



In Greece since 1948

THE FULBRIGHT FOUNDATION

US PRESIDENTS on International Exchanges and the Fulbright Program

“This program is vitally important in widening the knowledge and technical ability of the peoples of the twelve participating countries.”

Harry S. Truman, letter to the Chairman, Board of Foreign Scholarships, on the Fulbright Program, May 11, 1951

“The exchange of students ... should be vastly expanded ... Information and education are powerful forces in support of peace. Just as war begins in the minds of men, so does peace.”

Dwight D. Eisenhower, remarks at ceremony marking the 10th anniversary of the Smith-Mundt Act, January 27, 1958

“This Program has been most important in bettering the relations of the United States with other parts of the world. It has been a major constructive step on the road toward peace.”

President John F. Kennedy commemorating the Program's 15th anniversary in 1961

“International education cannot be the work of one country. It is the responsibility and promise of all nations. It calls for free exchange and full collaboration ... The knowledge of our citizens is one treasure which grows only when it is shared.”

Lyndon B. Johnson, message to Congress in February 1966, on international education

“This report ... is largely devoted to an aspect of the program too often overlooked ... the extraordinary ... cooperation and assistance ... from United States private groups ...

This private cooperation ... gives the program its essential character and effectiveness...”

Richard M. Nixon, message to Congress, June 15, 1970

“The spirit of seeking understanding through personal contact with people of other nations and other cultures deserves the respect and support of all.”

Gerald R. Ford, remarks to foreign exchange students, July 13, 1976

“I think one of the wonderful things about the program which you represent is its contribution to the barriers (of culture, events, religion and ethics) having been broken down...”

James Earl “Jimmy” Carter Jr., at a Fulbright ceremony in Hungary in 1996

“There is a flickering spark in us all which, if struck at just the right age ... can light the rest of our lives, elevating our ideals, deepening our tolerance, and sharpening our appetite for knowledge about the rest of the world. Educational and cultural exchanges ... provide a perfect opportunity for this precious spark to grow, making us more sensitive and wiser international citizens through our careers.”

Ronald W. Reagan, The White House, May 1982

“International exchanges are not a great tide to sweep away all differences, but they will slowly wear away at the obstacles to peace as surely as water wears away a hard stone.”

George W. Bush, 1989

“No one who has lived through the second half of the 20th century could possibly be blind to the enormous impact of exchange programs on the future of countries...”

William J. Clinton, 1993

“While many academic exchange programs have striven for excellence, the Fulbright Program’s emphasis on mutual understanding has made it unique. The global reach of technology has made much possible in this past half century, but it has not altered the significance of face to face learning and first hand experience of another culture. The Fulbright dialogue has enriched nations, helping us to learn about each other and from each other.”

George W. Bush, President of the United States, 2002, on the 50th celebration of the German-American Fulbright Program

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Education
is a slow-moving
but powerful force.

SENATOR J. WILLIAM FULBRIGHT

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PRESIDENT KENNEDY SIGNING THE FULBRIGHT-HAYS ACT, SEPTEMBER 21, 1961, IN THE PRESENCE OF MEMBERS OF THE HOUSE AND SENATE, INCLUDING THE COSPONSORS OF THE LEGISLATION, SENATOR J. WILLIAM FULBRIGHT (FAR LEFT) AND CONGRESSMAN WAYNE L. HAYS (SIXTH FROM LEFT).
University of Arkansas Libraries Archives



The Fulbright Program

THE WORLD

"I am delighted to sign the new Fulbright-Hays Act. This ceremony has historic significance because it marks full recognition by the Congress of the importance of a more comprehensive program of educational and cultural activities as a component of our foreign relations."

JOHN F. KENNEDY, REMARKS UPON SIGNING THE MUTUAL EDUCATIONAL AND CULTURAL EXCHANGE ACT, SEPTEMBER 21, 1961.

A BRIEF HISTORY

In 1946, the visionary freshman US Senator J. William Fulbright of Arkansas founded the Fulbright Program of International Exchange. It was he who conceived the idea of the post-World War II educational and cultural exchange program, and made it a reality in 1948. The program that came to bear his name has proven to be the most valuable investment in international cooperation. Fulbright himself had been a Rhodes scholar at Oxford and experienced the benefit of international educational exchange. The idea was simple: to create a program, with the whole world as its stage, that would simultaneously encourage students from as many countries as possible to study in the United States while persuading young Americans to live in, and come to know and understand, Africa, Asia, Europe and the Western Hemisphere, and the Pacific. The program was originally financed by the sale of US war surplus property, later also by US held foreign currencies from the sale of grain abroad, and by funds appropriated by Congress.

The binational approach is the hallmark that distinguishes this academic exchange program from most others, either public or private. In the first countries with which agreements were concluded, these agencies were usually named "United States Educational Foundation in ..." With the passage of time, the name in some countries came to reflect more clearly the binational character of the agency (for example, Franco-American Commission for Educational Exchange). The final legislative underpinnings of academic exchange came with the Mutual Educational and Cultural Exchange Act of 1961. Also known as the Fulbright-Hays Act 1961 (cosponsored by Congressman Wayne Hays of Ohio), it endorsed the cooperative approach of the Fulbright Program, enlarged its scope and extended it geographically.



PRESIDENT HARRY S. TRUMAN SIGNS THE FULBRIGHT ACT INTO LAW, AUGUST 1, 1946. LOOKING ON ARE SENATOR J. WILLIAM FULBRIGHT AND STATE DEPARTMENT CHIEF OF CULTURAL AFFAIRS, WILLIAM BENTON.
Harriet Fulbright Archives

1926, J. WILLIAM FULBRIGHT AT PEMBROKE COLLEGE, OXFORD UNIVERSITY.
Harriet Fulbright Archives

1942, POSTER FROM J.W. FULBRIGHT'S FIRST CONGRESSIONAL CAMPAIGN.
University of Arkansas Libraries Archives



INSTITUTIONAL FRAMEWORK

According to Senator Fulbright, “the creation of a Board of Foreign Scholarships ... was the first step in insulating the program from current political interests.” The intent was to establish an impartial and independent body, which would ensure the respect and cooperation of the academic world. The J. William Fulbright Foreign Scholarship Board was created by Congress to supervise the Fulbright educational exchange program. The Board sets policies and procedures for administration of the program, has final responsibility for approving the selection of grantees, and supervises the conduct of the program both in the United States and abroad. Appointed by the President of the United States, the Board is composed of 12 members drawn from academic, cultural and public life. The US Department of State’s Bureau of Educational and Cultural Affairs (ECA) serves as the administrative and executive arm of the Fulbright Program. It has fiscal responsibility for the preparation of an annual budget request to Congress and makes decisions on how funds will be allocated to participating countries. Under policies established with the J. William Fulbright Foreign Scholarship Board, the ECA has primary responsibility for the administration of the program, together with the assistance of cooperating non-profit organizations: the Institute of International Education (IIE) and the Council for International Exchange of Scholars (CIES).

FINANCIAL PARTNERSHIPS

The most significant result of the binational approach has been the willingness of many governments to join the United States in financing the academic exchange program. The opportunity for such participation was created by the Fulbright-Hays Act in 1961, which authorized the President “to seek the agreement of the other governments concerned to cooperate and assist, including making use of funds placed in special accounts ... in furtherance of the purposes of this Act.” To complement government funding, since the 1980s, foundations have turned successfully to private sector sources.

CONGRESSMAN FULBRIGHT WITH SOL BLOOM AND CHARLES A. EATON, FOLLOWING PASSAGE OF FULBRIGHT’S 1943 NON-BINDING JOINT RESOLUTION CALLING FOR THE CREATION OF AN INTERNATIONAL BODY (THE UNITED NATIONS) AS SOON AS THE WAR ENDED.

University of Arkansas Libraries Archives

SENATOR J. WILLIAM FULBRIGHT WITH HIS STAFF - INCLUDING A YOUNG BILL CLINTON (THIRD FROM RIGHT). *Harriet Fulbright Archives*

LYNDON B. JOHNSON WITH SENATOR J. WILLIAM FULBRIGHT. *Harriet Fulbright Archives*

60 YEARS LATER

At sixty, the Fulbright exchange program has matured into an international success story. From a modest program that brought 35 students and a single professor to the United States in 1948 and sent 65 Americans abroad, the Fulbright has grown into the premier international educational exchange program in the world.

Today some 280,000 “Fulbrighters” – 106,000 from the United States and 174,000 from other countries – have participated in the Program since its inception. Currently, the Fulbright Program awards approximately 6,000 new grants annually to scholars from the United States and 155 other countries. The grants are in the form of financial stipends that allow students, scholars, artists, and teachers to study, lecture, or conduct independent research. Grantees are selected on the basis of academic and professional excellence, career and leadership potential, personal character and the willingness to share ideas and experiences with individuals of diverse cultures.

Fulbright involves nearly every discipline in the arts and humanities, commerce and finance, science and technology, education, journalism, media and government. It counts among its alumni distinguished men and women in every walk of life in almost every country. They include poets and presidents, Nobel laureates, Pulitzer Prize winners, syndicated columnists, artists and business leaders, economists, physicians, actors, playwrights, financiers, and cabinet officials.

"International education, like all education, is no quick panacea for the ills of the world, but it is the best way we have thus far to change the attitude of people toward people of different ethnic, racial, cultural and ideological characteristics."

SENATOR J. WILLIAM FULBRIGHT

J. WILLIAM FULBRIGHT

James William Fulbright was born on 9 April 1905 in Sumner, Missouri. He was educated at the University of Arkansas where he was awarded a BA degree in Political Science in 1925. He then attended Oxford University as a Rhodes Scholar where he received an MA degree. When Fulbright returned to the United States, he studied Law at George Washington University in Washington, DC. During the 1930s, he served in the Justice Department and was an instructor at the George Washington University Law School. In 1936 he returned to Arkansas where he was a lecturer in law and, from 1939 to 1941, president of the University of Arkansas, the youngest university president in the country at the time. He entered politics in 1942 and was elected to the US House of Representatives, entering Congress in January 1943 and becoming a member of the Foreign Affairs Committee. In September of that year, the House adopted the Fulbright Resolution supporting an international peace-keeping machinery and encouraging US participation in what became the United Nations. This brought national attention to Fulbright. In November 1944 he was elected to the US Senate and served there from 1945 through 1974, becoming one of the most influential and best-known members of the Senate. His legislation establishing the Fulbright Program slipped through the Senate without debate in 1946. Its first participants went overseas in 1948, funded by war reparations and foreign loan repayments to the United States. In 1949 Fulbright became a member of the Senate of Foreign Relations Committee. From 1959–1974 he served as chairman, the longest serving chairman of that committee in history. In 1963 Walter Lippman (writer, journalist, and political commentator) wrote of Fulbright: "The role he plays in Washington is an indispensable role. There is no one else who is so powerful and so wise, and if there were any question of removing him from public life, it would be a national calamity." His Senate career was marked by some notable cases of dissent. In 1954 he was the only Senator to vote against an appropriation for the Permanent Subcommittee on Investigations, which was chaired by Senator Joseph R. McCarthy. He also lodged serious objections to President Kennedy in advance of the Bay of Pigs invasion in 1961.



