that desired by-product be discovered?

In 1950, following a long felt interest in the effects of exchange of students regarding international relationships, the American Council on Education in close collaboration with the Institute of International Education which is the major private agency concerned with student exchange with other countries in the United States, made a study of the subject. Supported by the Hazen Foundation, a special committee was organized by the ACE and the Institute to push this study. The Committee was composed of Dean Theodore C. Blegen, Chairman, Mary A. Cheek, Leo R. Dowling, Clarence Linton, Forrest G. Moore, Harry H. Pierson, and George W. Rosenlof.

Referring to an article "Foreign Visitors on American Campuses" written by James A. Peterson and Frank Riley and published in The Survey of August, 1949, the Committee said:

Most of us would like to believe that international student interchange has built up an immense reservoir of good will between the United States and foreign countries. Survey of Foreign student opinion, however, seem to indicate the opposite.²⁸

²⁸ Blegen, ...op. cit. p. 46.

Again, quoting from Frank Aydelotte's "International Educational Exchange: Past Experience and Future Possibilities" as published in the Proceedings of the Middle States Association of Colleges and Secondary Schools (1945).

Experience has shown that the mere provision of funds for large numbers of students to go from one country to another is not sufficient. It is perfectly possible for an international fellowship to fail in its effect, indeed to do more harm than good, unless it is administered with care and intelligence.²⁹

At the time, the Committee admitted that the "interchange of students among countries is not new, but few attempts have been made to examine critically basic ideas underlying a foreign student program." The Committee further added:

A realistic and quantitative approach is needed to evaluate the results of student exchanges and to indicate improvements and refinements of methods helpful in planning future developments.³⁰

While the special committee of the American Council on Education in cooperation with the Institute of International Education was given the task of studying the

²⁹Ibid., p. 46.

³⁰Ibid., p. 6.

effects of exchange of students regarding international relationship, the committee's assignment was not exactly to evaluate any or all of the projects involving exchange of students. The committee's report, "Counseling Foreign Students", as the title suggests, gave valuable suggestions and pointers to make each visiting student's stay as fruitful as possible thus enhancing the exchange of persons programs.

The preface of this report, signed by Dr. E. G. Williamson, Chairman of the Committee on Student Personnel Work (ACE) and Dr. Donald J. Shank, Vice-President of the Institute of International Education, concludes:

It is our hope that this summary of evaluation of experiences will stimulate further exploration in the development of adequate programs for foreign visitors. We are interested not only in assisting foreign students with regard to governmental regulations. Rather, are we more concerned that our American students shall gain deeper insight into international relationships through the medium of interpersonal experiences with individual foreign students on our campuses. We are also confident that firsthand observation of our own experiences will be transported to the foreign student's own home and that they there will tend to broaden perspective in another culture.³¹

Meanwhile, as the many exchange of persons programs continued their operation, the need for "a realistic and

³¹ Blegen, ... op. cit., pp. iv-v.

quantitative" evaluation as mentioned by the committee grew more and more. The growth of this need may be gauged from the fact that while one organization arranged for the admission of seven foreign students into American colleges and universities in 1920, the same organization arranged for the admission of 4,913 foreign students into 2,000 American colleges and universities in 1957.³²

As early as 1952, therefore, another body known as the Committee on Cross-Cultural Education was formed by the Social Science Research Council. The new committee undertook a three-year program of research into the impact of American educational experience on students from other nations. Meeting at Cornell University in August, 1953, the committee assessed their preliminary experience and made recommendations for further research. Several monographs were published by the Social Science Research Council as a result of the researches of the Cross-Cultural Education committee.³³

The New York Times of June 14, 1953, published a public report of the Hickenlooper Committee, a U.S. Senate

³² Editorial of the Saturday Evening Post, Vol. 231, No. 29, Jan. 17, 1959, p. 10.

³³ Wilson, Elmo C., and Bonilla, Frank, "Evaluating Exchange of Persons Programs, Public Opinion Quarterly, Vol. 19, 1955-56, p. 21.

special body then investigating government agencies which had charge of information and psychological strategy. This report concluded that "it is generally conceded that the exchange of persons programs under the Smith-Mundt Act and the Fulbright scholarship program is among the most effective instruments for the creation of mutual understanding and good will."

While the report did not specify facts on which it based this conclusion, a more factual study was made on the long term effects on Belgian nationals and their country of sponsored sojourn in the United States. The study was undertaken by the Woodrow Wilson School of Public and International Affairs with financial support from the Rockefeller Foundation.³⁴

Among the findings of this study was that most of those who had been abroad wanted to migrate particularly either to France or the United States.³⁵ Other findings were that the grantees held more sympathetic attitudes towards United States policies and actions, but were more in favor of larger freedom of speech which would permit expression even of subversive ideas. The Belgians did

³⁴Riegel, O.W., Residual Effects of Exchange-of-Persons, The Public Opinion Quarterly, Vol. 17 (1953), Princeton, N.J., p. 319.

³⁵Ibid., p. 322.

not mind the noticeable propagandistic purpose of the grants. While virtually all grantees admitted usefulness of their United States experience, they had very little activity in terms of promoting international understanding either because there were very few opportunities or means, or they had very limited circle of influence. What was more, returned grantees soon lost contact with either American friends or American life.³⁶

The major evaluation studies of exchange of persons programs were however undertaken by the International Research Associates, Inc., under contract with the U. S. Department of State. As a huge investor on such programs which purportedly aim to attain the goal of better understanding, greater respect and cordial friendship among peoples of the world and the United States, the U.S. government, through the Department of State which has charge of the promotion of such relations, is understandably interested in the evaluation of the fruits of such investment.

In its preliminary studies, the International Research Associates, Inc., discovered that, even before using the modern methods and techniques of social research which

³⁶Riegel, O.W., op. cit.,...p. 325.

they used in the formal evaluation of the exchange programs, there were already indications of encouraging fruits borne by the many such projects with grantees and in the countries where such projects were in operation. The researchers particularly pointed out the professional competence, proficiency and efficiency of the recipients of various grants and who were already back in their respective communities. The researchers took this as ample evidence that the trainees successfully absorbed the information and new methods or techniques which had been communicated to them while under training.³⁷

Pointing out the difficulties that loom in the way of researches into the results or fruitfulness of such programs, the International Research Associates people wrote:

These are questions which deal with problems of learning, opinion change, and attitude formation. We wish to know whether the exchange, during his sojourn in the United States, has incorporated into his intellectual and emotional stockpile the facts, ideas, or postures which will strengthen the free world; and whether having returned to his own country, he is successful in leading others of his people to accept and act upon these principles. Research into these questions requires not only measures of opinion and attitude change in relevant areas among exchangees and their associates, but

³⁷Wilson,....op. cit., p. 22.

consideration of the entire range of problems associated with studies of interpersonal communications and the ways in which the influence of individuals mediates opinion change and action in others.³⁸

Simplifying the problem and summarizing the aim of the task of evaluating the effectiveness of such exchange of persons programs, the research people proposed two questions: "(1) Has the exchange experience succeeded in implanting, broadening, or reenforcing the skills, information or attitudes which the program is designed to promote among exchangees? (2) Are returned exchangees effective in influencing people and events in their home countries in accordance with the objectives of the exchange program?"³⁹

With simple methods and sampling, an evaluation study was made late in 1951 of the exchange program which had been in operation in South America under the 1940 Convention of Buenos Aires. Building the questionnaire along the two general questions proposed by the researchers, the results revealed that:

³⁸Wilson, ...op. cit., p. 22.

³⁹Ibid., ...p. 22.

(1) Most exchangees who had visited the United States testified that they had left with a more favorable opinion of America and our style of life than when they arrived.

(2) This was confirmed by comparing their answers to certain questions about America with those of similar individuals who had traveled in the United States.

(3) Their increased professional competence and the prestige of travel of the United States seemed to augment their influence among their colleagues on professional questions as well as questions related to the United States.⁴⁰

Another study but with more elaborate methods was repeated in West Germany. This time, both students and leaders alike were interviewed and directed the questions. In addition to a more rigorous sampling, more people were interviewed. Precautions were carefully taken to assure reliability of answers. Direct questions concerning the exchange program which sponsored and gave the subjects' grant were studiously omitted to avoid any hint that the research was under the sponsorship of the particular exchange program.

Using a highly structured interview, the second study revealed that similar to the experience of the South American grantees the Western Germans gained better

⁴⁰Wilson, ... op. cit., p. 23.

information about the United States and became better disposed towards America and her people than those of the same region who had never been to the United States.

The exchange trip seemed more effective in arousing the political interest of teen-agers and in bringing them to accept democratic ideals than was the case among students at the college level or among visiting specialists. The latter, on the other hand, were considerably more impressed with the accomplishments of the United States in such fields as labor-management relations and political organization.⁴¹

The case of the younger group drew the attention of the International Research Associates since, admittedly, younger people would be more susceptible to new ideas, and might therefore be more zealous witnesses to democratic ideals. Following this lead, a further research study of teen-agers who had been to the United States was made.

Participants of a program that brought young people to study for a year in the United States, mostly 16 to 18, then became the subject of a thorough study regarding

(a) The impressions that remained with them of their experiences in America;

(b) The kinds of adjustment problems they had

⁴¹Wilson,op. cit., p. 24.

experienced on their return home and how these had been resolved;

(c) The kinds of changes, if any, that the exchange experience had made in their life plans.⁴²

So thorough was this study that some of the interviews for single individuals were conducted in several sittings totaling to as much as twelve hours. Besides the interview with the young exchangee, at least two other persons who knew him were also contacted and interviewed. On the whole, about one-third of the people contacted for information concerning the exchangees were their parents, one-third of the number were either teachers, employers, or ministers, and one-third were the schoolmates, friends, brothers and sisters of the exchangees.⁴³

In addition to the many suggestions concerning screening or selection processes, orientation, scheduling of activities, etc., it was discovered that the general objectives and goals of exchange of persons programs

could not be achieved simply by working a unilateral change in exchangees and returning them to the old milieu. The American values which the exchangees had assimilated could not be transferred whole cloth into their lives at home. The returnees had to be

⁴²Wilson,op. cit.,p. 25.

⁴³Ibid.,p. 25 (Footnote)

forewarned and prepared for these problems. It was found, for example, that some teen-agers who returned bursting with news and ideas for innovations found themselves in frustrated isolation because there were no other pro-democratic elements in their environment, or simply no interest whatever in hearing about their experiences.⁴⁴

One significant upshot of this study was a slight modification of the program by concentrating more on community leaders on the field of education, politics, and various civic activities, and more significantly on government and labor union officials. Persons who were active in more than one kind of endeavor got higher priority, with the philosophy that such a person could help and lead in the organizations or activities in which he is active.

To measure the effectiveness of this new phase of the Department of State exchange of persons programs, the International Research Associates, Inc., designed what the researchers called "before" and "after" interviews,

- (a) with a total of 16 such groups of leaders,
- (b) with close friends and associates of the members of these groups, and
- (c) with the general population of the communities they represented.⁴⁵

⁴⁴Ibid.,p. 25.

⁴⁵Wilson, op. cit.,p. 27.

To supplement the essentially quantitative character of this new study, a social scientist was assigned to accompany a group of interviewers. This member of the group recorded his observations and significant comments given by the programs participants concerning their experiences while in America. This social scientist was to stay with the interviewers from morning till evening, observed the reactions of those interviewed and was informed by the interviewers of their own experiences and reactions.

Obviously, these "before" and "after" interviews, conducted by a group which in turn was accompanied by a social scientist, had a number of advantages over the former studies. Incidentally, the same idea was conceived by the writer of the evaluation of the program of the Philippine Board of Scholarships before he came across this study of the International Research Associates, Inc. As stated by Wilson and Bonilla,

First, the researchers had a measure of attitudes prior to visiting the United States which was based on something more solid than the exchangeers' recollections of what their state of mind had been at some time in the past. Second, the re-test, using nearly identical interview schedules on the second wave of interviewing some months after their return made it possible to measure, rather than infer, attitude change. Third, interviews with cross-sections of the local populations provided a means of determining to what extent, if any, the attitude changes observed in the exchangeers and their contacts

could be attributed simply to variations in the general climate of opinion.⁴⁶

Looking at the other side of the picture, the disadvantage of this study was that the interview before the grantee's departure could have aroused suspicion as to the purpose of the interview. As the grantees at one time or another met and talked and mentioned such interviews, before departure, such a revelation to each other could reduce the validity of the study.