J. WILLIAM FULBRIGHT, PRESIDENT OF THE UNIVERSITY OF ARKANSAS, 1940.
Harriet Fulbright Archives

He was particularly in the spotlight as a powerful voice in the chaotic times of the war in Vietnam, when he chaired the Senate hearings on US policy and the conduct of the war. After leaving the Senate, he worked as a lawyer in Washington, DC and remained active in support of the international exchange program that bears his name. Senator J. William Fulbright died on 9 February 1995 at the age of 89. His commitment to international cultural understanding lives on in the spirit and legacy of the Fulbright Program and its alumni.



RUTH SIMMONS

JORGE GALLARDO

Yael TAMIR

CHUCK CLOSE

FRANCO MODIGLIANI

PHILIP GLASS

BOB SIMON

UMBERTO ECO

MUHAMMAD YUNUS

OSCAR HANDLIN

RUTH CARDOSO

DONALD RANDEL

BOUTROS BOUTROS GHALI

MAYA ANGELOU

CHARLES HOBSON

JOHN UPDIKE

NANCY GRAVES

ALDOLFO AGUILAR ZINSER

JAVIER SOLANA

DANUTA HUBNER

GIULIANO AMATO

JOSEPH STIGLITZ

SUSAN SONTAG

ROBERT BRUSTEIN

MILTON FRIEDMAN

RICHARD SERRA

DANIEL PATRICK MOYNIHAN

PILAR DEL CASTILLO VERA

JOHN HOPE FRANKLIN

MARK BRZEZINSKI

GLEN FUKUSHIMA

MARGARET WALKER

ALVIN SINGLETON

SOL LEVENSON

HAROLD BLOOM

ALEJANDRO TOLEDO

RITA DOVE

RENEE FLEMING

JAMES BILLINGTON

1955, ARRIVING IN NEW YORK ON THE OLYMPIA. *Lily Alivizatos Archives*

1955, IN FRONT OF THE US SUPREME COURT, WASHINGTON, DC. *Phaedon Kozyris Archives*



MICHAEL DERTOUZOS

KIMON FRIAR

SPYRIDON MARINATOS

KAROLOS KOUN

ANDREAS PAPANDREOU

ALEXIS SOLOMOS

LINDA LYMAN

ANDONIS TRITSIS

TIMOS CHRISTODOULOU

CONSTANTINE ALIVIZATOS

GEORGE SEFERIS

GARY MIRANDA

DIMITRIS NOLLAS

LEE BREUER

WILLIAM SPANOS

DEMETRIUS DELIVANIS

CONSTANTINE DIMARAS

ADAMANTIOS PEPELASIS

PANAYIOTIS MICHELIS

THEODORE ANTONIOU

FOTIS KAFATOS

PETER S. ALLEN

PEGGY GLANVILLE-HICKS

ASSIMINA PELEGRI

ARNOLD WHITRIDGE

SPEROS VRYONIS

CHARLES W. STEWART

KENNETH CLARK

GONDA A. H. VAN STEEN

KAREN R. VAN DYCK

MARIA ESFORMES

GEORGE SICILIANOS

THANASIS VALTINOS

THEODORE SALOUTOS

PASCHALIS KITROMILIDES

EVA KATAFYGIOTOU-TOPPING

DIMITRIS N. CHORAFAS

LOUKAS PAPADEMOS

NIKOLAOS KONOMIS

COSTAS VAROTSOS

SAMUEL YODER

EVANGELOS MOUTSOPOULOS

OLGA BROUMAS

ANGELOS DELIVORRIAS

"Educational exchanges can turn nations into people,
contributing as no other form of communications can
to the humanizing of international relations."

SENATOR J. WILLIAM FULBRIGHT



1955-56, AMERICAN FULBRIGHT SCHOLARS TO GREECE WHILE ON A TRIP TO THESSALONIKI. *George Tselos Archives*



60 Years IN GREECE

The Fulbright Foundation

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Μαθηκαίμεν διδασκάλων τῆς ἀγ-
γλίας

[illegible]

✱

ΔΙΑΔΕΞΕΙΣ

[illegible]

Χρηματικά βραβεία εις φοιτητάς της
Ίατρικῆς

[illegible][illegible]

ΑΜΕΡΙΚΑΝΙΚΑΙ ΥΠΟΤΡΟΦΙΑΙ

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THE FULBRIGHT FOUNDATION IN THE GREEK PRESS

Kathimerini Archives

THE BEGINNINGS

The United States Educational Foundation in Greece, also called the Fulbright Foundation in Greece, was established in 1948. It is the oldest Fulbright Program in Europe and the second oldest continuously operating program in the world. The executive agreement between the governments of the United States and the Kingdom of Greece was signed on 23 April 1948. This binational agreement put into operation the program of international educational and cultural exchanges, known as the Fulbright Program.

The first Fulbright Board convened on 5 August 1949. Its members were: Ambassador Henry F. Grady (Chairman); Mr. Karl L. Rankin, Counselor of the Embassy; Miss Alison M. Frantz, Cultural Attaché; Dr. Bert Hodge Hill, Director Emeritus of the American School of Classical Studies; Colonel Daniel F. Wright, Rockefeller Foundation and World Health Organization; Professor George Oikonomos, Rector of the University of Athens, Archaeologist; and Vassilios Krimbas, Professor at the Superior School of Agriculture in Athens, Agriculturalist and Scientist. At the meeting of 2 November 1950, Mr. Bert Hodge Hill was offered the position of Executive Director of the Fulbright Foundation in Greece, with the understanding that he would be allowed some free time for his archaeological activities.

During the first two years, the Board consisted of 7 members (5 Americans and 2 Greeks). Membership was later increased to 8 members so that the Greek representation might more truly reflect the educational and cultural life of the country. At first, the Fulbright Foundation in Greece granted scholarships and travel grants to Greek citizens to study in various educational institutions in the United States and to attend the four American sponsored schools in Greece: Anatolia College and the American Farm School in Thessaloniki, and Pierce College and Athens College in Athens. For a number of years, American teachers of English received Fulbright funded teaching assignments at each of these schools as well as at several Greek institutions around the country, while American scholars taught at the universities of Athens and Thessaloniki. The American School of Classical Studies at Athens has also been one of the beneficiaries of the Fulbright Program in Greece. Since the beginning of the Program in 1948, more than 300 American students and scholars have received grants to the ASCSA.

The first Fulbright office was established in Athens at the Tameion Building, at 9 Venizelou Street. As regards the rest of the country, Fulbright activities and the dissemination of information about studies in the United States were carried out by the staff of the Fulbright office in Athens.

The Fulbright Foundation did not have any employees of its own in Thessaloniki in the 50s and 60s. Information about studies in the United States was given by cultural assistants who were employed at the American Center, usually as librarians. In the mid-seventies, a part-time position was established to cover the needs of the Program in northern Greece. The American Center continued to provide office space and support. In 1984, in an effort to improve the representation of the Fulbright Program in northern Greece, the position of the Fulbright employee became full time. To date, the Foundation has offices both in Athens and Thessaloniki.

THE EARLY YEARS

On 13 December 1963 the new educational exchange agreement between the governments of Greece and the United States was signed by Sophocles Venizelos, Minister of Foreign Affairs of the Kingdom of Greece, and Henry R. Labouisse, US Ambassador to Greece. This translated into an expansion of exchange opportunities and activities. According to the Executive agreement signed in 1963, the Board consisted of eight members: four Greek citizens from a list proposed by the Minister of Foreign Affairs of the Kingdom of Greece and four American members appointed by the US Ambassador. As of 30 June 1964, the composition of the Board of Directors was as follows: Honorary Chairman US Ambassador to Greece Henry R. Labouisse.

GREEK MEMBERS: Demetrios Delivanis, Professor of Economics, University of Thessaloniki; Constantine Dimaras, General Director, Greek State Scholarship Foundation, Athens; Basil Malamos, Professor of Therapeutics, University of Athens; Panayiotis Michelis, Professor of Architecture, National Polytechnic University.

AMERICAN MEMBERS: Victor Stier, Acting Public Affairs Officer, United States Information Services (USIS), American Embassy; Daryl Dayton, Cultural Affairs Officer, USIS, American Embassy; George Gross, Amman and Whitney Architecture & Engineering Firm, Athens; and Dr. Henry Robinson, Director, American School of Classical Studies, Athens.

DECEMBER 1963, SIGNING OF THE NEW BINATIONAL EDUCATIONAL AND CULTURAL EXCHANGE BY US AMBASSADOR HENRY R. LABOUISSSE (SEATED, LEFT) AND GREEK FOREIGN AFFAIRS MINISTER SOPHOCLES VENIZELOS (SEATED, FIRST FROM RIGHT).

ROBERT V. KEELEY

US AMBASSADOR TO GREECE 1985-1989

Some of the most significant bases for the strong ties that have linked Greece and the United States since World War II actually date back to the 1940s and 1950s, such as shared membership in NATO and the major financial assistance provided to Greece by the US via the Truman Doctrine and subsequently. But there are other persistent ties that have also been important, for example the well-known American-sponsored schools in Athens and Thessaloniki. And of signal importance for the past 60 years has been the Fulbright exchange program that has provided the means for thousands of American and Greek students, scholars, teachers, artists and other professionals to live and work in each other's countries for part of their careers. These human ties are long enduring, positive, reciprocal, and influential far beyond the numbers personally involved. The Greek Fulbright program is the oldest in Europe and second oldest in the world. In my opinion it has been a major factor in promoting strong and mutually beneficial relations between our two countries. That is the reason why, when I served as ambassador in Athens in the late 1980s, I sought to raise funds for the program from the private sector, to supplement what the two governments could provide, and to start an endowment to ensure the future viability of the program. On a personal note, my brother Edmund (Mike) was one of the first two American Fulbrighters sent to Greece to teach-back in 1949—the other being Bruce Lansdale, later the Director of the American Farm School in Thessaloniki. When I graduated from college, I applied for a Fulbright student grant to study abroad but was turned down – disqualified because I had already had six years of schooling abroad, which made me ineligible. No hard feelings. Rather, sincere congratulations to the Fulbright Program in Greece for reaching the age of 60 after a most distinguished career.



A VISION PUT TO PRACTICE

THE FULBRIGHT PROGRAM IN GREECE

On a visit to Greece to receive the Onassis Foundation Athinai Prize, Senator Fulbright was asked about his legacy. "I imagine I will be remembered as a dissenter," he answered. He illustrated his point with an anecdote in reference to the US defence budget, which was being discussed in Washington. "When I flew into Greece (at the old Hellenikon airport)," Fulbright said, "there were enough US warplanes parked there to pay for the Fulbright Program in Greece for 15 years. I'd sell the planes and fund scholarships for students." The US Ambassador, who was in the audience, rolled his eyes and smiled. But if dissent is Fulbright's comment about his own legacy, the world of international education honors Senator J. William Fulbright in different terms. The scholarship program, which he founded, is the real hallmark of his fame. He described it as "a modest program with an immodest aim" and hoped it would achieve a world "more civilized, rational, and humane." To achieve this "immodest aim," Fulbright utilized reparations from World War II to fund two-way scholarships: students from the United States would go to foreign countries to study and learn, while students from other countries would go to the United States for similar purposes. This way, he reasoned, a "mutual understanding" would occur between people and countries. Fulbright's hope, which he constantly stated, was that the world would never again know a nuclear war. Thus the Fulbright Program was born 60 years ago. Today, more than 280,000 Fulbright scholarships worldwide have been awarded to students, scholars, and artists, to learn from people in other countries and to establish links with people holding similar beliefs and interests. To help people with the application process, Fulbright programs throughout the world

sponsor extensive advising centers, where students and scholars can obtain accurate and free information about admission criteria in US universities.