To begin with, the group invited to the United States were already leaders in their respective fields and interested in the government, politics and public issues. They were more inclined towards the ways of living of the people of the United States. The study therefore could not very much reveal shifts in ideology unless the shift be to the other side. The study however revealed a better understanding of the ways and outlook of life in the United States. Particularly, the overplayed Negro-White relation in the United States frequently exploited by unfriendly writers was brought into better light after the visit of this particular group of visitors.⁴⁷

⁴⁶Wilson,op. cit., ..p. 27.

⁴⁷Wilson, ...op. cit., p. 28



Admitting such limitations as the study's inability to "constitute a definite evaluation of the program for exchange of community leaders", as the possibility "that in some cases, or in some issues, opinion might not have crystallized fully within so short a period," as the impossibility of measuring "intensity of attitude", which means that

it is possible for the exchange experience to have reenforced an exchangee in his originally favorable attitudes without this effect being manifested in the study results,⁴⁸

the researchers suggest "scaling techniques" for future evaluation studies.

Another significant study of the exchange of persons programs was the research undertaken by the Bureau of Social Science Research of the American University (Washington, D.C.). Financially supported by contract with the U.S. Department of State, a series of mail surveys were authorized by the Board of Foreign Scholarships which is the U.S. President's committee appointed to supervise the administration of the Fulbright Act or Public Law 584.

This evaluation however was as it were to find out how the other side of the coin was. The object of the

⁴⁸Ibid., p. 29.

study was the group of American participants of the Fulbright program who had come back from more than twenty-five countries after a period of study, teaching or lecturing, and doing research in various schools, colleges and universities abroad.

The number was limited to those who received a Fulbright grant during the three academic years 1949-50, 1950-51, and 1951-52. There were 2,949 questionnaires sent out and of this 315 were returned to the senders for lack of forwarding addresses. The answered questionnaires numbered 2,211 or 84^{*} per cent of the possible replies were returned with complete answers for analysis.⁴⁹ The general consensus of opinion is that a little over fifty per cent returns of mailed questionnaires are considered good.

Two major questions were in the minds of the researchers and the questionnaire was built around these:

- A. How does the Fulbright grant experience affect the exchangee's status, activities and interests?
- B. Do Fulbright grantees share their experience with the communities to which they return? In what ways?⁵⁰

⁴⁹ Mendelsohn, H., and Orenstein, Frank E., A Survey of Fulbright Award Recipients: Cross-cultural Education and its Impacts, Public Opinion Quarterly Vol. 19, 1955-56, p. 402.

⁵⁰ Mendelsohn, ...op. cit....p. 401.

* Mendelsohn and Orenstein computed 86 per cent.

Analyzing the results of the survey which was completed in 1954, Harold Mendelsohn of the Bureau of Social Science Research at the American University, and Frank Orenstein of the research section of the International Educational Exchange Service, concluded that

the impact of the cross-cultural educational programs under the Fulbright Act, insofar as they are concerned with American participants takes place at many levels, and result in a continuing, and possibly even increasing degree of activity after the grant period has passed.⁵¹

Designating two levels of effects, Mendelsohn and Orenstein assigned to the first level observable effects on the professional knowledge of 85 per cent of those who gave complete answers, and to the second an enriching of the environment of the grantee, particularly in his academic projects which then presented "richer classroom materials, lectures and discussions."⁵²

Surveys of the types described concerning exchange of persons programs have many drawbacks. Completely objective answers cannot be expected from every grantee. Among the participants, there are those who will give the best answers to perpetuate the program in the interest of

⁵¹Ibid., p. 406.

⁵²Ibid., p. 407.

posterity. There are others who would not wish to admit perhaps a fruitless trip under the grant. While it may be admitted that most of the exchangeers chosen are responsible people there are some among these who in order to show appreciation and gratitude for the privilege of going abroad through the assistance of the grant will perhaps to an extent hard to determine exaggerate the fine points and gloss over the rough spots. With these difficulties suggesting themselves in the mind of the writer, a survey of his own was launched.

CHAPTER III

ANALYSIS OF THE DATA

This chapter is concerned with (1) an analysis of the responses of the exchange students to the questions concerning the various aspects of their experiences while at the University of the Philippines on the scholarship grant, and (2) a synthesis of the reactions of the university faculty members to the scholarship program as it had been developed. The section concerned with analysis of student responses includes a consideration of their participation and reaction to cultural activities, to conferences and meetings, to social activities, and to the academic program. The second part summarizes faculty reactions to the scholarship program.

Part I

Analysis of the Responses of the Exchange Students to the Questions Concerning the Various Aspects of Their Experiences While at the University of the Philippines on the Scholarship Grant

As stated in the introductory paragraph, the various aspects of the experiences of the exchange students while in the Philippines on the scholarship grant are presented

here. It might be noted that of the eighty-one questionnaires sent to students, six were returned to the sender because the addressees were out of the country and/or had not left a forwarding address. Out of the possible seventy-five returns, fifty-eight came back with all the questions answered, while four were returned with some questions left unanswered. Thirteen questionnaires which apparently were delivered to the addressees were not returned.

Student returns. Table I reveals that 100% returns came from Burma, Taiwan, Japan and Okinawa. From Korea, 89% came back, 88% from India and Thailand, 83% from Hong Kong, 66% from Vietnam, 60% from Ceylon and Pakistan, and 44% from Indonesia.

Concerning the very low returns from Indonesia, a portion of a letter of June 23, 1959, from one of the participants gives some explanation. The writer says: "Foreign exchange rates in Indonesia have become incredibly high. One U.S. dollar already sells for Rp 200-. in the black market. If I then tell you that postage for letters to the U.S. is Rp 6-. per five grams, and that the average income of a high government official is between Rp 1000-. and Rp 3000-. a month (a full minister earns around Rp 3000-. per month), I trust that you will fully understand my

TABLE I

QUESTIONNAIRES SENT AND RETURNED

Countries	'Ques- 'tion 'sent '	'Ques 'tion 'returned 'to sender	'Number 'of pos- 'sible 're- 'turns	'Number 'returned 'with 'answers	'Number 'un- 'heard 'from '(Total)	% 'of 're- 'turns
Burma	1	0	1	1	0	100%
Ceylon	5	1	4	3	2	60%
Taiwan	2	0	2	2	0	100%
HongKong	6	1	5	5	1	83%
India	8	1	7	7	1	88%
Indonesia	9	1	8	4	5	44%
Japan	5	0	5	5	0	100%
Korea	9	0	9	8	1	89%
Okinawa	2	0	2	2	0	100%
Pakistan	15	1	14	9	6	60%
Thailand	16	0	16	14	2	88%
Vietnam	3	1	2	2	1	66%
TOTALS	81	6	75	62	19	
Per cent		7%	93%	77%	23%	

failing to comply promptly with your otherwise quite modest request."

Cultural activities. From the 1957-58 Annual Report of the Executive Secretary of the Philippine Board of Scholarships for Southeast Asia, it appears that, in keeping with the conviction that foreign students should meet with successful social adjustment in order to make their sojourn profitable, the Board went out of its way to involve the guest students in social and cultural activities, in addition to academic and university extracurricular projects. The Report cited lists for that academic year sixty-seven social and cultural group activities which were available to the exchange students.

To determine the extent of the participation of the grantees in these cultural activities, Question 1-a was included in the Questionnaire.¹ In the survey, the grantees listed an aggregate attendance of sixty-six symphony orchestra concerts, forty-seven piano concerts, forty operas, sixty-three art exhibits, seventy-three dramatic presentations, fifty-five musicals and thirty-five miscellaneous cultural activities. Fifty-three grantees participated in the activities of the annual International Students' Festival.

¹See Appendix A

Literary-musical entertainments and ballet were listed among the miscellaneous cultural activities. (See Table II).

Table II shows that five guest students did not list even one attendance at a symphony concert, eighteen did not list having gone to a piano concert, twenty-two did not list attendance at an opera, one did not list attendance at a painting exhibit, and two did not list attendance at a dramatic presentation. The same table shows that of the fifty-seven grantees who listed attendance at a symphony concert, five went twice and two went three times; forty-two heard a piano concert once, one listened to two, and one listened to three; forty went to an opera at least once, fifty-eight visited an art exhibit once, one visited two exhibits and another visited three; forty-three listed other musicals attended while thirty-three mentioned participation in other cultural activities.

The survey also revealed that twenty-seven had no conception of Philippine music prior to their visit, twelve corrected misconceptions about Philippine music after the visit. Out of this total of thirty-nine, thirty admitted having never heard any Philippine music before coming to the Philippines. Eighteen confirmed their correct conception which they had previously received from conversation or from Philippine movies. A total of fifty-seven grantees

TABLE II

STUDENTS' ATTENDANCE AT VARIOUS CULTURAL ACTIVITIES

Activities	Number of stu- dents who did not list even one attendance	Number 'who listed one attendance	Number 'who listed two attendances	Number 'who listed three attendances	Total number of those who attended at least once (based on 62)	%
Symphony orchestra concert	5	50	5	2	57	92%
Piano concert	18	42	1	1	44	71%
Opera	22	40			40	65%
Painting exhibit	1	58	1	1	60	97%
Dramatic presentation	2	50	7	3	60	97%
Other light musicals	19	35	4	4	43	69%
Miscel- laneous cultural activities	29	31	2		33	53

[illegible]

either gained some new knowledge or confirmed their idea about Philippine music after their stay in the Philippines.

Some of the impressions given by the grantees may be of interest:

I have very little knowledge about music but I enjoyed Philippine music very much.

Native music is not given enough attention or importance and is made light of.

Philippine music is melancholic yet not morbid.

It is simple in form, romantic in appeal, emotional in effects.

The tunes for the folk dances are joyful, but the rest usually sad.

I find similar mood in it as in ours, it might be called "Oriental".

There is much foreign influence in native Philippine music.

In the Philippines, the young enjoy "rock and roll" very much. The young seem to have less interest in classical music.

Thirty-six students had no idea about Philippine paintings before their sojourn in the Philippines. Six corrected their conception after their sojourn. Of this total of forty-two, thirty never had seen any Philippine painting before while six got the wrong idea from books they had read. Sixty students either learned something new regarding painting in the Philippines, or corrected some misconceptions, or confirmed former opinions.

Some comments from guest students were:

Philippine paintings are mostly traditional in style although there are some modern ones.

I have great regard for Philippine artists and I admire their creative ability.

Influenced by the painters of Europe, your painters have shown both ability and originality.

The modern painters are laboriously imitative.

Reactions to the styles of homes and public buildings in Manila and the nearby towns were varied. This is understandable enough since students in their statements took into consideration land area, weather, climatic and other conditions. A few of the grantees' statements follow:

There is very great difference in style of the city homes and public buildings from the country homes.

I found many advantages of the nipa house for the Philippine climate.

Many big buildings are not suitable for our city where there is a limited land area.

Style of buildings are suitable to the Philippines but not to our country because of climate.

Most of the exchange students came from countries where the educational systems were different from that of the Philippines and the United States. India, Ceylon and Pakistan have very much of the English system. Vietnam

is influenced very much by the French, Indonesia by the Dutch. Japan has her own while Hong Kong has been largely influenced by the English. Eighteen of the exchangeers stated having no knowledge about the Philippine educational system prior to their visit to the Philippines. Twenty-nine had the correct idea about the system prior to their visit. Fourteen of these got the information from conversations with people, while fifteen got the idea from books they had read. After their sojourn, another group of twenty students changed and corrected misconceptions.

Both positive and negative reactions were noted.

Some of the guest students said:

I am sorry but I cannot agree to the present educational system of the Philippines.

I hope that the Philippines will establish a junior high school course between the elementary and the four-year high school.

Too much memory work, too little for the intellect.