Greece was the second country in the world to adopt the program, in 1948. Besides the scholarships, the Fulbright Foundation has undertaken various activities in order to enhance and expand its offerings. Certainly the most beneficial activity is a fund-raising program which started back in the 1980s.

The Foundation has sponsored a number of events, both in Athens and Thessaloniki, which put it in the forefront of the news, gave it social status, and promoted its scholarship program. These included public lectures by world renowned personalities, formal dinners to honor big donors, recitals (such as the one by the Julliard Quartet at the Megaron for the Foundation's 50th anniversary), art exhibitions, and receptions.

By using more innovative ways of planning, the Foundation was able to offer an increased number of grants to other groups of professionals not previously considered for scholarships. The biggest one of these initiatives concerned grants given to Greek artists in the Visual and Performing Arts, which benefited a number of persons (program started in 1989-1990). Moreover, Nobel laureates were invited to come to Greece to consult with Greek scholars and students, and grants were offered to American and Greek professors in Nursing and the Law. In the 1990s, the Foundation took the opportunity to sponsor a new electronic testing program both in Athens and Thessaloniki, which enables graduate students to take the standardized tests required by US institutions. These activities made it necessary to increase the staff of the advising center both in Athens and



1989, AMBASSADOR R. KEELEY, CHIP AMMERMAN AND J. W. FULBRIGHT.

Thessaloniki. There are other educational exchange programs between Greece and European countries, the Erasmus program being the biggest. But the Fulbright Program, while not the richest or largest, is the one that links the world with the United States. Thousands of Fulbrighters bear eloquent testimony to the status of the exchanges that have occurred. The list of alumni is truly impressive and includes many Nobel laureates, statesmen, and other honored individuals. Andreas Papandreou is counted among Greece's Fulbright scholars.

Far from being a dissenter, Senator Fulbright brought understanding and harmony to many parts of the world through the outstanding educational exchange program that bears his name. His efforts to promote mutual understanding among the people of the world are a tribute to him, and his vision of a better world.

Chip Ammerman was Executive Director of the Fulbright Foundation in Greece from 1980 to 2001. He is retired and lives in Athens and remembers his days with Fulbright with great pleasure.



BRUCE LANSDALE AT THE AMERICAN FARM SCHOOL, *American Farm School Archives*. FULBRIGHT TEACHER TRAINING SEMINAR. LUCY WEIER-KRISTALLIS, NATIONAL ARCHAEOLOGICAL MUSEUM.

GREECE: A SPECIAL CASE

The diversity of the needs and opportunities of the countries in which the Fulbright Program was in operation has shown the difficulty of fitting all of the country programs to a uniform pattern. Much of the first year and a half of the Foundation in Greece was spent in trying to work out a scheme which would conform as closely as possible to the pattern envisaged for all countries, while taking advantage of the special opportunities offered in Greece, compensating for the deficiencies, and extending the benefits of the program to as large a number of Greeks as possible. The language barrier and the inadequate facilities provided by the Greek institutions of higher learning were major obstacles to offering a wide range of opportunities to American graduate students and research scholars. "For the above reasons, the Foundation in Greece has stressed the desirability of encouraging the study of classical and medieval archaeology and history, in which Greece offers unparalleled opportunities. The American School of Classical Studies provides instruction on a level with that of the best graduate schools, and the excavations conducted by the School act as laboratories where the students can gain practical experience. It is hoped that grants may also

be made in the future to individual specialists in other fields, who have projects which can be carried out only in Greece, and which will not be dependent on well-equipped laboratories and libraries. One of the most progressive factors in Greek secondary education is the group of four American-sponsored schools: Athens and Pierce Colleges in Athens, and Anatolia College and the Farm School in Salonika. By offering a substantial number of scholarships in these schools and appointing American teachers, the Foundation has been able to achieve what is considered a well-balanced program. It has been a fixed policy with all the schools to give as much scholarship aid as possible in order to have children from all classes of society educated together." An attempt was also made to overcome the language problem. According to the 1952 Fulbright annual report: "Till 1951 English language had no official recognition in the official curriculum of the schools and would have been taught as an extra. Under the law of June 23, 1951, which is in preparation for enforcement, English is expected to be taught during the second half of 1951-52 in at least 50 gymnasias in various parts of the country."

Source: Fulbright Foundation Annual Reports

1970s FULBRIGHT TEACHER AT ANATOLIA COLLEGE. 1970s FULBRIGHT TEACHER AT ATHENS COLLEGE. 1960s FULBRIGHT INTERVIEW COMMITTEE, *Constantine Dimaras Archives*



PROGRAMS AND ACTIVITIES

In the first decades, the Foundation offered different types of grants, including the regular scholarship and travel grants in most fields and disciplines, while also administering a variety of grants, including the Smith-Mundt specialist and Leader awards, and the Hubert Humphrey Fellowship Program. Programs were developed to address specific needs and requests from educational institutions and the Greek government.

Special Programs, such as Teacher Development, and University Library Development, were particularly popular among Greek educators.

NEW LANGUAGE LAB

Franklin and Marshall College in Lancaster, Pennsylvania, has a new language laboratory for the teaching of modern languages. Donald W. Prakken, 1954-55 teacher at Corfu, and currently associate professor of Greek at Franklin and Marshall, has been active in the promotion of the new facilities to improve instruction in French, German, Greek, Latin, Russian, and Spanish.

A staunch advocate of the tape recorder as a language teaching aid, Dr. Prakken stresses that the laboratory is built around a number of tape recorders which supply the «native speakers» of the languages taught.

In an illustrated pamphlet prepared by the college a bank of six recorders and an elaborate switching arrangement is shown as the nerve center of the laboratory. Students are assigned to private listening booths and are given a pair of earphones. They may request from the operator in charge the language they are studying and



PRAKKEN



to provide other peoples in their own languages.

The Prakkens' hope to return to Greece to renew their acquaintance with the Corfiotes and to visit again some of the towns and villages where Dr. Prakken lectured in 1955.

ENGLISH TEACHING

This involved US teachers coming to Greece to teach at the four American sponsored schools, as well as at Greek national schools in major cities such as Athens, Thessaloniki, Patras, Kalamata, Volos, Kavala, Ioannina, Rhodes, Corfu, Crete, Larissa, and Piraeus.

SOCIAL WORK AND YOUTH LEADERSHIP

The purpose of these programs was to bring to Greece American teachers skilled in the field of social work, who would be assigned to the YMCA School of Social Work in Athens and Thessaloniki as well as to provincial work centers under the sponsorship of the Queen's Fund and the Ministry of Welfare. There they would supervise, train, and assist Greek social workers in developing a comprehensive program and enable Greek social workers and youth leaders to learn and practice relevant Greek concepts by participating in a variety of programs, including the Cleveland International Program in Ohio. Grantees were to spend four months in the United States in a program, which included lectures and seminars on the philosophy and principles of social service, and actual fieldwork in an American community. It was hoped that these programs would create an interest in the development of social services and in activities among youth in Greece. For several decades, the Foundation collaborated with the Council for International Programs by interviewing candidates and awarding grants for training and practice in the United States.

EDUCATIONAL TRAVEL-GROUP PROGRAM FOR FOREIGN STUDENTS

Its purpose was to enable Greek University student-leaders to visit a US campus. A one-month stay was offered to selected student leaders of sophomore and junior standing in the Greek universities. They would meet their American counterparts and observe American student organizations as well as all aspects of life at a US college or university.

AMERICAN HISTORY SEMINAR

It aimed to provide American high school teachers of classical history with an opportunity for intensive summer study at the classical sites in Greece.

1956, UNIVERSITY OF KANSAS. Panourgia-Pipinopoulou Archives

I ANTALLAGI (THE EXCHANGE) FULBRIGHT NEWSLETTER.
Panayiotis & Effie Michelis Foundation Archives

EDMUND KEELEY – THE PRINCETON MODEL

Author and Translator, Professor Emeritus, Princeton University
US Fulbright Scholar to Greece: 1949-1950 American Farm School,
1953-1954 Aristotle University of Thessaloniki,
1986-1987 National & Kapodistrian University of Athens



1950, AMERICAN FARM SCHOOL. *Edmund Keeley Archives*

My assignment under the Fulbright Program in Greece in 1949-50 was to teach English at the American Farm School on the outskirts of Thessaloniki, a much-loved school devoted to training village boys at the high school level in advanced modes of agriculture. I was also assigned to supervise athletics and other extra-curricular activities, and to represent the American approach to secondary education. My first weeks at this oasis in northern Greece were demanding, in part because I tried to impose an alien system on thirteen- to nineteen-year-old students who'd barely had time to adjust to a post-Second World War classroom before having to face a ghastly civil war and who seemed in any case to have been schooled in some previous academic life to think of most teachers as adversaries out to prove that students were either mentally retarded or morally delinquent. I immediately set up an honor system during tests on the Princeton model – no teacher present, a sig-

nature at the end signifying that the answers were the student's own – and after I found that the first test I offered the Freshman class of some thirty students resulted in answers that were hardly perfect but had the same errors, I modified the system in all four grades to allow my occasional unannounced presence during tests and examinations. When that wasn't entirely effective against advanced methods of sharing test answers by hand or voice, I substituted essay questions calling for creative answers, a move that resulted in my being visited by a student delegation that accused me of not being fair. Gradually, by hard work coaching soccer through the fall and the exciting newly imported sport from America called "basket," I earned the backing of most athletes, and then the group who put on a spirited Thanksgiving one-act play full of tall-hatted Pilgrims and feathered Indians, and finally a group elected to a new organization I created called the Student Council which was charged in part with supplementing a

rather old-fashioned discipline system by allowing some room for student self-discipline under the leadership of the toughest soccer players and tallest basketball players who were inevitably elected to the Council. By the end of the academic year, I had earned the public nickname "My Teacher" (pronounced "Teetser"), and as a parting present, I was allowed to win an auction bid for a pet goat and was invited to join the senior class at their farewell dinner during an outing to the beautiful waterfalls of Edessa town to the west of Thessaloniki. Well before that time, I had decided that teaching those sometimes wild, if mostly open-hearted, potential farmers emerging from two wars had its strong virtues and rewards, and I began to ask myself if it might not be equally rewarding to try teaching English at the college level. That line of thought took me to graduate school the following fall, and, beyond that, to more than half a century as a teacher and writer, on several occasions as a Fulbright Lecturer.