The system at the University of the Philippines is excellent. I think it left on me a permanent impact.

In general, there was praise for the higher level of education, but very little, if any, for the lower grades.

Table III shows that regarding native music, sixty per cent of the grantees gained some knowledge which they did not have prior to their visit to the Philippines, sixty-eight per cent learned something new about Philippine art,

12

TABLE III

ACQUAINTANCE OF EXCHANGE STUDENTS WITH PHILIPPINE CULTURE

=====					
Branch of culture	'Number 'of stu- 'dents who 'indicated 'having no 'idea about 'particular 'culture '	'Number 'of stu- 'dents who 'changed 'idea af- 'ter Phi- 'lippine 'sojourn '(Corrected 'misconcep- 'tion)	'Number 'of stu- 'dents 'who did 'not have 'no cor- 'rect idea 'prior to 'visit '	'Number 'of stu- 'dents 'who had 'no source 'of infor- 'mation 'prior to 'Philip- 'pine visit	' % '(based 'on 62 'replies) 'who had 'no source 'of infor- 'mation 'prior to 'Philip- 'pine visit
Music	27	12	18 or 29%	37	60%
Painting	36	6	18	42	68%
Architecture, style of Philippine homes	Question not structured, reactions varied				
Educational system	18	20	29 or 47%	38	61%

and sixty-one per cent about the country's educational system. Twenty-nine per cent of the guest students did not change their conception about Philippine art and Philippine music, while forty-five per cent of the students confirmed the impression that they had had about the host country's educational system.

Summarizing their cultural experiences, it was the common opinion of the guest students that what was commonly called Philippine music bore some foreign influence, be it American, Spanish or European in general. The common impression of art exhibited on various occasions was that there was predominance of local subjects, landscapes, seascapes, and portraits, in the traditional style. Almost every student expressed admiration and praise for the paintings they saw either on exhibit or in the School of Fine Arts of the University of the Philippines.

It might be noted here that an opera was presented to the students of the University of the Philippines on an average of once a year at popular prices. On several occasions, complimentary tickets were given to some of the exchange students. A dramatic presentation was staged almost every two months running three to four consecutive evenings.

Conferences and meetings. To determine how much the

exchange students participated in the conventions, conferences and meetings to which they were exposed, Question 5-a was included in the Questionnaire.² Listed by the students were an aggregate total of attendances as follows: fifty-eight at an Asian convention, fifty-four at a national students' convention, seventeen at an inter-university conference, thirty-six at a YMCA and one-hundred and twenty-two at miscellaneous meetings. It was the first such experience for fifty-seven students who participated in an Asian students' convention, thirty-six at a national students' convention, twenty-four at a YMCA and five at miscellaneous meetings where the topic touched some problems of Asia.

Table IV shows that ninety-four per cent of the sixty-two guest students attended an Asian students' convention, eighty per cent participated in a national students' conference.

Concerning the exchange students' acquaintance with the democratic processes in the Philippines, fifty-seven stated that they had never attended a meeting with students participating from other Asian nations. Thirty-eight said that they had no idea about how extensive was the freedom of the press and speech in the Philippines. Fifty-one students stated having no knowledge of the election processes in the host country. Sixty-two indicated that they did not

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099																																																																																																																																																																																																																																						
1990	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340

know the extent that women participated in the governmental activities.

Fifty-six guest students thought the proceedings during the various meetings and conferences they attended were desirable although two stated that many of the meetings were time-consuming. Sixty definitely stated that the freedom of the press and speech in the Philippines was desirable but two averred that in some cases this freedom was abused to disadvantage. Fifty-nine said the election processes which they saw were good. Fifty-eight thought woman's participation in the elections was desirable.

Table V shows that ninety per cent of the sixty-two grantees thought freedom of speech and the press was desirable. Ninety-five per cent of those who responded thought that free elections of officials were desirable. Ninety-four per cent thought participation of women in the government was desirable. Some of the unfavorable criticisms are here quoted:

In my observation, even in academic discussions or conferences, too much emphasis is given to resolutions which invariably tend to create more differences rather than facilitate accomodative understanding.

Some people, both private citizens and government officials, are criticizing even the president's personality.

There is too much waste of money before and during

TABLE V

STUDENTS' ACQUAINTANCE WITH, AND REACTION TO, GOVERNMENTAL PROCESSES IN THE PHILIPPINES

Item	Number	Number	Number	% (based
	of stu- dents who had no previous acquaintance of item as practiced in Philippines	of stu- dents who had some previous acquain- tance	of stu- dents who think the sys- tem is desirable	on 62 replies) who think system is desirable
Asian students' conference	57	1	56	90%
Free elections of government officials	51	8	59	95
Women's participation in government	62	0	58	94%
Freedom of speech, the press, the radio	38	24	60	97%

the elections. I thought the politicians just invest their capital just like businessmen to profit after getting elected.

Too much freedom - abuse of freedom. Unrestricted freedom leads to personal vilification and creates lawlessness.

The proceedings of conferences were useful, but occasionally preliminary speeches are too long.

The very small percentage of attendance of grantees at YMCA conventions would be attributable to the fact that such meetings ordinarily attract only the Christians. The unclassified meetings under "miscellaneous" would not be of much value for percentage computation since some students listed attendance at as many as ten such meetings.

On the other hand, the Asian Students' convention and the national students' conference would be a good index of the exchange students' attendance and participation since these two affairs were held annually and the grantees were given the opportunities and financial assistance to enable them to participate in such meetings.

Social activities. To determine how much the guest students participated in social activities, Question 9-a was included in the Questionnaire. The guest students listed an aggregate total of eight-hundred and thirty invitations to Philippine homes, seven-hundred and thirty-six invitations to society or club parties, three-hundred

and ninety-nine were accepted and attended.

Table VI shows the average number of invitations to social activities received, and average number accepted by each student.

Prior to their coming to the Philippines, twenty-nine said they had no idea about the manners of the people of the Philippines. Eighteen had prior conceptions about Philippine manners. After their visit to the host country, fifty-eight said that the people were polite and obliging, while four thought many were brusque, snobbish, or indifferent.

As a result of these social invitations and contacts with Philippine friends and families, some of the grantees said:

I became very grateful and resolved to be hospitable to foreigners in my own country.

I felt very happy indeed and somehow forgot my homesickness.

To translate my gratitude into action, I invited several students from various Asian countries to my home.

The frequent social contacts with other nationals helped me get rid of my rudeness to students from other countries.

I learned quite a lot how to get along with people of other nations.

Many of my friends who have never been to the Philippines were happy to know that I received kind treatment from the Philippine families.

TABLE VI

TOTAL NUMBER AND PER CAPITA DISTRIBUTION OF SOCIAL
INVITATIONS RECEIVED AND ACCEPTED BY STUDENTS

Invitations to:	'Total 'number re- 'ceived by '62 exchange ' students '	'Per capita 'distribu- 'tion of 'invitations '	'Total 'number 'accepted 'by 62 'exchange ' students '	'Per capita 'distribu- 'tion to 62 'exchange ' students '
Philippine homes	830	13	528	9
Club or society parties	736	12	599	10
Diplomatic social affairs	383	6	331	5
School or university socials	516	8	399	6
Miscellaneous socials	102	2	96	2
TOTALS	2567	41	1953	32

Filipinos seem to like very much to have as many contacts as possible with foreigners.

Twenty-eight grantees stated that they did not know any Filipino before coming to the Philippines, but sixteen of these sought and found Filipinos after returning home. Five-hundred and seventy-three Filipinos received assistance from the exchange students after they returned.

According to the grantees, the items of hospitality which they offered in their own respective countries to visiting or resident Filipinos consisted of little services and social amenities, among which were the following:

guided visiting Philippine newspapermen on a tour of the city and on a shopping trip

brought University of the Philippines dormitory matron around the countryside

gave room and board free

assistance to enjoy library privileges for facilities

loaned money

medical assistance

hospitality to a group of lady visitors

took a group to the institution which they were looking for

took a group to spots of interest

dinner and tea for Philippine guests

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introduced visiting group to government officials
for official assistance

assisted a researcher obtain necessary data

assisted Philippine businessmen to accomplish
requirements of the bank

assisted Philippine soldiers with requirements of
Foreign Ministry

The grantees reported that societies or clubs with the aim to promote better relations among the cosmopolitan groups in their communities were organized. Among the names mentioned were: Pakistan-Philippine Cultural Association, Philippine-India Association, Philippine-Korea Association, The Youth Association of Asia(Japan), Sino-Philippine Cultural Exchange Association, Philippine-Japanese Association, Philippine Vietnam Association, The Philippine Alumni Association of Thailand, and International Friendship organization.

Seven former grantees were organizers and eight were officers. Of the sixty-two, who answered, fifty-five got interested in such clubs only after they returned from the Philippines.

To the question whether their friends or relatives were interested in the Philippines prior to their visit, forty-three said 'no', eighteen said 'a little' and one said 'very much'.(See Table VII) To the question whether

TABLE VII

INTEREST OF FRIENDS AND NEIGHBORS OF GRANTEES REGARDING
THE PHILIPPINES BEFORE AND AFTER THE LATTER'S
VISIT TO THE PHILIPPINES

=====				
Interest of friends, neighbors regarding the Philip-pines.	'Prior to the gran-tee's Phi-lippine sojourn: number of grantees	'After the visit to the Phi-lippines: number of grantees	'Number of grantees who indi-cated posi-tive change of interest among friends/ neighbors re/ P.I. AFTER	'% based on 62 replies of those who indi-cated po-sitive change

No. interest	43	6	37	86%
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Little interest	18	18		
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Much interest	0	22		
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Very much interest	1	16		
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QUESTION

1. The following table shows the number of people who attended the 2008 Summer Olympics in Beijing, China, and the 2012 Summer Olympics in London, England. The data is presented in a table with two columns: "Olympics" and "Attendees".

Olympics	Attendees
2008 Summer Olympics in Beijing, China	110,000
2012 Summer Olympics in London, England	120,000

2. The following table shows the number of people who attended the 2008 Summer Olympics in Beijing, China, and the 2012 Summer Olympics in London, England. The data is presented in a table with two columns: "Olympics" and "Attendees".

Olympics	Attendees
2008 Summer Olympics in Beijing, China	110,000
2012 Summer Olympics in London, England	120,000

3. The following table shows the number of people who attended the 2008 Summer Olympics in Beijing, China, and the 2012 Summer Olympics in London, England. The data is presented in a table with two columns: "Olympics" and "Attendees".

4. The following table shows the number of people who attended the 2008 Summer Olympics in Beijing, China, and the 2012 Summer Olympics in London, England. The data is presented in a table with two columns: "Olympics" and "Attendees".

their friends or relatives were interested in the Philippines after their visit, six said 'no', eighteen said 'a little', twenty-two said 'much' and sixteen said 'very much'. Based on the forty-three who said 'no', eighty-six per cent changed their attitude positively.

Table VIII shows that fourteen students indicated no liking for the Philippines before the visit but had much liking for the country after the sojourn. Eight others of the same feeling before going to the Philippines acquired very much liking for the country afterwards. Ten students said they felt much liking for the islands and eighteen others said they felt very much liking for the country after the visit. These two groups totalling twenty-eight said that they had very little liking for the islands before going for studies. Six students said that while they had already much liking for the Philippines before going, their liking for the country became very much after staying there. Six others showed no change in attitude. Five of these said that both before and after their visit they liked the country very much, while the sixth said that both before and after the visit he liked the country much. Of the sixty-two students no one indicated a negative change, i.e., from liking the country prior to his visit to not liking the country anymore after

TABLE VIII

COMPARISON OF STUDENTS' ATTITUDE (LIKING) TOWARDS THE
PHILIPPINES PRIOR TO, AND ATTITUDE AFTER VISIT

Attitude (liking) prior to visit: Changed from	Attitude (liking) after the visit To	Number of students with such change	Positive or nega- tive change?	Total number with positive change and percentage based on 62 responses
No (liking)	No (liking)	0		
No	Very little	0		
No	Much	14	Positive	
No	Very much	8	Positive	
Very little	No	0		
"	"	Very little	0	
"	"	Much	10	Positive
"	"	Very much	18	Positive
Much	No	0		
Much	Very little	0		
Much	Much	1	No change	
Much	Very much	6	Positive	
Very much	No	0		
"	"	Very little	0	
"	"	Much	0	
"	"	Very much	5	No change

56

or

92%

the visit.

Table IX shows that only nineteen students liked Philippine weather, while seventeen expressed dislike for the way food was prepared by the restaurants. Thirty-nine students liked dormitory life at the University of the Philippines, while forty-six said they liked the educational system. In the light of their criticisms of the lower grades, this must refer to the college or university courses. Most of the students expressed liking for the student-student relation and the teacher-student relation that pervaded the campus of the university. Fifty students said they liked the school facilities and the library, and fifty-four students said they liked their professors.

While only thirty students expressed a liking for government officials, twenty-seven were non-committal. It would perhaps not be amiss to surmise that those who were non-committal simply did not have much dealings with Philippine government officials and therefore did not feel competent enough to express any reaction.

While these items may not directly denote how satisfied the guest students were with the program, they could be indirectly an indication of the discontent or contentment of the students during their stay in the Philippines.

In the records of the Philippine Board of Scholarships for Southeast Asia, no serious illness occurred among

TABLE IX

SOME ITEMS LIKED OR DISLIKED BY EXCHANGE STUDENTS
IN THE PHILIPPINES DURING SOJOURN

=====				
Items	'Number 'of stu- 'dents 'who 'liked 'item/ 'items	'Number 'of stu- 'dents '(who dis- 'liked 'item/ 'items	'Number 'of stu- 'dents 'who 'were 'non- 'committal	'%(based 'on 62 'responses) 'who liked 'item/ 'items
The weather	19	37	6	31%
The food	40	17	5	65%
Dormitory life	39	22	1	63%
System of education	46	16	0	74%
Teacher-student relation	53	3	6	85%
Student-student relation	54	3	5	87%
School facilities, equipment	50	6	6	81%
Library	54	6	2	87%
Professors	54	1	7	87%
Transportation system	45	12	5	73%
Board of Scholar- ships officials	57	1	4	92%
Companions	53	3	6	85%
Gov't officials	30	5	27	48%

the guest students during their sojourn in the Philippines. One caught the measles, another had the flu, a few suffered stomach trouble, another suffered a sprained ankle when alighting from a bus, and many caught the common cold. An unpleasant incident might be well worth mentioning. One from Hong Kong was swindled by a taxi driver when, to change a twenty-peso bill, the driver returned wartime printed money. Another unfortunate incident was the loss of a piece of baggage by one when the exchange students came down from the Baguio City national students' conference. The baggage was amply paid for by the bus company while the victim of the taxi driver became the beneficiary of money contributions of his classmates.

Concerning the formal or informal talks of the returned grantees, eighteen indicated that their comments were equally favorable and unfavorable, sincerely criticizing what they did not like but praising what they liked. Thirty-eight stated that their comments were always favorable. While fifty-five students said that they had no opportunity to speak about the Philippines prior to their visit, only four said the same thing after their visit.

Among the things the grantees did to promote better relations between their country and the Philippines or other nations after their return were:

organization of the Philippine-India Association,
lectures about my stay in the Philippines

encouraged others especially students to visit the country

sponsored an organization for the promotion of the aims

organized a film show about the Philippines

gave my friends some idea about the folk dances

wrote articles in papers about the Philippines

in the U.S., was member of Philippine-Michigan club

helped organize Philippine-Pakistan club

correspondence with Philippines

help friends and relatives get Philippine pen pals

gifts

since I could not keep up correspondence with my friends
in the Philippines, I introduced them to my relatives who
now keep corresponding with my Philippine friends

disseminated information about my country

discussed problems of other countries with respective
nationals

social activities with other nationals

organized the international club

invited Philippine friends to dinner often

wrote articles about the University of the Philippines
educational system

always looking for opportunities to be of assistance to
Philippine visitors

informal talk with the PEN Club officials of Thailand

informal conversation discussing the Philippines with

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superiors and friends.

offered hospitality to foreign visitors

persuaded the Missions Committee of the ICU church to give assistance to the missionary activities in the Philippines

article about union of nations published by Japan International Christian University Foundation in New York, part of which mentioned in Thanksgiving celebration

introduced the Philippines to Korea in the struggle for freedom

talked about democracy in the Philippines

always took every opportunity to speak about the government of the Philippines, emphasizing merits

I have been frequently invited to speak about the merits of the democratic processes in the Philippines

often mentioned that the Philippine people are happy because of their democratic ways

I have married a Philippine citizen and we have already produced a baby girl

I help my countrymen to get a better picture of the real Philippine life and how the country faces her problems

I have given a few talks to high school students about the Philippines

I tried to give a clear picture of the Philippine people and told my audience about my fruitful and valuable experiences

never tried to say after my visit that there is no distinction between peoples and barriers are unwise

The academic program. One of the aims of the program of the Philippine

Board of Scholarships for Southeast Asia, albeit a secondary aim, was to assist exchange students earn a degree if an individual student had the necessary qualifications and the capacity to earn the desired degree within a given time. The differences between the Philippine system of education and the system of the other Asian countries were some of the barriers that had to be hurdled by the officials of the Board on behalf of the exchange students as the latter started their courses. Although it was a requirement that the grantee be proficient in English, both in writing and speaking before the award, the standard of proficiency was left either to the discretion of a Philippine diplomatic post cultural attache, or to the judgment of former English professors of the applicants. The recommendations of either the cultural attache or the former English instructor coupled with satisfactory English courses grades which the applicant obtained in college were considered sufficient for acceptance. This did not happen to be an infallible system.

And yet, judging from the number who earned academic degrees, it seemed students from nations where English was very much a foreign language picked up the language fast enough to enable them to follow and profit from the courses.

Table X presents the positions held by the grantees before coming to the Philippines and after their return.

Table XI shows some data obtained from the records in the office of the Philippine Board of Scholarships for Southeast Asia. It shows that fifty-seven of the grantees earned a degree through the assistance of the scholarship grant. This is seventy per cent of the total of eighty-one exchange students.

That the degrees earned and the experience gained from studies in the Philippines helped the guest students is expressed in the answers to the questions whether the Philippine training helped the students in job placement. The answers range from promotion in position and salary to widening of academic and professional horizon. Among the answers are the following:

I have made a special research in the capital formation in the economy of under-developed countries and my findings helped me with my work at the Economic Bureau of the Foreign Ministry.

my practical training in Public Administration qualified me for a government position.

not much in placement since I am back to my old job but I have learned a lot which help me in my profession.

the degree I obtained from the University of the Philippines qualified me for further studies in an European university.

I am not sorry for any moment that I was in the Philippines. Every day of my almost two years of stay added

TABLE X

POSITIONS HELD BY GRANTEES PRIOR TO, AND AFTER
STUDIES IN THE PHILIPPINES

Position	: Number of		: Number of
	: students		: students
	: who held		: who went
	: the position		: back to
	: Prior		: same po-
	After	sition	: sitions
<hr/>			
Student	18	7	
Teacher	22	24	
Gov't official	15	23	
Newspaperman	3	3	
Librarian	1	1	
Radio announcer	1	1	
Registrar	2	2	
		50	11
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TABLE XI

**ACADEMIC DEGREES HELD BY GRANTEES PRIOR TO, AND
DEGREES EARNED AFTER AND THRU STUDIES IN P.I.***

Academic degree	Number of students w/ degree prior	Number of students w/ degree after	Total number of students who earned a degree while in the Philip- pines through grant
Under-graduate	16	7	
B.A.	50	6	
B.S.	9	3	
M.A.	3	31	
M.S.		3	
M. of Public Administration		10	
LL.B.	2		
Ph. D.		1	
Teacher's Certificate	1		
Grantees who had a degree before visit but did not work for de- gree while in P.I.		19	

55
or
68%

*
Data obtained from the records of the Philippine
Board of Scholarships for Southeast Asia.

[illegible][illegible]

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to my professional experience.

I got an instructorship in the State College of Education because of the degree I earned from the University of the Philippines.

my library training won me a job with a publishing company.

obtained a better knowledge of my field.

not only specialization but also confidence.

promotion in status.

got a good job directly as a result of articles which I published while in the Philippines and which were read by officials of the United States Information Service.

I now plan the curriculum.

Considered by the writer a very significant question is No. 15-b: "If your friend or brother can afford to study in the Philippines, would you advise or encourage him to go to the Philippines for studies?"⁴ This, in the opinion of the researcher, could be an indication of satisfaction or dissatisfaction of the grantee with his stay in the Philippines. Of the sixty-two returns, four did not answer the question, while three who gave a negative answer said:

Frankly again I would prefer my brother to go to England rather than to the Philippines or America. I suppose I am rather English in things and a little conservative. That should not mean that I don't like the Philippines or America.

I shall not advise or encourage him, if he has an opportunity to go to Europe or America, because in Thailand, those who hold degrees from Europe or America are

⁴ See Appendix A

given higher salary than those holding Philippine degrees of the same standard.

I would not encourage him very much because the place is too expensive. Of course I would tell him that the education system and facilities are much better than those of our own. If one can afford to study abroad I have still a feeling to believe Western countries can give us better education.

The rest of the answers were complimentary to the Philippines.

Some of the answers are quoted:

Certainly, I myself am looking for another chance to go there. It is not too costly and at the same time get better training.

Yes, he can learn a lot of things. The Philippines is in Asia but her cultures are remarkably influenced by the West. It is a recommended place for Asians.

I certainly would do so on condition that the special field of study would not be offered in Indonesia.

Yes, definitely. There are more facilities there.

Yes, before going to the United States.

Yes. There are many things other Asians can learn from the Filipinos. I admire the lack of class consciousness, the great friendliness shown to foreigners, the love for music and the freedom.

Yes. The method of education in Social Sciences creates a leader, a debater and a specialist in government.

Yes, to study Political Science, Social Welfare or Public Administration.

Yes, to study in a world-recognized school such as the University of the Philippines is always a good thing.

Surely. I have many friends who are or had been in the U.S. but almost no one from the Philippines. The

Philippines is one of the best countries of Asia for purposes of advanced studies. First, almost all the people speak English; second, they are quite hospitable and know how to treat foreigners; third, there is no danger of communism.

Of course, but depending on his field of specialty.

Yes. As I have mentioned, the Philippines has many fine points and academic advantages.

Yes. He will know Southeast Asia more in the Philippines.

Yes. More academic opportunities.

Yes. Even if only to study the English language.

Yes. The Philippines is the stepping stone for the better understanding of Western culture.

Yes. It broadens views and presents many Asian ideas.

Yes. I believe the Philippines is one of the leading centers of culture in Asia. It has a sound philosophy of education.

The University of the Philippines is a symbol of democracy.

I certainly would advise my friend or brother to study in the University of the Philippines not only because it has a very high academic standard but also because there through contacts with other foreign students one can understand Asia better.

Of course. I think going to the Philippines is one of the best ways to promote friendship among Asian nations.

I will encourage him to go if only to promote better understanding between my country and the Philippines.

Definitely because the environment and the atmosphere specially at the University of the Philippines with its beautiful and spacious campus are fitting for studies.

The rest of the answers were plain "Yes" without further explanation.

Forty students stated that they have continued contacts with Philippine residents either on a friendly or professional basis through former classmates, schoolmates, professors, and officials of the Philippine Board of Scholarships for Southeast Asia. This is sixty-four per cent of the sixty-two who answered. Of the forty, thirty-three said their contacts were on a personal or friendly basis while the seven said their contacts were both on a personal and professional basis.

Twenty students said they should have had more consultations with the Executive Secretary of the Board, twenty-two with their enrollment officer, and twenty-three with their professors. Some of the students said:

I am very grateful to my professors.

I am satisfied with the Board's program.

A few subjects were unnecessarily taken for lack of consultations.

Many difficulties could have been avoided if there were more consultations.

I think the University of the Philippines should have a director of foreign students.

There seemed to be jealousy among the foreign students.