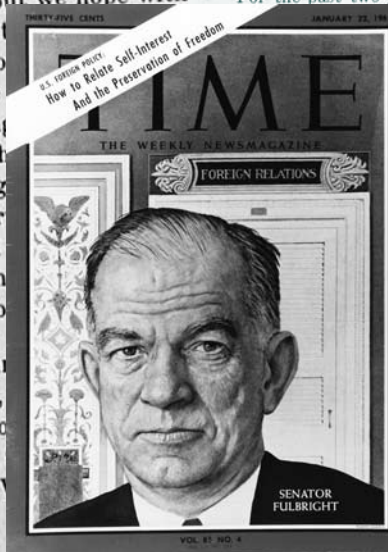
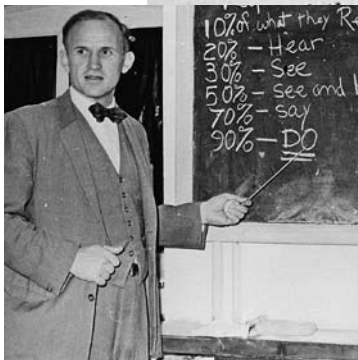
Η ΑΝΤΑΛΛΑΓΗ

ED BY THE UNITED STATES EDUCATIONAL
TION IN GREECE FOR GRANTEES

UNDER P.L. 584, 79TH CONGRESS, (FULBRIGHT ACT)

EDITORIAL

IT'S GREEK TO FULBRIGHTERS...



JAMES ALATIS (CENTER) CONDUCTING CLASS OF FULBRIGHTERS IN SPOKEN GREEK OTHERS JACK BENSON, CHARLOTTE REARDON, ALATIS, PROFESSOR HENRY PARKES, AND PROFESSOR

For the past two years James Alatis, lecturer in Eng-
university of Athens, has been con-
spoken Greek for Fulbrighters,

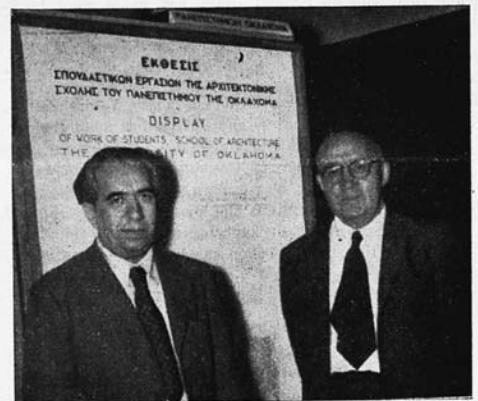
been the «Army Method» or the
method, or whatever the newest
ral approach to language. He has
ne, and Ward book with records

Kahanes while they were in Athens on
Jim gave a party and invited his stud
authors of the text.

Several of the 1955-56 grantees p
Greek lessons until the end of the year,
they were able to speak the language
facility.

During most of the 1956-57 season
ning two classes per day, one for «advan
diplomatic

Mendel Glickman, 1955-56 lecturer in architecture at
the Polytechnion says he will take football instead of
bullfighting, after seeing the Spanish sport (or art) at Barcel-
lona.



PROFESSOR MICHELIS (LEFT) MEMBER FULBRIGHT BOARD AND PROFESSOR GLICKMAN

The Glickmans' left Greece via Corfu and Brindisi
and then drove through much of southern Europe, even-
tually leaving on the *Olympia* from Lisbon.

The summer was spent in Wisconsin at Frank Lloyd
Wright's home, where Dr. Glickman did some work for
the renowned architect. Then, they returned to the Uni-
versity of Oklahoma at Norman where he resumed his
duties as professor of architecture.

One direct outcome of the year in Greece—Dr. Glick-
man has accepted an invitation to be faculty sponsor of
a Greek student organization, but he has not confined his
Greek interests to this activity. He has lectured on Greece

APRIL 23, 1948, MINISTER OF FOREIGN AFFAIRS & VICE PREMIER CONSTANTINE TSALDARIS,
CHARGÉ D'AFFAIRES AD INTERIM OF THE US EMBASSY IN ATHENS KALR RANKIN AND PHILON AL
PHILON SIGNING THE AGREEMENT ESTABLISHING THE FULBRIGHT FOUNDATION IN GREECE.

INTERNATIONAL COOPERATION. Yiannis Tegopoulos Archives

BRUCE LANSDALE IN CLASS. American Farm School Archives

1980, CULTURAL ATTACHÉ ROSALIND (ROZ) SWENSON (FAR LEFT), LILIKA KOURI AND PROFESSOR
MICHAEL MOUTSOULAS AT FULBRIGHT ALUMNI EVENT

I ANTALLAGI (THE EXCHANGE) FULBRIGHT NEWSLETTER. Panayiotis & Effie Michelis Foundation Archives

SENATOR FULBRIGHT IN GREECE



1978, SENATOR FULBRIGHT ARRIVING IN ATHENS.

1978, WITH THE PRESIDENT OF THE HELLENIC REPUBLIC CONSTANTINOS TSATSOS.

1978, CEREMONY AT THE UNIVERSITY OF ATHENS WITH RECTOR EVANGELOS MOUTSOPOULOS.

1978, CEREMONY AT THE UNIVERSITY OF ATHENS, AMBASSADOR AND MRS R. McCLOSKEY WITH FORMER PRIME MINISTER PANAYIOTIS KANELLOPOULOS.

1989, PRIME MINISTER OF GREECE ANDREAS PAPANDEOU PRESENTS J. WILLIAM FULBRIGHT WITH THE ATHINAI AWARD.

Senator Fulbright's connection to Greece extended beyond the establishment of the Fulbright Foundation in Greece in 1948. Throughout his career, he showed his support of the Foundation in Greece through various visits, including celebrations of the Foundation's 10th and 30th anniversaries. Senator Fulbright visited Greece three times.

The first was in September 1958, on his way to attend the annual meeting of the International Monetary Fund in India. While in Greece, Senator Fulbright remarked: "The evident enthusiasm of the many people I met for the exchange program is eloquent testimony of the effectiveness of the Fulbright Program in Greece." Senator Fulbright returned to Greece in May 1978 for the Foundation's 30th Anniversary. He met with President Constantinos Tsatsos and the Minister of Education Ioannis

Varvitsiotis, and attended a reception at Parliament organized by the Foreign Affairs Committee during which he was awarded a Parliamentary Medal. At an anniversary ceremony at the University of Athens, the School of Law awarded Senator Fulbright an Honorary Doctorate Degree, the second bestowed upon an American – Woodrow Wilson had been granted the first one in 1919.

His last visit to Greece was in April 1989, to accept the prestigious Athinai Prize from the Alexander S. Onassis Public Benefit Foundation for his work in founding the largest educational exchange program in the world. Onassis prize recipients are selected by an international committee that reviews the activities of the nominees on a worldwide basis. On 20 April 1989, Andreas Papanandreu, Prime Minister of Greece and Fulbright alumnus, presented the Senator with the Athinai Prize.



APRIL 20, 1989, ACCEPTANCE SPEECH AT THE ONASSIS ATHINAI AWARD PRESENTATION.

ONASSIS PRIZE FOR MAN AND MANKIND ATHINAI 1989

According to the prize citation: "The Onassis Prize for 'Man and Mankind – Athinai' is awarded to the Honorable J. William Fulbright, former US Senator, for his major contribution to Education by establishing this century's largest international study fellowship program of Academic and Cultural Exchanges." The laudation was delivered by Dr. John Brademas. Addressing J. William Fulbright, Dr Brademas said: "Pathbreaker, patriot, political maverick – you have been an eloquent and creative force in advancing understanding among nations and, thereby, the cause of peace ... you became, as the New York Times said 'the most outspoken congressional critic of American Foreign relations' of your generation ... As the Yale University historian, Gaddis Smith, said recently, your tenure at the helm of the Foreign Relations Committee 'converted that sometimes passive committee into a restless center of skepticism and critical inquiry ... of profound benefit to the nation.' ... in the words of your tutor at Oxford, you are 'responsible for the largest and most significant movement of scholars across the face of earth since the fall of Constantinople in 1453.' "

"International exchange was intended to undo this concept of the barbarian, and modern transportation, communication, and the internationalization of business have combined to make all of us more or less familiar with most peoples of the earth. But familiarity is not enough. One of the great assets we have on this earth is the diversity of our people and the richness of their cultures. Each of these cultures represents a unique historical development, a compilation of experiences from which all the rest of us can profitably learn."

QUOTE FROM J. WILLIAM FULBRIGHT'S ACCEPTANCE SPEECH

ΚΑΛΑΙΤΕΧΝΙΚΑ

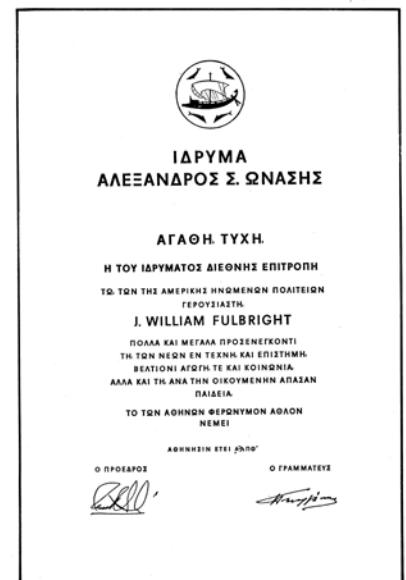
Λαμπρή αλλά και σεμνή η απονομή

ΠΑΡΩΝ Ο ΠΟΛΙΤΙΚΟΣ ΚΟΣΜΟΣ, ΑΚΑΔΗΜΑΪΚΟΙ ΚΑΙ ΠΟΛΛΟΙ ΕΠΙΣΗΜΟΙ ΓΙΑ ΤΑ ΒΡΑΒΕΙΑ ΩΝΑΣΗ

Βραβείο «Αθήναι»
Φέτος το βραβείο «Αθήναι»
για τον άνθρωπο και την ανθρωπότητα
Ρεπορτάζ: **ΕΛΕΝΗ ΓΑΛΑΝΗ**

πύξιντα απονεμήθηκε στον
πρώην γερουσιαστή των ΗΠΑ κ.
Ουίλλιαμ Φούλμπραϊτ για την
προσφορά του στην παιδεία με
τη δημιουργία του μεγαλύτερου
προγράμματος υποτροφιών του
πάντα μας. «Παρ' όλο που σχετι-
σθήκατε με κάθε πρόεδρο, από
τον Τρούμαν ως τον Ρίτσαρντ
Νίξον, θα παραμείνετε στις μνή-
μες μας κυρίως για τη θαρραλέα
διαφωνία σας με τον πρόεδρο
Λίντον Τζόνσον σχετικά με την
αμερικανική εμπλοκή στο Βιετ-
νάμ», επισήμανε στην προσφω-
νή του ο γερουσιαστής Τζων
Μπράδεμας, καθηγουμένης πα-
ράλληλα το παγκόσμιο γνωστό
Πρόγραμμα Ανταλλαγών
«Φούλμπραϊτ» με το οποίο πάντα
από 58.000 Αμερικανοί απούδα-
σαν στο εξωτερικό ενώ πάντα
από 109.000 ξένοι απούδα-
σαν στις ΗΠΑ.