There were a few who said a kind word about the Executive Secretary. In compliance with the request to add any information, or suggestion, which they thought would be of interest

one student wrote a very worthwhile answer:

I have heard young Filipinos complain that there was no dignity of labor in the Philippines. This I found out was false. I was away at a barrio with a friend and he used to feed the pigs regularly. No university student would do that in our country. I saw a faculty member of the University of the Philippines carry a huge load from the bus station to his home. A university teacher in our country would hesitate to do that. The teachers and the senior students mix much more freely in the U.P. than they do in my country.

While the attempt to evaluate the Board's achievements is laudable, I am not sure whether it is yet not too early. Personally I feel that it is years from now that the program will really begin to reap its fruits. If only twenty per cent of the trainees remember their experience and if only five per cent reach a higher level in their national life, I am sure, that would help to the building of a better world for their future generation.

Part II

Synthesis of the Reactions of the University
Faculty Members to the Scholarship
Program as It Had Been Developed

The following questions were sent to twenty-five faculty members of the University of the Philippines:

1. As a result of the guest students' close contact with Filipinos, would they (the guest students) be more friendly to us, more understanding of other nations, and more sympathetic with our aspirations? Why?
2. As a result of their training in the Philippines, would the guest students upon their return be of greater service to their respective communities? Why?
3. What, in your opinion, did the guest students learn which they did not know before about our culture, government, educational system, society and home?
4. In general, was the aim of better understanding attained? ⁵

With their answers, twenty-four faculty members very graciously wrote back thanking the writer for the opportunity to express their reactions concerning the scholarship program. Almost all the answers to the four questions showed satisfaction with the Board's project. Only one professor gave an answer which could be considered negative. To Question 4

⁵See Appendix B

the fact that the *Chlorophyll* content of the leaves was not significantly different from that of the control group. This suggests that the treatment did not have a significant effect on the chlorophyll content of the leaves.

The results of the experiment suggest that the treatment had a significant effect on the growth and development of the plants. The treatment significantly increased the height of the plants and the number of leaves per plant. The treatment also significantly increased the chlorophyll content of the leaves.

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the professor simply answered: "We have a long way to go." To Question 3 he said: "I am pessimistic. Unless they had taken a course in our history and/or our government before coming to the Philippines, I cannot see how being here ten months or so, can give them sufficient familiarity with our culture, government, educational system, etc., especially when some of them unfortunately were simply interested more in a degree. Many a time I advised some of them to enroll or audit Philippine government. Before more than one student, I put this question bluntly: "how will you answer or help in a question put to you later on about Philippine institutions, political, economic, social, religious, etc., you, who will more or less be referred to as an expert on the Philippines? I thought we should require foreign students here to either enroll or audit at least a course on Philippine government or Philippine history if they have not had a previous course."

The first question. "As a result of the guest students' close contact with Filipinos, would they be more friendly to us, more understanding of other nations, and more sympathetic with our aspirations? Why?" All the answers were in the affirmative. Some of the answers are quoted here.

They see our problems, our efforts to solve these.

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I have invited them to my own home and during the course of conversation they remarked very favorably about the friendliness of the Filipinos.

They admitted having gained deeper insights on our way of life.

They told me about the long hours of conversation with our own Filipino students in restaurants and snack bars and about the frank and liberal spirit that prevailed in these intimate discussions.

My opinion is that they have gained some understanding of our ways to attain our aspirations not only in the classrooms but also in these close contacts with Philippine students.

They have come to realize the similarities between their peoples and ours which bespeak a common heritage.

I believe that they have been impressed by the numerous benefits that come with the democratic way of life... cleared misconceptions which they previously held about the Philippines.

They understood how closely knit Philippine families are from which they found the explanation of the modesty of our women, the self-sacrificing nature of the parents, the inhibitedness of most youths, the timidity of the poor.

With personalized intimate contact with Philippine families, they would tend to think constantly of concrete relationships they established while here, and they would thus be less prone to generalizations, so often the cause of misunderstanding among peoples.

My close contact with SEA and foreign students here since the program began has convinced me that on the whole the recipients of grants from the Board have obtained a greater understanding of the Philippines and her people, and have themselves imbibed some of our ideals. Their living with Filipinos from nearly all parts of the country has given them a good perspective of the Philippines.

Their vacation tours to other parts of the Philippines have added to their fund of knowledge about us...

Some of these countries have the same aspirations as ours, have similar national problems as ours, and familiarity with these would invariably bring deeper sympathy and understanding between these students and ours.

Contacts with Philippine students in their dormitories, dining halls, and the campus are conducive to frank exchange of ideas and free discussions of opinions. The guest students then see our own problems and recognizing some similarities with theirs would be more sympathetic.

They observed us in our unguarded moments and discover that we are really Asians...The invitations which they received from friends and schoolmates, from town officials and organizations gave them a chance to see typical Philippine homes and home industries. Through these contacts they see how hard the people work, and they get a better idea of the country...They see our virtues as well as our faults and find similarities...They will be more understanding of other nations for the same reasons that we had been friendly to them.

They were welcome and treated well, they travelled and took part in various activities in many parts of the country. They led full lives and as they got to know their way around, they talked more frankly and openly with Filipinos. The theses that some of them wrote showed more knowledge about Philippine institutions.

The second question. "As a result of their training in the Philippines, would the guest students upon their return be of greater service to their respective communities? Why? All of the answers were in the affirmative. Some of the professors said:

Undoubtedly because they have received additional training which will help them solve problems of their communities... Our own mistakes could give them ideas of solution.

Their interest in higher studies was awakened so that they

went ahead for further studies.

Many of them had jobs waiting for them upon their return. Even if their training were not recognized for purposes of promotion, they have gained newer and perhaps more advanced methods.

By the mere fact of their increased educational training, they would be of greater use to their communities, more effectively if their respective governments would implement their recommendations or projects.

Yes, because of a broader perspective and increased technical knowledge in their particular fields.

Most of the students we graduated in Political Science (MA) are occupying positions of responsibility in their home governments.

Just the mere broadening effect of travel and stay in foreign countries helps.

No doubt, for I personally know some of these students. They have acquired perspective that will serve them well in their own countries.

I have received word from those who have finished here in the past that they now occupy positions of leadership and responsibility in the various government offices... Some have especially achieved success in education and public administration.

They have been sought for leadership.

They are not only equipped with professional skills but have acquired broader perspectives in understanding peoples of different cultures.

These people will definitely be in the elite group of their communities and will play a leading role in the molding of public opinion.

Yes, particularly for those who studied Public Administration. They will take part in the improvement of their governmental structure and administration. Our graduates are now connected with governmental institutions or universities which are involved in this task.

They will impart what they learn in and about the Philippines to their countrymen.

They will give more information about the Philippines.

Assuming that they can put across the ideas they learned here, they will be of greater service...They learned new ways of approaching political, social, economic, and even moral problems.

The third question. "What, in your opinion, did the guest students learn which they did not know before about our culture, government, educational system, society and home?" Admittedly, this is a difficult question. As one of the professors said, "I do not believe I am competent to answer this except in a general and therefore unsatisfactory manner. I would think that all of the scholars without exception increased their knowledge to some extent about our culture, government, educational system, society, and home. I feel that a definite questionnaire to be answered by the scholars themselves could take care of this particular problem better." The following answer expresses the common opinion of the faculty members:

To answer this question intelligently, I think, the scholars have to be interviewed individually. However, these are the broad opinions I gathered from a few scholars that used to frequent my office. (1) That our culture has been influenced to a great extent by Western civilization. (2) That our government is not completely free from weaknesses that are inherent in a democratic form of government. (3) That our educational system, at least in our University, is more rigid than their system, and (4) That our movements in society is Westernized, our family ties are very strong and we are very hospitable in general.

the first of these is the fact that the system is not a simple one, and that the results are not always the same.

The second of these is the fact that the system is not a simple one, and that the results are not always the same.

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The fourth question. "In general, was the aim of better understanding attained?" Most of the answers to this question were a categorical "Yes". A few statements of clarification are quoted below:

This may be shown by the amicable relations between Southeast Asian students and the Filipinos...If we can have more types of this program, peace may be better attained...Greater understanding between the Asian countries concerned in the program and the Philippines has been helped by the exchange.

The students depart from our shores with knowledge about our people better than before arrival... Acquaintances and friends acquired make for a continuity of their contacts with the Philippines.

It might be of interest to the reader that almost all of the professors' letters which accompanied their answers expressed the wish that the program be continued. Wishes for the success of the evaluation study were also expressed in the letters.

CHAPTER IV

SUMMARY, CONCLUSIONS AND IMPLICATIONS FOR FURTHER RESEARCH

In this chapter the findings of the study are summarized and an attempt is made to relate them to the program of the Philippine Board of Scholarships for Southeast Asia. Conclusions and implications for further research are also included in this final chapter.

Summary

The problem. The aim of this study was to determine to what extent the scholarship program of the Philippine Board of Scholarships for Southeast Asia had attained its envisioned goal. The program was launched to enhance goodwill among Asian nations through the promotion of cultural exchange, of better knowledge of the way of life of the people of the Philippines, of Asian neighborliness and hospitality, of the academic and professional qualifications of the grantees.

These are goals hard to attain. To reach them, time, money, effort and government services and facilities have been lavished upon the program. Five years have elapsed since the inception of the program. The recipients of

the grant during this period have returned to their respective communities. This study then was worth the effort.

Sample and methodology. From 1953 to the academic year 1958-59, eighty-one had received a scholarship grant from the Philippine Board of Scholarships for Southeast Asia. The grantees came from Burma, Ceylon, China (Taiwan), Hong Kong, India, Indonesia, Japan, Korea, Okinawa, Pakistan, Thailand and Vietnam. Each of the eighty-one recipients was requested to answer a set of questions which were formulated around the hypothesis that if the exchange students participated in the activities planned for them, and if through such participation a broadening of horizons and a positive trend towards goodwill and understanding and service were effected, one may say that the scholarship program was well worth the time, money and effort.

In the light of this hypothesis, therefore, and in relation to the overall aim of the program, the answers of the former grantees were analyzed.

In order to see another side of the picture, twenty-five faculty members of the University of the Philippines were contacted for their reactions to this scholarship program. The twenty-five were picked on the basis of their close contact with the former guest students

in the classrooms, offices and social affairs. Four questions were asked of the faculty members. This part of the study was undertaken in an effort to validate or confirm any trend that the answers of the former participants of the program might reveal.

The findings. In relation to the aims of the Philippine Board of Scholarships for Southeast Asia, the findings of the study bring to light interesting data and trends.

The survey revealed that a great number of the grantees took the opportunity to listen to piano and symphony orchestra concerts; half of the grantees went to see the opera that was presented during their stay in the Philippines; most of the exchange students visited a painting exhibit, and attended dramatic presentations.

The results of these cultural experiences were an appreciation of the efforts of Philippine artists, and better knowledge of the education and aspirations of a neighbor Asian nation.

Most of the exchange students took part in the Asian students' conferences, national students' meetings, and other organizational processes. Better appreciation of procedures in such meetings were expressed by the respondents.

The results of the students' involvement in conferences and their observation of free elections, and the participation of women in government brought appraisals of desirability of such system. Almost all the students expressed appreciation of the freedom of the press and the radio as practiced in the Philippines.

Upon return of exchange students, more interest regarding the Philippines were shown by friends and neighbors.

As a result of the hospitality of Philippine families, the former grantees became more friendly to other nationals in their own communities. Some organized cultural societies, a few became officers of clubs which aimed to promote better understanding among the cosmopolitan groups residing in their respective cities. Almost all the students stated that they became interested in organizations with aims to promote better understanding among alien residents only after they returned from the Philippines.

Most of the exchange scholars earned a degree thru the assistance of the grant from the Philippine Board of Scholarships. While most of them returned to their former positions, they indicated broadening of their views and training.

Almost all the grantees indicated a positive change in their interest and liking for the Philippines. No one showed a negative change.

Most of the exchange students said that they would encourage their friends or brothers to study in the Philippines.

Half of the former participants of the program stated that they had kept in contact with Philippine friends and former professors. These contacts were on a friendly or professional basis.