Για ενάτη κατά σειρά χρονιά
απονέμονται τα βραβεία αυτά
που ο αείμνηστος Αριστοτέλης
Ωνάσης καθιέρωσε, για να προ-
βάλλουν πάντα την Ελλάδα και
να ενθαρρύνουν τις προσπάθειες
του ατόμου για την ανθρωπότη-
τα, τον πολιτισμό, την κοινωνία
και το περιβάλλον.



THE ONASSIS PRIZE FOR
'MAN AND MANKIND – ATHINAI.'
University of Arkansas Libraries Archives



1948, ALISON FRANTZ IN HER STUDIO. *American School of Classical Studies at Athens, Agora Excavation Archives*



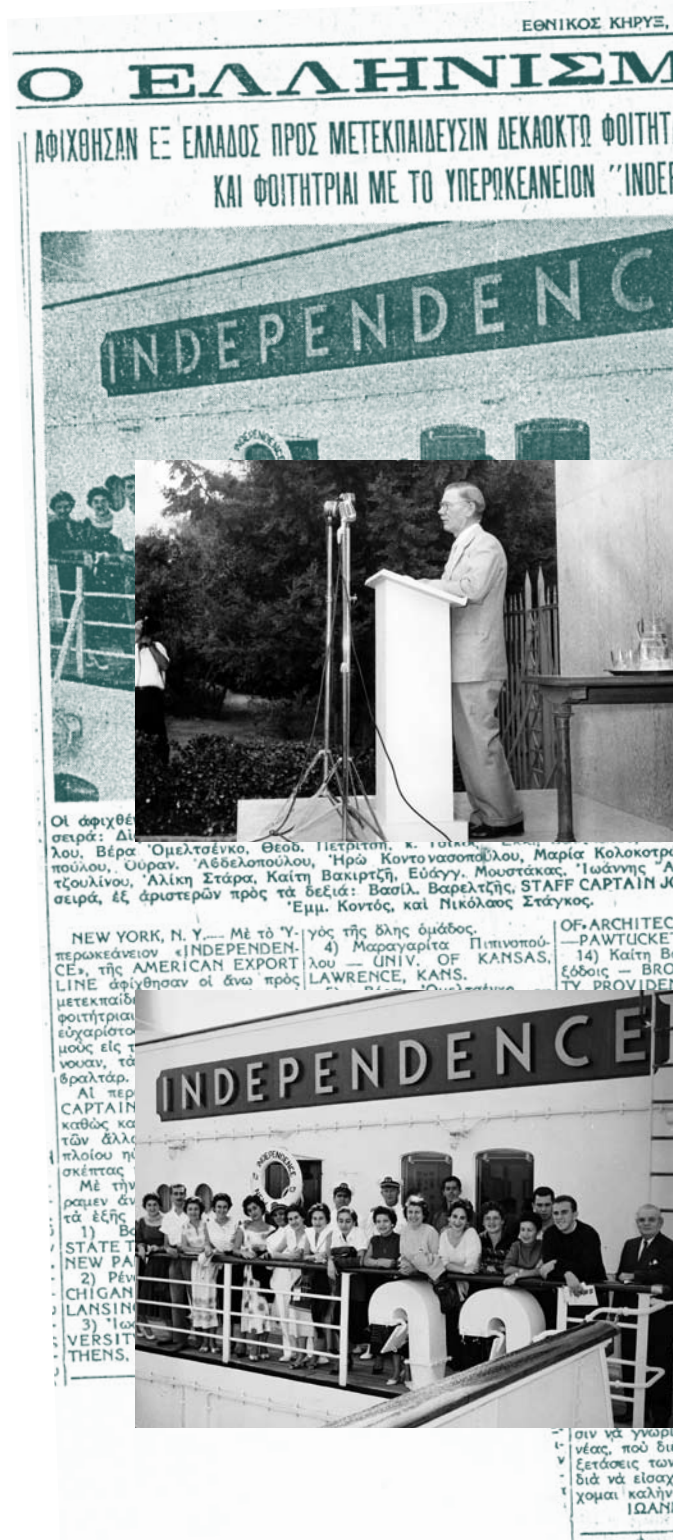
THE UNSUNG PIONEERS

The contribution of the American School of Classical Studies

The American School of Classical Studies at Athens (ASCSA) has been one of the beneficiaries of the Fulbright Act since its enactment in 1948, along with other American institutions operating in Greece. What is not widely known is the contribution of three of its members to the successful implementation of the Fulbright Act in its incipient stages. In fact, the first unofficial Executive Director of the Fulbright Foundation in Greece was the renowned archaeologist and photographer, M. Alison Frantz, who served as Cultural Attaché of the US Embassy in Athens from 1946 to 1949. Bert Hodge Hill, Director of the American School of Classical Studies from 1906 to 1926 and an authority on ancient Greek architecture, served on the Board of Directors of the Fulbright Foundation and later became its first Executive Director. Finally, even less known is the involvement of archaeologist Carl W. Blegen, Professor of Classics at the University of Cincinnati and excavator of Troy and Pylos, who also served as Director of the American School in 1948-1949. All three of them envisioned the Fulbright Program “as a means of incalculable value in stimulating classical studies in the United States.” Carl W. Blegen urged the members of the Managing Committee of the American School “to do all in their power to find and encourage qualified candidates” to apply for Fulbright research grants to Greece and promised that the American School in Athens would “do its best to cooperate in such a program ... that the Fulbright Fellows will always remember with infectious enthusiasm.”

“Language difficulties, lack of suitable library facilities and other handicaps make quite inadvisable the enrolment of any United States students in Greek Universities,” wrote Harold B. Minor, Chargé d’Affaires to the Secretary of the State Department on 1 October 1948, recommending that the American applicants for research grants should enrol at the American School of Classical Studies at Athens for work on Greek classical and medieval archaeology and history.

Without any question, the American School with its long history in Greece was in the best position to provide instruction on a level with that of the best graduate schools in the United States. Moreover, to the members of the American School, the Fulbright Program offered new opportunities for funding archaeological research at the Athenian Agora and for publication. The skyrocketing inflation in post-war Greece had left the American School grasping for funds to continue its archaeological projects at Athens and Corinth.



1956, CARL W. BLEGEN IN THE GARDEN OF THE GENNADIUS LIBRARY DURING THE CEREMONIES OF THE DEDICATION OF THE STOA OF ATTALOS. American School of Classical Studies at Athens, Agora Excavation Archives

1955, FULBRIGHT STUDENTS ARRIVING IN NEW YORK ON THE INDEPENDENCE. Pipinopoulou-Panourgia Archives

"...the Fulbright Program is one of the really generous and imaginative things that have been done in the world since World War II."

ARNOLD TOYNBEE, 1971



1951, FULBRIGHT EXECUTIVE DIRECTOR B. H. HILL, KING PAUL AND QUEEN FREDERIKA (AT CENTER), AT AN ARCHITECTURAL EXHIBITION AT ZAPPEION HALL.
American School of Classical Studies at Athens, Agora Excavation Archives

In addition to its superb reputation as an educational institution, the professional involvement of Alison Frantz in the administration of the Fulbright Program gave the American School a great advantage over other institutions, at least until the termination of Frantz's appointment in November of 1949. It was Alison Frantz who recommended Bert Hodge Hill's participation in the Board of Directors of the Fulbright Foundation. "As one of the other American members, Mr. Bert Hodge Hill would have much to offer. His long residence in Greece and his thorough acquaintance with the Greek educational system and especially with American institutions in Greece would make him an invaluable addition to the Board,"

wrote Frantz to Karl L. Rankin, Counselor of the Embassy, on 12 February 1948. With Alison Frantz's subtle support, the American School was successful in securing a considerable number of grants for scholarly research at the Athenian Agora during the first two years of the Fulbright Program and there were hopes for additional long-term funding of the Agora excavations. The Board of Foreign Scholarships in the United States, which managed the Fulbright Program in Greece, however, did not share these aspirations with the American School. "You have no doubt heard from your own sources that the Board of Foreign Scholarships does not seem inclined to support the Agora indefinitely..." wrote Alison Frantz to Homer

A. Thompson, Director of the Agora excavations, on 16 January 1949. Indeed, in the fall of 1949, following a new policy not to grant renewals, the Board of Foreign Fellowships decided not to extend the support of the Fulbright Program to the Agora excavations, despite the recommendation of the Board of Directors of the Fulbright Foundation in Athens which supported renewals “for exceptionally outstanding grantees.” Carl Blegen’s involvement with the initial stages of the Fulbright Program is less well known. In addition to his support for the American School and the Agora excavations through his position as Director of the American School in 1948-1949, Blegen was also interested in the establishment of a Chair of American History, Life and Culture at the University of Athens, an idea that had not been realized until then due to lack of funds. Blegen described it as his “pet project” and encouraged the selection of a “distinguished scholar, one of the most outstanding we have to offer, in history, literature, poetry, science or whatever field it might be. A succession of such men in different branches of learning would surely have a great success here and could do much to promote cultural relations between Greece and the United States.” [Excerpt from a letter by Carl W. Blegen to Gordon T. Bowles, 15 Sept. 1948.] After several delays, Arnold Whitridge, a distinguished history professor at Yale University, was finally appointed as the first Chair of American Civilization at Athens University in the fall of 1949, a position he held until 1951.

The Annual Report of the United States Educational Foundation in Greece for 1948-1950, prepared by M. Alison Frantz, summarizes the early history of the Foundation by outlining issues of policy and administration, but most importantly it pays testament to the successful implementation of the Fulbright Program in post-war Greece. The American School also benefited immensely from the enactment of the Fulbright Program, not just by securing funding for its Agora excavations in the early stages of the Program, but also by opening its facilities and benefits to a larger number of people in the years to come. “The Fulbright Act provides means for scholars, both the younger and the more mature, to come to Greece. The role of a large institution is all but forced upon us,” wrote John L. Caskey, Director of the American School, in April 1950 in his Annual Report. To date, more than 300 Americans have been able to benefit from the ASCSA with the support of the Fulbright Foundation. Many of these individuals have gone on to enjoy long and productive careers in the field, enriching both the work of the School and our knowledge of the Greek past, and in doing so fulfilling the goals of the Fulbright Foundation.

Natalia Vogeikoff-Brogan, Head Archivist, American School of Classical Studies at Athens. Fulbright Graduate Student, Archaeology, Bryn Mawr College, Pennsylvania, 1986-1987.

Sources: *American School of Classical Studies at Athens Administrative Records and Annual Reports*, National Archives and Record Administration of the US Embassy in Athens, *Annual Report of the United States Educational Foundation in Greece*.