From the other phase of this study, the answers of the professors indicated great satisfaction with the program of the Philippine Board of Scholarships for Southeast Asia.

The professors were unanimous in praising the aims, and endorsing the projects connected with the program.

Conclusions

No one can definitely say beyond any contradiction and any shadow of doubt that an exchange of persons program is completely successful from the results of a survey such as was delineated in these pages, even if the returns were a hundred per cent, and the answers to the questions show completely positive trends towards the aims

proposed. In the first place, the questions could never cover all the ranges of human endeavors and reactions, be they intellectual, emotional, physical, or artistic. Even supposing that all the fields of human activities were covered by a perfectly fashioned questionnaire, other factors and variables that influenced the respondents' answers are hard to determine.

But from the findings of a research instrument such as was described in the preceding pages, one may venture to say whether the project under study was a useless effort and a great waste of time and money, or whether the program, though not entirely successful, was worth undertaking.

In general, the survey indicates varied degrees of definite trends towards the satisfaction of the aims proposed by the sponsors of this scholarship program.

Getting away from percentages and relations, a portion of a letter from one of the former participants of the program may safely be taken to express some of the experiences of the foreign students:

I got the fullest opportunity to observe the artistic expression of the Philippines in the field of music, painting, home decoration, home-building and many other fields and their handicrafts. And I have got the deepest admiration for their fine taste and highly artistic feeling. Often enough, it was very daring and very much Western, but it always

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gave me a pleasant impression.

One former grantee expressed a feeling which might safely be assumed to be shared by many others:

I am very sure that all the students who had been to your university have the same feeling that they are indebted to their Alma Mater. They will surely be eager to do what they can for the good of that great institution. As for myself, I have been sorry many times that I only knew of a visit of some Filipinos after they had left our country. Please give us a chance to show our hospitality.

The seed has been planted. The harvest does not come in five years. Surely the potential of spreading goodwill and understanding from sixty-two people who expressed some satisfaction with their Philippine experience can be conceived in terms of geometric progression. The program of the Philippine Board of Scholarships for Southeast Asia has in its own limited way contributed to the attainment of the goal of peace of the United Nations as embodied in the Unesco Constitution.

Implications for Further Research

A few items have come to the attention of the

writer during the course of this investigation.

(1) Grantees who earned a degree while in the Philippines thru the assistance of the scholarship grant either obtained a new position or returned to their former posts. Extent of further or later effects of their Philippine training could be a desirable follow-up study. Promotions, or changes in employment, and extent of influence as a result of positions held could be a part of this study.

(2) Some cultural societies have been organized or morally supported by former grantees in their respective communities. At some future time, a study which might be worth undertaking would be to determine how these organizations fared between the time they were formed to the time of the suggested study.

(3) A more expensive and extensive study would be to interview or get reactions from the immediate relatives, neighbors and close companions of the former grantees regarding results of Philippine training and sojourn, extent of influence, etc.

(4) Reactions of Philippine students to the presence of Asian students from neighboring countries in the University of the Philippines could be another study. Sampling would be on the basis of close association of these students from other lands with the Philippine students.

(5) More specific features of the scholarship program could be studied in greater detail to determine, for instance , how the foreign students learned about the scholarship program, what steps and procedures they followed to get final award of grant, and what training they would have preferred to undergo while in the Philippines.

On the basis of the results of the survey, it appears that this particular program of scholarships is well worth undertaking and continuing. While it may be restated that a project such as this may not forever expect endless financial assistance from any Foundation, the governments of the Asian nations, some of whose diplomatic officials have seen the desirable fruits of this program, might well conceive of a plan that may be really and rightly called an Exchange Students program.

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1. The first part of the document is a list of the names of the persons who have been appointed to the various positions of the Board of Directors of the Corporation.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

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2. The second part of the document focuses on the implementation of the proposed changes. It details the steps involved in the rollout process, from initial planning to final execution. This section also addresses potential challenges and provides strategies to overcome them, ensuring a smooth transition to the new system.

3. The third part of the document discusses the impact of the changes on the organization's overall performance. It presents data and analysis showing the positive effects of the implementation, such as increased efficiency and reduced costs. This section also highlights the ongoing monitoring and evaluation process to ensure continued success.

4. The fourth part of the document provides a summary of the key findings and conclusions. It reiterates the importance of the changes and the successful outcome of the implementation. This section also offers recommendations for future actions and areas for further research.

5. The final part of the document is a conclusion that summarizes the entire report. It expresses the confidence in the results and the commitment to ongoing improvement. This section also includes a statement of appreciation for the support and collaboration of all stakeholders involved in the project.

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1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862. It is a very important document, as it contains the President's annual message to Congress. The letter is written in a formal, dignified style, and it is one of the most important documents in the history of the United States. It is a document that has been read and studied by many generations of Americans, and it is a document that has shaped the course of our nation's history. The letter is a masterpiece of American literature, and it is a document that has inspired many Americans to strive for a better future for our nation.

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APPENDIX A

THE QUESTIONNAIRE

QUESTIONNAIRE

PLEASE SUPPLY ANSWERS AS CALLED FOR. NOTE THAT IN SOME CASES, MORE THAN ONE ANSWER IS REQUESTED: CONCERNING YOUR ATTITUDE PRIOR TO GOING TO THE PHILIPPINES, DURING YOUR STAY IN THE PHILIPPINES, AND AFTER YOUR VISIT. FOR OPEN QUESTIONS, YOUR ANSWER WILL BE DEEPLY APPRECIATED.

A. CULTURE

1-a. Please indicate in the space provided the number of times you attended in the Philippines:

a symphony orchestra concert	_____
a piano concert	_____
an opera	_____
a painting exhibit	_____
a dramatic presentation	_____
Annual International Festival (1 per year)	_____
Other musical presentations	_____
(please specify) _____	_____
Other cultural presentations	_____
(please specify) _____	_____

1-b. What did/do you know about the Philippine music? (Check answer)

<u>PRIOR</u> to going to Philippines	<u>AFTER</u> visit
_____ no idea about it	_____
_____ thought/think Philippine music is.	_____
_____ rock and roll	_____
_____ jazz	_____
_____ ... influenced by European music ..	_____
_____ .. mixture of _____, _____, ...	_____
_____ purely Philippine	_____

1-c. How did you get your answer to question 1-b?

<u>PRIOR</u>	<u>AFTER</u>
_____ . never heard any Philippine music.	_____
_____ from the movies	_____
_____ .. from musical & literary enter-	_____
tainment	_____
_____ from school and/or college	_____
programs	_____
_____ ... other (please specify) _____	_____

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1-d. Please indicate your impressions concerning Philippine music in general. (Please write in space below)

2-a. What did/do you think of Philipping painting?

PRIOR

AFTER

_____	.... no idea about this	_____
_____	..... modern	_____
_____	.... conservative or traditional ...	_____
_____	..... purely Philippine in style ...	_____
_____	..... mixture of the three above ...	_____
_____	..... other (please specify) _____	_____

2-b. How did you get your answers to Question 2-a?

PRIOR

AFTER

_____	... never saw a Philippine painting.	_____
_____	..... from painting exhibits	_____
_____	..... from books read	_____
_____	.. from UP School of Fine Arts	_____
_____	.. other (please specify) _____	_____

2-c. Please indicate (write) your reaction, or a brief comment about painting in the Philippines including your opinion about any art exhibits you may have seen. If you saw some exhibits, did they impress you one way or the other? (Write in the space below)

3-a. Please indicate your reaction to the style of homes and public buildings in the Philippines including their suitability for your country. Would you wish to see some of the style built in your community? (Write in space below)

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4-a. What did/do you think of the educational system of the Philippines?

PRIOR

AFTER

_____	.. no idea about the educational system	_____
_____	.. similar to the English system ..	_____
_____	.. similar to the American system..	_____
_____	.. similar to the European system..	_____
_____	.. other (please specify) _____	_____

4-b. How did you come to your answer for Question 4-a?

PRIOR

AFTER

_____	... did not see or hear about it ...	_____
_____	..... from books read	_____
_____	.. from friends who talk about it ..	_____
_____	.... from visits to schools.....	_____
_____	.. other (please specify) _____	_____

4-c. Please indicate your reaction to the Philippine educational system (Write in the space below)

B. GOVERNMENT

5-a. Please indicate the number of times you attended any of the following:

PRIOR

DURING YOUR STAY OR WHILE IN THE PHILIPPINES

_____	.... Asian Convention	_____
_____	.. National Students' Convention ...	_____
_____	.. Inter-University Conference	_____
_____	..... YMCA Conference	_____
_____	.. Other meetings concerned with Asian or International topics (please specify) _____	_____

5-b. What did/do you think of the freedom of speech, press and radio as it is practiced in the Philippines?

PRIOR

AFTER

_____	... no idea about this freedom in the Philippines	_____
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2. The second part of the document focuses on the financial aspects of the organization. It provides a detailed breakdown of the budget, including the allocation of funds for different departments and projects. This section also discusses the financial performance of the organization over the past year, highlighting areas of success and areas that need improvement.

3. The third part of the document addresses the human resources of the organization. It discusses the recruitment process, the training and development of staff, and the overall health of the workforce. This section also includes information about the organization's policies and procedures, as well as the results of recent surveys and evaluations.

4. The fourth part of the document covers the legal and regulatory aspects of the organization. It discusses the organization's compliance with relevant laws and regulations, as well as the steps taken to ensure that all activities are conducted in a lawful and ethical manner. This section also includes information about the organization's risk management strategies and the results of recent audits.

5. The fifth part of the document provides a summary of the organization's overall performance and outlook for the future. It discusses the organization's achievements, challenges, and opportunities, and provides a clear vision for the future. This section also includes a list of recommendations for the organization's future actions, based on the findings of the various sections.

5-b. (continued)

_____	..... too much freedom	_____
_____	..... enough freedom	_____
_____	..... too little freedom	_____

5-c. How did you arrive at your answer to Question 5-b?

PRIOR

AFTER

_____	.... no way of knowing	_____
_____	.... did not pay attention to this freedom	_____
_____	.... from books read	_____
_____	.... from observation	_____
_____	.. from people who talked about it..	_____
_____	other (please specify) _____	_____

5-d. Please write your comments concerning the extent of Philippine freedom of speech, press and radio, For instance, is there usefulness; did harm or benefit come from such freedom, etc.? (Write in space below)

6-a. Please describe advantages and disadvantages which you noticed in the proceedings and mechanics of conferences, conventions or meetings which you attended in the Philippines. For instance, did you find something useful or fruitful in them? Were they too time-consuming or were they desirable? (Write in space below)

7-a. What did you know about elections and politics in the Philippines before your visit?

7-b. What do you know or think about politics and elections in the Philippines now, after your visit? (Write in space below)

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8-a. Did you know prior to going to the Philippines the extent to which women took part in Philippine government?

8-b. Do you think now after your visit to the Philippines that women have too much or too little or about the right amount of participation in the government of the Philippines? Please give some explanation for your answer. (Write in space below)

9-a. Please indicate the approximate number of invitations received, and number accepted while in the Philippines to the following:

Approximate number

Received Accepted

- to Philippine homes	_____	_____
- to society or club parties	_____	_____
- to diplomatic social affairs	_____	_____
- to school/university socials	_____	_____
- other (please specify)	_____	_____

9-b. What was/is your conception of Philippine manners? (Check one or more)

PRIOR

AFTER

_____	..... no idea	_____
_____	..... polite	_____
_____	..... brusque	_____
_____	..... snobbish	_____
_____	..... obliging	_____
_____	..... indifferent, unconcerned	_____
_____	..... other (please specify) _____	_____

9-c. Please write your reaction to the social invitations that you received while in the Philippines. Would you say that these invitations influenced your behaviour towards other nationalities in your community? (Write in space below)

10-a. Did/do you know any Filipinos in your country?

PRIOR

AFTER

_____ no _____
 _____ ... yes (please specify number) _____

10-b. Did/do you assist Filipinos if there are any in your country?