1948, ALISON FRANTZ AT WORK. *American School of Classical Studies at Athens, Agora Excavation Archives*



THE UNITED STATES EDUCATIONAL FOUNDATION IN GREECE
ΑΜΕΡΙΚΑΝΙΚΟΝ ΕΚΠΑΙΔΕΥΤΙΚΟΝ ΙΔΡΥΜΑ ΕΝ ΕΛΛΑΔΙ

TAMEION BUILDING, ROOM 119
9 VENIZELOU STREET, ATHENS
TEL. 224.056 or 230.761/571
CABLE : ADDRESS : **FULBRIGHT**, ATHENS

ΜΕΓΑΡΟΝ ΜΕΤΟΧΙΚΟΥ ΤΑΜΕΙΟΥ, ΔΩΜ. 119
ΟΔΟΣ ΒΕΝΙΖΕΛΟΥ 9, ΑΘΗΝΑΙ
ΤΗΛ. 224.056 ή 230.761/571
ΤΗΛ. ΔΙΕΥΘΥΝΣΙΣ : **ΦΟΥΛΠΡΑΪΤ**, ΑΘΗΝΑΙ

The United States Educational Foundation in Greece is pleased to present to you with its compliments a copy of the first issue of the Fulbright Review. The Review, which will be published annually, contains selections by distinguished Greek and American scholars awarded Fulbright grants by the Foundation

The short-lived *Fulbright Review* appeared in the Fall of 1964. Published annually in Athens, Greece by the Fulbright Foundation in cooperation with the Cultural Affairs Office of the US Embassy, it featured articles, reviews and poems by distinguished Greek and American scholars and artists. It was produced by the Fulbright Foundation staff and edited by Katie Myrivilli. There follows a selection of excerpts from the 1964, 1965 and 1966 issues.



AMERICAN AND GREEK ALUMNI

The Fulbright Generation

SPYRIDON N. MARINATOS held a Fulbright research grant at the Institute for Advanced Studies in Princeton, New Jersey, in 1958-59, and is Professor of Archaeology, at Athens University, and Director of Antiquities in Crete. He has also served two terms as Director of Antiquities and Historical Monuments of Greece. Since 1952 he has carried on joint excavations throughout the district of Homeric Pylos with Professor Carl Blegen of the University of Cincinnati.

ARCHAEOLOGY AND MODERN TECHNIQUE

"As a fellow of the Institute for Advanced Study, I lived in the United States for eight months during the 1959-60 academic year. In this same period, I was also a Norton lecturer of the Archaeological Institute of America and visited almost all the fifty states and Canada as well. During these months, I was afforded the opportunity to study technical problems and technical organization in my own field of archaeology. The United States is an ideal milieu for developing such ideas and for experimenting in the application of new archaeological methods ... A further point of collaboration between archaeology and modern technique is in underwater archaeology, which has developed rapidly in post-war times. Many nations have pioneer work to show in this field. The United States can play a role of first importance owing to its unlimited technical possibilities."

PAUL DE BACH, an Entomologist at the University of California at Riverside, was a Fulbright research scholar at the Benaki Phytopathological Institute in Athens in 1962-63. During this year he assisted the Institute in establishing a biological control facility. This unit will import, colonize, and release insects, which will help to control pests among Greek crops. Dr. De Bach, who has also held a Rockefeller Foundation grant to Brazil for the study of the Aphytis wasp, has published over ninety articles dealing with biological control of insect pests.

AN INTERNATIONAL EXCHANGE OF INSECTS

"While serving as a Fulbright research scholar at the Benaki Phytopathological Institute in Greece during 1962-63, my main interests were in helping Greek entomologists initiate formal biological control projects and in studying certain beneficial parasitic wasps that attack harmful scale insects in Greece. To help the Greek agriculture we imported some additional species of these parasitic wasps from our laboratory at the University of California, Riverside, where they had already proven their value in biological control of scale insect pests. Five species of parasites were imported into Greece during October and November 1962. Over 22,000 live females ready to lay eggs in the scale insects in the field were safely received and quickly colonized in scale-infested citrus and olive groves in Peloponnesus and in Crete. These parasites are very delicate and short-lived so their trip had to be as short as possible. With the help of Mr. Glen Grant of the Fulbright Foundation, arrangements were made with TWA for special airfreight handling and as a result the parasites were received in Athens less than 24 hours after they left Riverside. Miss Loukia Argyrou, an entomologist of the Greek Ministry of Agriculture and of the Benaki Phytopathological Institute, collaborated in this project."



1955, GREEK STUDENTS ABOARD THE INDEPENDENCE.
Pipinopoulou-Panourgia Archives



Dr. Paul DeBach continues his entomological research at the University of California, Riverside. With him is Miss Loukia Argyrou from Athens, the first Greek to study biological control at Riverside.

From the Fulbright Review

δύναται πράγματι να είναι δυνατόν να απο-
τεχνικοί θεσμοί της
α κτίσματα αυτής, η
δύναται να υπήρχει ήδη
δικής περιόδου και πρέ-
ν ελεστών εξαιρετικά
διά της ανακαλύψεως
της ως αποκτήσει ένα
ώστε και σπουδαίο-
γλυπτικής και άλλων
θεσμών της Ελληνικής αρχαιότητας.
"Ας προστεθεί ότι το άγγελοστον
περίοδον εφελκυστήρ Ριέου, το
αποστον με το δημοσίωμα του καθη-
τού Μαρινάτου έδωσαν όφωρμη εις
την προσήχ χρησιμοποίησιν του νέου
ηλεκτρονικού μηχανήματος διά την
ανακάλυψιν της Έλκας, οδίδεται εις
Αθήνας από την διεύθυνσιν της κ.
Καίτης Α. Μυριδάκη από το ε' Αμερι-
κανικών Εκπαιδευτικών Ίδρυμα Έλ-
λσδα με την συνεργασίαν του Γρα-
φείου Μορσετιών Υποβίσεων της Α-
μερικανικής Προεδρίας Αθηνών.
Το κρουμπίντιουμ - μηχανήματα-
θα δύναται να χρησιμοποιηθή και εις

KIMON FRIAR, Poet and Translator of Nikos Kazantzakis' *The Odyssey* and other works. He was a Fulbright research scholar in *Modern Greek Literature* at the University of Athens in 1954-55, and editor of the *Charioteer* and *Greek Heritage*, quarterlies devoted to Greek culture. He has completed the Greek section of the Bantam edition of *Modern European Poetry* and is in the final preparatory stages of *Contemporary Greek Poetry*, an anthology of some 10,000 verses being prepared for Simon and Schuster. In 1965 he was appointed Regent's lecturer by the Department of Classics at the University of California, Berkeley.

CONTEMPORARY GREEK POETRY

"In this very small anthology of living Greek poets, contained in this issue of the 'Fulbright Review', the reader will find a diversity of talent, yet it is impressive to see how the racial Greek mind has remained integral throughout four thousand years of development and still shows the same qualities of clarity, precision, logic and realism, though tempered with ideality and counterbalanced with romantic symbolistic grace."

1954-1955, UNIVERSITY OF CHICAGO LAW SCHOOL. Phaedon Kozyris Archives



DIMITRI TSELOS, Professor of the History of Art at the University of Minnesota, was a Fulbright research scholar in Greece in 1955-56 and again in 1963-64. Research topic: Greek art since the War of Independence. The holder of graduate degrees from the University of Chicago, New York University, and Princeton University, Dr. Tselos is the author of numerous critical reviews, articles on medieval and modern art. Was awarded a series of Carnegie Fellowships between 1928 and 1934 for study at Princeton, and then post-graduate study at the Sorbonne and the University of London. Academic fields: Early Medieval and Modern Art and Architecture. Academic Positions: New York University Institute of Fine Arts, 1933-1949; University of Minnesota Art History Department, 1949-1971. During World War II, he was very active in the Greek War Relief. During the period of the dictatorship of the Colonels, he was also an activist in various anti-junta organizations.

THE ENIGMA OF SAINT BASIL - SANTA CLAUS IN MODERN GREECE

"Although there are sporadic reports by a few Greeks that their New Year's presents in the pre-war period were brought by St. Basil, there is nothing of this practice recorded by the various folklorists of Greece (Megas, Romaïos, etc.) so as to suggest that it was generally done, even in Athens, before the last decade. Furthermore, there is no visual record of either representations or impersonations of St. Basil as a gift-giving personality earlier than 1955, when I first saw in the streets of Athens a number of 'St. Basils' wearing a red costume trimmed with white fur. If gifts were brought to Greek children by St. Basil before the beginning of war, the practice must have been limited to the families of a few Greeks who had travelled or lived in western European countries or America and brought back a custom associated with 'Père Noël' or 'Santa Claus,' whose identity would have never been suspected by them to be that of St. Nicholas of Myra of Asia Minor. Indeed it seems that it was the 'repatriation' of St. Nicholas in the guise of Santa Claus in the post-war period that provided the proper stimulus for the radical transformation of St. Basil or the amalgamation of the two personalities ... But within the past ten or fifteen years he acquired practically all the characteristics and attributes of the American Santa Claus. This change seems to coincide exactly with the arrival of large numbers of Americans and Greek-Americans in Greece who came after the last war to engage in business or to work for one of the many American, Greek, or Greek-American educational institutions."

ERNESTINE FRIEDL-LEVY, Chairman of the Department of Anthropology and Sociology at Queen's College of the City University of New York. A graduate of Hunter College (B.A. 1941) and Columbia University (Ph.D. 1950), she has also taught at Wellesley College and at Brooklyn College. Her book *Vasilika: A Village in Modern Greece*, as well as her article "The Role of Kinship in Greece" in the *Fulbright Review* and several other publications, is based largely on research done in Boetia in 1967-57 under a Fulbright grant to Greece. During the summer of 1964 she held a National Science Foundation grant to study the urbanization of villagers from Vasilika who have settled in Athens.

THE ROLE OF KINSHIP IN GREECE

"The better part of the year's field study in a small Greek village has made clear to me the great usefulness of Redfield's and Wolf's conceptions. However, I shall try to show that in Greece the role of kinship ties as a mechanism for maintaining urban-rural connections is extensive and permeating. Nor does a change in social status from poorer to wealthier Greek peasant, or to any other more prestige-giving position, result in a rupture of kinship and obligations. Greeks find particularly abhorrent any relationship, which is totally impersonal and functionally specific ... From the Greek point of view, a connection through one's own kin is best, but failing that, a connection through a relative of another village family is decidedly better than no connection at all ... The village of Vasilika in Boetia, on the mainland of Greece, has many characteristics of Wolf's open peasant community."



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LESLIE A. FIEDLER, noted author, critic, scholar and Professor of English at Montana State College, was visiting Fulbright lecturer at the University of Athens in 1961 - 62. He also held previous Fulbright lectureships at the Universities of Rome and Bologna in Italy.

Dr. Fielder received his Master's and Doctor's degrees in English comparative linguistics from the University of Wisconsin. His critical works *No! In Thunder, Love and Death in the American Novel* and the recently published *Waiting for the End*, as well as his novels, *The Second Stone* and *Pull Down Vanity*, have become the center of much discussion in the United States and Europe.

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Poem for the Sixth of December:

St. Nicolas Day in Athens

That olives would outlast the horse
All-knowing Zeus could tell, of course;
Though never known as man's best friends,
The oil and fruit pay dividends.
Wise Athene banked on seeds,
While foolish Neptune bet on steeds.
The Moral: if you'd cut your losses,
Plant trees and do not play the horses.

Yet the City in December,
When it pauses to remember,
Recalls the loser not the winner;
Toasts its sons and eats its dinner,
Closes schools and renders honor
To the foolish horse's donor.
Fate, the joker, gives the trick
To Poseidon, called St. Nick.

Leslie A. Fielder

ELENI VAKALO, Poet, Art Critic, Art Teacher. Studied Archaeology at the University of Athens and Esthetics and History of Art in Paris. Awarded a Fulbright Leader grant to visit the US in 1965.

My Father's Eye

My father had a glass eye

On Sundays when he stayed at home he would take other eyes out of his pocket, polish them with the edge of his sleeve and then call my mother to make her choice. My mother would giggle.

In the mornings my father was well satisfied. He would toss the eye in his hand before he wore it and would say it was a good eye. But I did not want to believe him.

I would throw a dark shawl over my shoulders as though I were cold, but this was that I might spy on him. At last one day I saw him weeping. There was no difference at all from a real eye.

*This poem
Is not to be read
By those who do not love me
Not even
By those
Who will never know me
If they do not believe I existed
Like themselves*

After this episode with my father
I became suspicious even of those who had real eyes.

Eléni Vakaló

Translated by Kimon Friar

1952.



1959, ADAMANTIOS PEPELASIS IN CLASS AT UC BERKELEY. *Adamantios Pepelasis Archives*



Alumni Testimonials

FULBRIGHTS

DAN GEORGAKAS, Author, Scholar, Director of Greek American Studies Project, Center for Byzantine & Modern Greek Studies, Queens College, University of New York
Fulbright Graduate Student to Greece 1963-1964
Fulbright Senior Specialist: 2000-2001 Aristotle University of Thessaloniki

"Nearly forty years separate my first and second Fulbrights. Among numerous continuities, the most significant is a place: the city of Thessaloniki. In 1963, my visit involved just a brief look at Byzantine churches in a study otherwise focused on Classical Greece. But I found the city's incredible history intriguing. I was especially curious about the period when Sephardic Jews dominated civic culture. Through the years, my growing knowledge of that phenomenon has aided me enormously in understanding modern Greece as a far more complex and culturally heterogeneous nation than generally thought. My second Fulbright (2001) involved lecturing on Greek America at Thessaloniki's Aristotle University. I had been invited by George Kalogeras with whom I'd been in mail contact for years. The many hours we were able to spend together brought a new quality to our collaborations. We have since jointly worked on a film project (*Buzz*) and on two academic publications I co-edit, the *Journal of the Hellenic Diaspora* and the *Journal of Modern Hellenism*. George also introduced me

to local scholars with interests in film and Greek America. Outstanding in this group were Eleftheria Arapoglou, who has done work on Vaka Brown, and Anastasia Stefanidou, who has expertise in Greek American poetry. A wonderful bonus was that George took me on walks through the oldest Thessaloniki neighborhoods that gave me a genuine sense of these ancient places. I took other important walks with Theodoros Natsinas whose knowledge of film and of the city is encyclopaedic. Theodoros offered the insight that in Thessaloniki, things are never quite as they appear. Turn into a courtyard or venture up a staircase and you may find a totally unanticipated environment, perhaps from another century or another culture. Getting past surface reality is always a challenge for researchers, but when dealing with Modern Greek identity or a city like Thessaloniki, it is vital. The Fulbright office and Maria Makri of the American Consulate also were very helpful in introducing me to locally based scholars and activists with whom I share interests. These contacts sometimes meshed with film people that I had gotten to know from my involvement with the Thessaloniki Film Festival. This web of personal and intellectual collaborations has resulted in an accelerating exchange of visits, publications, and consultations between scholars in Greece and the United States. In short, the intellectual seeds planted in that first Fulbright have proven most fertile."

1950s, Phaedon Kozyris Archives. 1950s, Pipinopoulou-Panourgia Archives. 1970s, Eleni Kanapitsa Archives.



LOOKING BACK

YIORGOS KALOGERAS, Professor, American Ethnic and Minority Literature, English Department, Aristotle University of Thessaloniki

Fulbright Graduate Student, American Literature, University of Cincinnati, Ohio, 1974-1975

“As a student (1970-1974) and then as a faculty member (1986-to the present) of the English Department, Aristotle University, I had the opportunity to interact with several Fulbright visiting scholars. In the early seventies, these people were our only concrete connection to a USA which was involved in a war in a distant land and which socially and politically was undergoing a radical transformation thanks to a concerted effort to challenge the rational basis of the Vietnam War. Our Fulbright teachers in those days kept us abreast of such developments while introducing us to the liberal tradition in American culture. My memory turns to Albert Salsich (1970-72), a man of unique poetic sensibility, who introduced Ralph Waldo Emerson, Henry David Thoreau, Mark Twain and Robert Frost to us. John Marsh (1972-74) helped us get acquainted with Herman Melville and Edgar Allan Poe. Jack Raper (1972-74) used his expertise to teach John Updike, Tennessee Williams, Arthur Miller and Ken Kesey. Certainly, the political, social and gender realities depicted in the books by these writers became eye-openers for us. In some cases, the themes of these books reflected on the actualities we were experiencing during one of the most repressive regimes in Greece.

Thus, what spoke of resistance to oppressive political structures in those plays, essays, short stories and novels found an ‘objective correlative’ in our minds and hearts. The novelty of a dynamic and inspiring look at a foreign literature combined with the novelty of having teachers who wanted to get to know their students more intimately. For a lot of us, these people became life-long friends. We would invite them out to our student taverns and coffee shops; we would organize weekend excursions that would include them; we would get to know their way of socializing and they would discover what motivated our behaviour. For both them and us it was an adventure in cross-cultural interaction, understanding and misunderstanding with many surprising revelations and funny cross-purposes.

In the eighties, as a colleague now of Fulbright visiting scholars, I had the opportunity to observe that what we had experienced as students had become a tradition in the department. The warm interaction of the Fulbright scholars with their students in class as well as out of class was well established. Our students were also receiving generous advice and guidance if they wanted to continue their studies abroad. The socio-political situation had naturally changed and the students were no longer drawing parallels between resistance to the Vietnam War in the US and the military junta in Greece. Nevertheless, the new developments in the Civil Rights movement had opened new areas of academic expertise among American scholars. This expertise was brought to bear in discussions of immigration to Greece from the former states of the Soviet Union and its satellite states. On another level, in the eighties, the department had founded an American Literature and Culture program and the visitors now taught in the context of a well-organized curriculum. This time the visitors benefited not only from their interaction with the students but also from the academic exchange with their Greek colleagues in the department as they participated in colloquia, symposia, and conferences. For those of us who have seen this program develop and change, it is immensely rewarding to see that so many of these visitors have become devoted personal friends, as well as friends of the department and of the town. For most, Thessaloniki has become their travel destination where they arrive and depart not as anonymous tourists but as *aficionados* who have established a deeply emotional and intellectual relationship with the place.”



STATHIS N. KALYVAS, Arnold Wolfers Professor of Political Science, Co-director Hellenic Studies Program, Yale University
Fulbright Graduate Student, Political Science, University of Chicago, Illinois, 1988-1989

"I arrived in the United States for the first time in August 1988, to begin graduate studies in political science. I was then 24 and had been accepted by the University of Chicago, but without the fellowship I received from the Fulbright Foundation I would have had to decline that admission offer. It is likely, therefore, that my academic career, which took me to NYU, Chicago, and now Yale, would have been rather different. What I remember most fondly, however, was less the opportunity to join a top graduate program in the US and more the chance I got to glimpse a radically different world from the one I knew. While undergoing the Foundation's rigorous selection process, I realized that a completely different logic was at play, one that stood in stark contrast to the depressing bureaucracy and opaque logic of the Greek educational system I had experienced up to then. This was a true discovery for me and I credit the Fulbright Foundation for helping me realize, at a crucial time of my life, the existence of a different, better reality from the one I was familiar with."



1985, SENATOR PAUL SARBANES (SECOND FROM LEFT) WITH HIS SON, JOHN (FAR RIGHT), IN GREECE. *John P. Sarbanes Archives*

US CONGRESSMAN JOHN P. SARBANES

Fulbright Student Program - Independent Research in Greece in Law and Political Science, 1984-1985

"In many ways, my experience as a Fulbright Scholar in Greece motivated me to seek public office. So many of today's international and domestic conflicts stem from cultural misunderstandings. In this globalized world, it is critical that we collaborate on discovering and promoting innovative solutions to problems that span geo-political borders."

FULBRIGHT ALUMNI ASSOCIATION

The Fulbright Alumni Association of Greek scholars, founded in 1978, was among the first ones to be established internationally. The Association is guided by the idea of the program's founder, Senator J. William Fulbright, to bring together people of different nations and contribute to world peace through better international understanding. There are two chapters, one in Athens and one in Thessaloniki. The Association organizes lectures, social functions and other events that allow its members to pursue the Foundation's objectives in an informal, yet effective way and to maintain a network that keeps alumni together and active.



1978, THE SIGNING OF THE FIRST FULBRIGHT ALUMNI ASSOCIATION CHARTER



The Fulbright Foundation TODAY

Since 1948, the Fulbright Foundation in Greece has awarded scholarships to more than 4,500 Greeks and Americans and has offered free advising services for studies in the United States to thousands of individuals. The continuity and growth of programs offered through the Foundation could not be possible without the support of the US and Greek governments and the generosity and philanthropy of corporations, foundations, institutions and individuals.

FULBRIGHT SCHOLARSHIP PROGRAMS

Fulbright grants are in the form of financial stipends that allow students, scholars, artists and teachers to study, lecture or conduct independent research. Grantees are selected on the basis of academic and professional excellence, character, and career potential. National review committees in the United States and Greece select the scholars. Fulbright grants are awarded in the arts, humanities and social sciences, business and finance, science and technology and the environment, education, media and government.

FULBRIGHT SCHOLARSHIPS FOR AMERICANS

Graduate Students, Senior Scholars and Art Scholars, Fulbright Senior Specialists Program, Greek Summer Seminar, Inter-country Lecturing Awards

FULBRIGHT SCHOLARSHIPS FOR GREEKS

Graduate Students, Research Scholars, Artists and Art Scholars, Study of the United States Institutes, The Salzburg Seminar

EDUCATIONAL ADVISING AND OUTREACH PROGRAMS

The Fulbright Foundation Educational Advising Centers, at the Foundation's Athens and Thessaloniki offices, offer free, accurate, and unbiased information about the range of accredited US higher education institutions. The educational Advising Centers offer comprehensive information about the US educational system and provide university catalogs, testing material for admission to US universities and other reference material to help applicants select an appropriate educational institution.

Fulbright advisors can assist individuals on how to select a program of study from the thousands available in US educational institutions. One-on-one and group advising sessions are organized throughout the year. Fulbright advisors organize workshops and presentations on undergraduate and graduate studies, scholarship opportunities and financial aid in the United States. In addition, the Fulbright Foundation holds an annual University Fair in Athens and Thessaloniki. The Fair offers visitors the unique opportunity to meet American university representatives, to inquire about undergraduate and graduate degree programs, admission requirements, program deadlines, and campus life at each institution.

INITIATIVES TO PROMOTE EDUCATIONAL AND CULTURAL EXCHANGES

CULTURAL ENRICHMENT PROGRAMS FOR AMERICAN EDUCATORS

The seminar offers a unique experience of professional and personal enrichment, leading to a better understanding of Greece's history, culture, and people, and acts as a forum for the development of new international educational projects and collaborations. The objective of the seminar is to provide an overview of Greece and Greek history and culture, past and present, as well as the environment. Participants are introduced to the country's history and culture and experience contemporary life through visits to archaeological sites, schools, universities, nature reserves, museums and cultural centers. Visits are combined with lectures, which tie in the educational, political, cultural and historical significance of the places visited. Seminars are designed to include a variety of cities and archaeological sites throughout the country.