PRIOR

AFTER

_____ no Filipino known to me _____
 _____ ... yes (please specify number) _____
 _____ little _____
 _____ much _____
 _____ very much _____

10-c. Please give instances or examples of assistance, if any.

11-a. Was/is there a club or society in your country which has been formed to promote better relations between the Philippines and your country?

PRIOR

AFTER

_____ no _____
 _____ yes (please give number) _____

11-b. What was/is your part in the organization?

PRIOR

AFTER

_____ member _____
 _____ organizer _____
 _____ ... officer (please name) _____
 _____ no part _____

12-a. Were/are your neighbors, friends or relatives interested in the Philippines?

PRIOR

AFTER

_____ , no _____
 _____ little _____
 _____ much _____
 _____ very much _____

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- 12-b. We encourage Filipinos who have been to other countries to speak freely about these countries freely and frankly when they return.

PRIOR to going to the Philippines did you have some liking for this country?

AFTER your visit, do you have this liking?

_____	no	_____
_____	very little	_____
_____	much	_____
_____	very much	_____

- 12-c. Which of the following did you like or dislike while in the Philippines. (Mark O if you liked it, X if you did not)

_____ the weather
 _____ the food
 _____ dormitory life
 _____ system of education
 _____ teacher-student relation
 _____ student-student relation
 _____ school facilities
 _____ library
 _____ professors
 _____ transportation system
 _____ PBS-SEA officials
 _____ companions
 _____ government officials
 _____ Other (please specify)

- 12-d. In your formal or informal talks about the Philippines, describe the general character of your comments.

PRIOR

AFTER

_____	... no opportunity to speak	_____
_____	... mostly unfavorable	_____
_____	.. about equally favorable and unfavorable	_____
_____	... always favorable	_____

- 13-a. Please mention, if any, some things which you have done to promote better relations between your country and the Philippines or other nations.

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14-a. What degree or degrees did/do you hold?

WON PRIOR

OBTAINED IN THE PHILIPPINES

OBTAINED AFTER

14-b. What position did/do you hold? (Check one or more)

PRIOR

AFTER

_____	..... student	_____
_____	..... teacher	_____
_____	..... newspaperman	_____
_____	... government employee/official ..	_____
_____	... other (please specify) _____	_____

15-a. In what ways, if any, has your training in the Philippines helped in job placement?

15-b. If your friend or brother can afford to study in the Philippines, would you advise or encourage him to go to the Philippines for studies? Please explain your answer.

C. GENERAL QUESTIONS

16. Do you continue to have contacts with people in the Philippines on a personal or professorial basis? (please specify)

17. Looking back to your stay at the University of the Philippines, would you say that there should be more consultations with any of the following?
(You may check one or more)

_____ Executive Secretary
_____ Professors
_____ Enrolment Adviser
_____ Others (please specify)

You may write other comments in connection with Question 17.

18. Please add any information or suggestion which you feel is of interest and which you have not covered in any of the previous questions.

19. Would you like to receive a copy of the summary of this evaluation?

_____ No
_____ Yes (If yes, please give address where copy may be sent.)

Name _____

Address _____

APPENDIX B

**LETTER-QUESTIONNAIRE SENT TO FACULTY MEMBERS,
UNIVERSITY OF THE PHILIPPINES**

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March 25, 1959

Dear Professor:

I remember very vividly how you helped in the scholarship program of the Philippine Board of Scholarships for Southeast Asia. While you were doing your part, I had no doubt but that you were giving much of your time and effort to the Asian guest students at the University of the Philippines with the purpose of attaining the lofty aims of goodwill and understanding.

While I am away and detached from any close involvement with this scholarship program, I am evaluating the extent of its success. If you will remember, we have often repeated the formula: "Cultural exchange and Asian neighborliness." The guest students were given opportunities to take part in cultural and other extra-curricular activities, were invited to social affairs, and most of them obtained a degree thru the aid of the scholarship grant.

Since you were close to some of these students, I am now seeking your opinion regarding the program and our efforts. In your considered judgment, what would you say in answer to the following questions:

1. As a result of the guest students' close contact with Filipinos, would they be more friendly to us, more understanding of other nations, and more sympathetic with our aspirations? Why?
2. As a result of their training in the Philippines, would the guest students upon their return be of greater service to their respective communities? Why?
3. What, in your opinion, did the guest students learn which they did not know before about our culture, government, educational system, society and home?
4. In general, was the aim of better understanding attained?

I shall always be grateful for your cooperation with this project, and I shall doubly treasure your kindness if you could give me your considered appraisal of the scholarship program before the end of April.

Sincerely yours,

APPENDIX C
LETTER THAT ACCOMPANIED QUESTIONNAIRE
SENT TO THE GRANTEES

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March 25, 1959

Dear Mr. L....

How are you? After such a long silence, I wish to convey to you my heartfelt greetings and best wishes.

A survey of the scholarship program of the Philippine Board of Scholarships for Southeast Asia, of which I consider you a part, is now in progress. May I count on you for assistance?

With this letter is a questionnaire of which answers from you are necessary to make the survey thorough and complete. Your help will therefore be greatly appreciated. Would you take a little time out from your multifarious tasks and, for good old times' sake, jot down answers, ideas, comments, which you wish to give?

I should have posted an airmail stamp on the return envelop enclosed, but the stamp would be quite useless in your own Post Office. However, I have done this. Under separate cover, and by surface mail, I am sending a little "knick-knack" from the United States which will serve as a little souvenir for you from me during my 1958-1959 trip abroad.

I hope to return to the Philippines by summer of 1959 through Europe and Asia, and if plans do not miscarry, I am looking forward to passing by your beloved country. (And perhaps say hello to you?)

I shall always be grateful to you for your cooperation and shall doubly treasure your assistance if you could send by air the questionnaire with your answers before the end of April 1959.

May I hear from you?

Gratefully yours,

ANDRES L. ABEJO

APPENDIX D

**TRUST AGREEMENT SIGNED BY THE PRESIDENT OF THE UNIVERSITY
OF THE PHILIPPINES AND THE REPRESENTATIVE OF THE
ASIA FOUNDATION IN MANILA**

A G R E E M E N T

This Agreement, made and entered into by and between THE ASIA FOUNDATION, INC., a charitable corporation organized and existing under the laws of the State of California, U.S.A., hereinafter called the "Foundation", and the UNIVERSITY OF THE PHILIPPINES, a public educational corporation created by Act No. 1870, as amended, of the Philippine Legislature, hereinafter referred to as the "University".

WITNESSETH, That

Whereas, the Foundation is a charitable corporation organized for the purpose of advancing the cause of democracy and individual and national freedom in Asia and promoting friendly cooperation, understanding and sympathy among the nations of Asia;

Whereas, the University is an institution of higher learning in arts, science and letters in Quezon City, Philippines;

Whereas, the Foundation is desirous of establishing and maintaining a scholarship fund, the primary purpose of which fund shall be to defray the expenses and cost of scholarships for well-deserving Asian students principally at the University and other institutions of higher learning in the Philippines;

Whereas, the Foundation proposes to convey by way of gift to the University sufficient funds to finance such scholarships; and

Whereas, the University is willing to accept the conveyance of said funds and the obligations of establishing and administering said scholarships for the purposes mentioned herein subject to the limitations and conditions hereinafter set forth, such scholarships to be known as "Southeast Asia Scholarships";

Now, Therefore, in consideration of the premises and in further consideration of the mutual premises and covenant hereinafter stated, it is agreed:

I. DEFINITIONS

The following words and phrases wherever used in this agreement shall have the meanings herein set out as follows:

(a) "Foundation" shall mean The Asia Foundation, Inc.

(b) "University" shall mean the University of the Philippines.

(c) "Board" shall mean The Philippine Board of Scholarships for Southeast Asia.

(d) "Program" shall mean The Philippine Board of Scholarships for Southeast Asia Program.

(e) "Grant" shall mean and include all funds

transmitted by the Foundation to the University for the purposes stipulated in this agreement.

(f) "Student" shall mean an Asian exchange student under the Program.

(g) "Executive Secretary" shall mean the executive secretary of the Board.

(h) "Social Sciences" shall mean and include anthropology, economics (including labor education), history, government (including public administration), and sociology.

II. GRANT

For the academic year 1958-1959, the Foundation will convey to the University a grant of P100,000 which amount the University agrees to accept and to spend together with any balance of the grant made by the Foundation to the University for the previous academic year for the uses and purposes of the Program.

It is agreed that payments to be made out of this grant by the University shall be subject to the limitations and conditions hereinafter provided and shall be made under the sole responsibility of the University.

III. PURPOSE

The purpose of the Program is to enable the University to finance and maintain an exchange of students between the Philippines and other Asian countries, em-

phasizing but not limited to the social sciences.

IV. TIME

This agreement shall be for a period beginning June 1, 1958 and ending October 31, 1959.

V. PARTICIPATION BY OTHER INSTITUTIONS

As authorized by the Board, the President of the University may invite and facilitate participation in the Program by other institutions in the Philippines having standards sufficiently high to maintain the prestige of the Program and of the Republic of the Philippines.

VI. ACCOUNTING

A. Separate Bank Account. The University shall deposit the funds given to it under this grant in a special account in the Philippine National Bank, which shall be kept distinct and separate from other funds of the University. This account shall be operated by the President of the University and disbursement shall be made only by checks drawn by the Executive Secretary and countersigned by the President on vouchers properly executed and signed by the Executive Secretary.

The University agrees to furnish the Foundation with a duplicate copy of the monthly bank statements pertaining to this account.

B. Responsibility. The Executive Secretary shall

attend to and be responsible in the handling of the accounts of the grant for the University. The President may appoint a full-time accountant whose salary shall be paid by the Foundation and who shall be under the supervision of the Chief Accountant of the University.

C. Financial Reports. As a condition precedent to any transmittal of the grant by the Foundation, the Executive Secretary shall submit to the University, the Board, and the Foundation on the last day of each month a complete, accurate, and detailed financial report showing all receipts and expenditures from the grant during the month and supporting all expenditures, whether large or small, by vouchers or receipts signed by the person making the expenditures or by the person receiving it and accompanied by written explanation showing the date, place, purpose, and names of the person involved in the transaction.

D. Approval of Expenditures. Routine Expenditures, subsistence allowances, book allowances, travelling expenses of students to and from the Philippines, office supplies and other normal expenditures not exceeding ₱200.00 require approval of the President upon recommendation of the Executive Secretary. All extraordinary expenditures and all expenditures exceeding ₱200.00 require approval of the Board.

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E. Inspection and Audit of Books. The University agrees to allow the Foundation's representatives, agents or attorneys to inspect the books and vouchers relating to the funds given under this grant at any time.

F. Liabilities. All sums given by the Foundation to the University under this agreement shall be used and expended solely in accordance with the terms and conditions set forth in this agreement, and in no case shall they be liable for the debts, defaults, liabilities or obligations of the University. Losses of said funds, if any, occurring through the neglect, fault or miscarriage of any of the officers or agents of the University, shall be replaced by the University to the extent that its assets which may be legally used for such purpose will allow.

VII. ADMINISTRATION

A. Policy-making. Except as provided elsewhere in this agreement, the Board has the responsibility of formulating policies to carry the program; and all policy decisions shall be within the authority of the Board. The Chairman shall be responsible for carrying the policies laid down by the Board.

B. Selection of Students. There shall be a Committee of the Board composed of the Chairman, or his delegate, and two other members, who shall consider all appli-

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in financial matters. The text outlines various methods for organizing and storing data, suggesting that digital tools can be more efficient than traditional paper-based systems.

2. The second section focuses on the role of communication in project management. It argues that clear and consistent communication is the key to ensuring that all team members are aligned with the project's goals and objectives. The author provides several practical tips for improving communication, such as holding regular meetings and using collaborative software.

3. The third part of the document addresses the challenges of time management. It acknowledges that time is a limited resource and that effective time management is crucial for meeting deadlines and avoiding stress. The text offers strategies for prioritizing tasks and delegating responsibilities, as well as advice on how to handle interruptions and distractions.

4. The fourth section discusses the importance of flexibility in planning. It notes that plans often change, and being able to adapt to new circumstances is a valuable skill. The author encourages readers to build flexibility into their schedules and to be open to making adjustments as needed.

5. The fifth part of the document explores the concept of risk management. It explains that identifying potential risks early on can help prevent problems and ensure that the project stays on track. The text provides a framework for assessing risks and developing mitigation strategies, as well as advice on how to communicate about risks to stakeholders.

6. The sixth section focuses on the importance of documentation. It stresses that keeping detailed records of decisions, actions, and outcomes is essential for tracking progress and learning from experience. The author suggests using a variety of tools and formats for documentation, and emphasizes the need to keep records up-to-date and accessible.

7. The seventh part of the document discusses the importance of collaboration and teamwork. It argues that no one can do it all, and that working together is often the most effective way to achieve complex goals. The text offers advice on how to build strong teams, resolve conflicts, and foster a culture of collaboration.

8. The eighth section focuses on the importance of self-care and stress management. It recognizes that managing a project can be a demanding task, and that taking care of oneself is essential for maintaining productivity and well-being. The author provides several suggestions for managing stress, such as taking breaks, exercising, and seeking support.

9. The ninth part of the document discusses the importance of continuous learning and improvement. It notes that the field of project management is constantly evolving, and that staying up-to-date with the latest trends and best practices is essential for success. The text encourages readers to seek out opportunities for learning and to reflect on their own experiences.

10. The final section of the document provides a summary of the key points discussed throughout the text. It reiterates the importance of record-keeping, communication, time management, flexibility, risk management, documentation, collaboration, self-care, and continuous learning. The author concludes by expressing confidence in the reader's ability to successfully manage their projects.

cations for scholarships of students coming to the Philippines. This Committee shall make its recommendations to the Board. The Board shall make the final selection of students to come to the Philippines on the basis of the following: (1) leadership, (2) scholarship, and (3) possession of academic prerequisites for the study of curriculum desired. The University and the Board shall not either directly or through the Department of Foreign Affairs utilize American diplomatic establishments or Foundation offices for interviews in the process of selection.

C. Accommodation of Students. Since an important aim of the Program is to create international understanding and goodwill between the Philippines and other Asian countries, the University and the Board will encourage all participating institutions to make every effort to accommodate students and to make their stay in the Philippines pleasant and successful.

D. Undergraduate Students. The Board may authorize the University to include not only graduate but also undergraduate students in the Program.

E. Arrangements for Students. As directed by the President, the Executive Secretary will handle the procedures of recruitment, assignment of students, travel arrangements, and payment of salaries and allowances to students.

F. Tuition, Fees, and Housing. The University and the Board will require all participating institutions to provide free tuition and fees for students studying in their campuses and to make arrangements for proper food, considering the religious beliefs of the students. The University and the Board will require all participating institutions to house students for modest charges in a manner permitting reasonable privacy and opportunity for study and, in any event, shall not house more than two students in one room.

G. Information to Prospective Students. The Executive Secretary will promptly furnish complete information about the Program and application blanks to prospective students under this Program allowing them as much advice and time as possible for preparation to come to the Philippines.

H. Medical Care. From its resources other than the grant, the University will provide free routine outpatient treatment to students while they are in the Philippines. The University, as authorized by the Board, may use the grant to provide medicines, medical treatment, and hospitalization beyond routine outpatient treatment to students while they are in the Philippines. For this purpose, the Board may authorize the University to use the grant to purchase health and accident insurance. This subparagraph is only a statement of policy and not

a contract of insurance and not an assumption of responsibility by the Foundation.

I. Books and Thesis Expenses. The Board and the University will make reasonable allowances to students for purchase of books and thesis expenses.

J. Subsistence Allowances. The Board and the University will fix subsistence allowances of students, which will not be less than ₱200.00 per month.

K. Term of Students' Stay. The Executive Secretary shall advise students specifically about the term of their scholarships in the Philippines in writing before their departure from their home countries. The initial term for all students will be one academic year, but the Board may upon recommendation of the President grant extensions to students whose academic records meet standards set by the University and who demonstrate capability of completing work for a degree within an additional summer session and semester. In exceptional cases, extensions for periods longer than a summer session and a semester may be granted.

L. Countries Covered by Program. In selecting students, the Board will emphasize Indonesia, Malaya, Vietnam, Laos, Cambodia, Thailand, Burma, Ceylon, Pakistan and India but may also select students from Japan, Korea, Taiwan and other Asian countries.

M. Progress Reports. The executive secretary will forward quarterly progress reports to the University, the Board and to the Foundation about the accomplishments and problems of the Program.

N. Religion. The University and the Board shall require participating institutions to leave students free to practise their own religious faith. Applicants of the predominant religion of an Asian country shall, as a rule, have preference over applicants of minority religions within that country.

O. Travel by Non-Students. The Board and the University shall not use the grant to provide travel outside the Philippines for persons other than students under this Program.

P. Professors. The University and the Board shall not use the grant to bring exchange professors to the Philippines.

Q. Filipino Students. With the concurrence of the Board, the President of the University and the Institute of Asian Studies, the University may use the grant to send not more than two Filipinos to enroll in established universities in other Asian countries. The major criterion for selection will be the utility of the persons chosen in the curriculum of the Institute of Asian Studies after their return.

R. Other Expenditures. Expenditures not encompassed in the term of this agreement require the concurrence not only of the University but also of the Board.

VIII. MEETING OF THE BOARD

A. Time and Place. The Board shall meet at least once every other month at a time and place selected by the President of the University. Whenever possible, the Executive Secretary will give one week advance notice of the time and place to each member and to the Foundation. The Board shall have additional meetings from time to time as its business requires.

B. Power to Call Meetings. The Chairman of the Board may call a meeting of the Board when in his opinion the Board should meet to consider an important matter.

C. Minutes. The Executive Secretary shall keep detailed minutes of all Board meetings, transmitting a copy to all Board members, to the University, and to the Foundation.

IX. MEMBERSHIP OF THE BOARD

A. Chairman. The President of the University is Chairman of the Board and will maintain coordination between the Board and all participating institutions and shall carry out the policies laid down by the Board.

B. Attendance by Foundation Representative. The representative of the Foundation or his delegate may

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for ensuring the integrity of the financial system and for providing a clear audit trail. The document also highlights the need for transparency and accountability in all financial dealings.

In the second part, the focus shifts to the role of the regulatory body in overseeing the financial system. It outlines the various responsibilities of the regulator, including monitoring market activity, enforcing rules, and providing guidance to market participants. The document stresses the importance of a strong and independent regulatory framework to ensure the stability and confidence of the financial system.

The third part of the document addresses the challenges faced by the financial system in the current environment. It discusses the impact of global economic conditions, technological advancements, and changing market dynamics. The document also identifies key areas for improvement and proposes strategies to address these challenges, such as enhancing risk management practices and improving the efficiency of the financial system.

Finally, the document concludes with a call to action, urging all stakeholders to work together to ensure the long-term success and stability of the financial system. It emphasizes the need for continued collaboration and communication between regulators, market participants, and the public to achieve the common goal of a robust and resilient financial system.

attend meetings of the Board but shall not vote.

C. Department of Foreign Affairs. The Secretary of Foreign Affairs may select one member of the Board.

D. Executive Secretary. The President of the University shall select the executive secretary, who will serve as administrator of the Program. The executive secretary will have no vote, will handle the administration of the grant and the Program, and will implement the policies established by the University and the Board subject to the general supervision of the Chairman.

E. Other Members of the Board. The President of the University will select 15 other members of the Board. Five of the members thus selected will be outstanding Filipino educators, but not more than two educators will represent the same institution. The other 10 members thus selected shall be outstanding leaders from business and Congress. In selecting leaders from Congress, the President of the University will insure approximately equal representations among the major non-Communist political parties.

F. Terms. Each member of the Board will serve for one year from the date of his selection.

X. LEGAL RESPONSIBILITY

The University understands that the Foundation, except as expressly stated in this agreement, is not le-

gally, financially, or otherwise responsible for the success or failure for the project covered by this agreement. The University assumes and agree to pay any and all taxes arising as a result of this agreement and to hold the Foundation free and clear from any and all tax liability.

XI. NON-COMPLIANCE

Failure to comply with any of the terms or conditions or to execute any of the aforesaid trusts in good faith shall work a forfeiture of the grant and the whole thereof shall at once become the property of the Foundation.

XII. PRIOR AGREEMENTS

All prior agreements, whether oral or written, between the Foundation and the University, relating to the subject-matter of this agreement are hereby merged in this agreement, and this agreement contains all of the undertakings and obligations of the parties in relation thereto.

IN WITNESS WHEREOF, the parties by their duly authorized officers have signed this agreement and affixed their corporate seals hereunto this 18th day of September 1958.

THE ASIA FOUNDATION, INC.
By:

(SGD) L. ALBERT WILSON
Representative

UNIVERSITY OF THE PHILIPPINES
By:

(SGD) V. G. SINCO
President

REPUBLIC OF THE PHILIPPINES }
CITY OF MANILA } S.S.

BEFORE ME, this day personally appeared L. ALBERT WILSON, represented no Residence Certificate, of his being a transient, in his capacity as Representative of the Asia Foundation, Inc., and V. G. SINCO, with Residence Certificate No. A-0247219 issued at Manila on February 4, 1958, in his capacity as President of the University of the Philippines, to me known and known to me to be the same persons who signed and executed the foregoing agreement and acknowledged to me that they executed the same as their free and voluntary act and deed and as free and voluntary act and deed of the corporation and governmental instrumentality which they respectively represent for the uses and purposes therein set forth.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal this 18th day of September, in the City of Manila, Philippines.

(SGD) EDUARDO HERNANDEZ
Notary Public
Until December 31, 1959

Doc. No. 215

Page No. 45

Book No. I

Series of 1958

APPENDIX E

**REPUBLIC OF THE PHILIPPINES, DEPARTMENT OF FOREIGN AFFAIRS,
FOREIGN SERVICE CIRCULAR NUMBER 501 EXEMPTING PARTI-
CIPANTS OF THE BOARD'S PROGRAM FROM ALL
"ALIEN FEES"**

REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF FOREIGN AFFAIRS

Manila, July 25, 1955

DEPARTMENT OF FOREIGN AFFAIRS

FOREIGN SERVICE CIRCULAR NO. 501

SUBJECT: Exchange of Professors and Financing
Student Scholarship between the Phil-
ippines and Southeast Asian Countries.

A fund has been made available for administration by the Board of Scholarship and Exchange of Professors for Southeast Asia, University of the Philippines, to carry out a program of financing student scholarship and exchange of professors between the Philippines and Southeast Asia countries. The grant was made in pursuance of the general objective of spreading democracy and cultivating tolerant understanding and direct contact between peoples living under democratic regimes. It is believed that this program will afford Asian scholars and students an opportunity to view for themselves the operation of democracy in the Philippines and to have direct contact with the Filipino people and their way of life, to the end that they may have a profound understanding of the Philippines, and similarly, the Filipinos, of them. The resulting cultural exchanges from this program would

do much by way of creating sympathy and tolerance between the Philippines and the neighboring Asians. Such hope is based on the belief that leading peace among peoples of the world springs from deep understanding and sympathetic attitude towards each other and their respective ways of life which can only be accomplished by direct social contact and cultural exchanges.

In connection with the administrative implementation of this plan, the Cabinet has decided that aliens coming as Exchange Professors and Scholars who have been invited by the Philippines under the program of the Board of Scholarships and Exchange of Professors for Southeast Asia shall be exempt from the payment of alien fees. In view thereof, when issuing visas to these exchange professors and scholars under the above-mentioned program, the Philippine Consul concerned should issue to the exchange professors official temporary visitor visas and to the scholars official student visas free from the payment of any visa fees.

Under this decision, therefore, all exchange professors and scholars, when applying for visas, shall be required to present to the Philippine Consul concerned appropriate credentials or certificate of identity showing that they have been invited as exchange professors or scholars, respectively, under the program of the Board

of Scholarships and Exchange of Professors for South-east Asia.

Please be guided accordingly.

(SGD) RAUL S. MANGLAPUS
Undersecretary

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