TRAINING OPPORTUNITIES FOR GREEK EDUCATORS

Beginning in 2009, awards will be granted to elementary and secondary educators of the humanities and social sciences to participate in a professional development-training program. The focus of the program is to familiarize participants with US student-centered teaching methods,

creativity and technology in the classroom. The exchange program will offer an in-depth experience of American life and culture. While the Greek participants will be the primary beneficiaries of the internship experience, the US institutions and individuals will also gain from the cultural and professional exchange.

EDUCATIONAL SEMINARS "TRAIN THE TRAINERS"

The Fulbright Foundation offers a series of training programs for the faculty, career officers, international affairs officers and administrators of Greek universities. The programs are organized in collaboration with the Institute of International Education and Greek universities.

INTERNATIONAL WRITER, POET AND ARTIST DIALOGUES

Most notably, the collaboration with the International Writing Program (IWP), University of Iowa. A program which includes writers, artists and intellectuals from the United States, Greece, and around the world to share their writing stories and experiences in Greece on the island of Paros. "The New Symposium" reflects the model of personal and intellectual interaction that has characterized the IWP's annual residencies at the University of Iowa.

"Peace and Prosperity
in the 21st century depend
on increasing the capacity
of people to think and
work on a global and
intercultural basis.
As technology opens
borders, educational
and cultural exchanges
open minds."

INSTITUTE OF INTERNATIONAL EDUCATION

AMERICAN FULBRIGHT SCHOLARS IN GREECE

MOST PREFERRED INSTITUTIONS

- American School of Classical Studies
- National & Kapodistrian University of Athens
- Aristotle University of Thessaloniki
- Pierce College
- Anatolia College
- Athens College
- American Farm School
- National Technical University of Athens
- University of Crete
- Agricultural University of Athens

MOST PREFERRED FIELDS OF STUDY

- English (including ESL & Teaching EFL)
- Archaeology
- American Literature & American Studies
- Classics
- History
- Social Work
- Agriculture
- Environmental Sciences
- Economics
- Political Science



The formula is simple and elegant: bring together creative minds from around the world and provide formal and informal opportunities for them to interact. The specific results can never be anticipated but have always proved remarkable – from literary collaborations, to translation projects, to inspiration for new work, to the sharpening of vision and the broadening of understanding and the solidifying of productive, lifelong friendships.

The trilogy of the New Symposium has included the themes: “The Commons – what we hold in common,” “Justice: One or Many” and “Home-Land.” Participating countries: the United States, Greece, Ghana, Indonesia,

Jamaica, India, Ireland, Cyprus, China, Brazil, Kenya, Sri Lanka, Romania, Israel, UK, Algeria, Nigeria, Peru, South Africa, Turkey, and Burma.

The New Symposium is made possible through a grant awarded by the Bureau of Educational and Cultural Affairs at the US Department of State and is held under the auspices of the US Embassy in Athens. The organization of the Symposium is a collaboration between the IWP at the University of Iowa, the Fulbright Foundation in Greece, the Office of the Mayor of Paros and the European Translation Center – Literature and Human Sciences (EKEMEL).

GREEK FULBRIGHT SCHOLARS IN THE UNITED STATES

MOST PREFERRED INSTITUTIONS

- University of California System
(University of California at Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, Santa Cruz)
- Columbia University, New York, NY
- Princeton University, Princeton, NJ
- Harvard University, Cambridge, MA
- Massachusetts Institute of Technology, Cambridge, MA
- New York University, New York, NY
- Yale University, New Haven, CT
- Cornell University, Ithaca, NY
- University of Pennsylvania, Philadelphia, PA
- University of Michigan, Ann Arbor, MI

MOST PREFERRED FIELDS OF STUDY

SCIENCES / ENGINEERING / BUSINESS ADMINISTRATION

- Physics
- Electrical Engineering
- Chemistry
- Civil Engineering
- Business Administration
- Agriculture
- Computer Science
- Mechanical Engineering
- Chemical Engineering
- Mathematics

ARTS AND HUMANITIES

- Architecture
- Economics
- Education
- Law
- Archaeology
- Psychology
- American Literature & American Studies
- Fine Arts & Music
- Political Science & International Affairs
- History

Data based on grants awarded between 1948–2008

GREAT IDEAS

The "Great Ideas Series" is an initiative of the Fulbright Foundation to celebrate the 60 years of educational and cultural connections between Greece and the United States. The goal of the series is to bring noted American experts and artists to Greece to perform and discuss current topics of interest to the Greek and American public. The series is organized with the support of the Stavros Niarchos Foundation and the US Embassy in Athens and the US Consular Office in Thessaloniki. The Great Ideas program offers lectures for the academic community and the general public in Athens and Thessaloniki.

The program has included the following speakers:

- **BIOMEDICAL ETHICS** Dr. Ruth Faden, Executive Director, John Hopkins Berman Institute of Bioethics
- **ART & CULTURE** Glenn Lowry, Director, Museum of Modern Art in New York
- **EDUCATION** Dr. Richard Levin, President, Yale University

FULBRIGHT ART SERIES

In 2002, the Fulbright Foundation in Greece inaugurated the "Fulbright Art Series," a series of limited edition works of art produced by Fulbright alumni artists exclusively for the Foundation's donors, and presented to them as an expression of gratitude for their support and commitment to the scholarship program. The Fulbright Art Series has now become an established feature of the Annual Awards Ceremony celebrating the Greek-US scholarship programs and exchanges. In previous years, participating Fulbright alumni artists included Erieta Attali, Dora Economou, Zoe Keramea, Sia Kyriakakos, Zafos Xagoraris, and Lambros Papanikolatos. The 2008 Fulbright Art Series was created by internationally known artist and sculptor Costas Varotsos, and is a drawing of his "Dromeas" sculpture. An imposing sculpture in front of the Athens Hilton, the "Runner" is 12 meters tall and made of glass and iron. Varotsos received a Fulbright Artist grant in 1990-91 to attend the New York Experimental Glass Workshop.



Photo: Markos Diamandopoulos



Photo: Kelly Bedeian

PARTICIPANTS

GISELLE BEIGUELMAN, Brazil
New media artist and multimedia essayist

RUSTOM BHARUCHA, India
Writer, theatre director, and cultural critic

MAGDA CĂRNECI, Romania
Poet, art writer, essayist

DIANA CATES, U.S.A.
Professor of Religious Ethics at the University of Iowa

YVONNE
Fiction writer, 2003 Caine Prize winner

BARRY SANDERS, U.S.A.
Writer and Emeritus Professor of the History of Ideas
at Pitzer College in Claremont, California

SCOTT RUSSELL SANDERS, U.S.A.
Writer and Distinguished Professor of English at Indiana University

ALEXIS STAMATIS, Greece
Novelist, poet, playwright, and columnist

GREAT IDEAS, AMBASSADOR DANIEL V. SPECKHARD, DR. RICHARD LEVIN,
AND MINISTER OF FINANCE GEORGE ALOGOSKOUFIS.

NEW SYMPOSIUM COORDINATORS: ARTEMIS ZENETOU AND CHRIS MERRIL.

Building the Future

The binational approach is the hallmark that distinguishes the Fulbright academic exchange program from most others, either public or private. The continuity and growth of programs offered by the Foundation would not be possible without the support of the Government of the United States and the Government of the Hellenic Republic. Since the late 1980s, the Fulbright Foundation in Greece has engaged in an active fundraising campaign in order to secure additional funds for its scholarship programs and educational activities. The Fulbright Foundation gratefully acknowledges the continued support and dedication of its donors:

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Government of the United States of America

Government of the Hellenic Republic—Ministry of Education, Lifelong Learning & Religious Affairs

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Thessaloniki International Fair/Union of Hellenic Chambers of Commerce- D. Bakatselos

EDUCATIONAL ORGANIZATIONS, ASSOCIATIONS & INDIVIDUALS

AHEPA Athens Chapter HJ1

Hellenic College of Thessaloniki

The International Propeller Club-Port of Piraeus

MAKEDONIA Newspaper

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Mr. John K. Menoudakos

Mr. John Moschallidis

Mr. Peter Myrian

Mrs. Euridice Soulopoulou & Mr. Alexandros Kalfas

Professor Athanasios Tsevas—Legal Counsel to the Foundation

Mr. Angelos Canellopoulos (1931-2009)

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Francis Newell Hamblin: August 1953 - May 1955

Ralph E. Kent: July 1952 - October 1952

Bert Hodge Hill: November 1950 - June 1952



ASCSA Archives

Mr. and Mrs. F. N. Hamblin and their two children Hamblin Accepts Post in Greece; Resigns as University Registrar

Francis N. Hamblin, for five years registrar of the University of Vermont, has resigned from that post to accept the position of executive director of the U. S. Educational Foundation in Greece.

Mr. and Mrs. Hamblin, with their two children, will sail from New York July 11 via the Greek Line, arriving July 25 in Athens where they will take up their residence. They expect to stop at Lisbon and Naples en route to Greece.

According to Hamblin, the U. S. Educational Foundation is a bi-national organization with a board of directors made up of four Americans from the U. S. Embassy and four Greek educators. The work is carried on by a secretariat, headed by the executive director, which works

including visiting professors, search fellows, exchange students and others. Hamblin's appointment is for two or three years.

Francis N. Hamblin, who received his A. B. from Amherst College and his M. Ed. from Harvard University, has just completed the work on his doctorate at the latter institution, joined the UVM administration in 1948. Before coming to Vermont he taught English in schools in Arizona and on the West Coast, and was a member of the U. S. Educational Foundation's commission to study the Hampshire educational system.

By coincidence, the first to occupy the directorship of the U. S. Educational Foundation in Greece was Dr. Burt Hodge Hill, formerly of the University of Vermont, who was graduated cum laude, in 1895, from the University of Vermont.

The Fulbright Foundation wishes to thank all those individuals, institutions and organizations that contributed to this publication:

The J. William Fulbright Foreign Scholarship Board, the US Department of State's Bureau of Educational and Cultural Affairs (ECA), the Institute of International Education (IIE), the Council for International Exchange of Scholars, the Special Collections, University of Arkansas Libraries, the International Writing Program, University of Iowa, the Hellenic Ministry of National Education and Religious Affairs, the Service of Diplomatic and Historical Archives of the Hellenic Ministry of Foreign Affairs, the Embassy of the United States of America in Athens, the United States Consulate General in Thessaloniki, the American Farm School, Anatolia College, Athens College, Pierce College, the Effie and Panayiotis Michelis Foundation, the Kathimerini Newspaper.

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Keramea was awarded a Fulbright artist grant in 1989, for independent research in printmaking in New York.

“

Education is a slow-moving but powerful force.
It may not be fast enough or strong enough
to save us from catastrophe,
but it is the strongest force available.

SENATOR J. WILLIAM FULBRIGHT

”

