

A World History of Higher Education Exchange

Teresa Brawner Bevis

A World History of Higher Education Exchange

The Legacy of American Scholarship

palgrave
macmillan

Teresa Brawner Bevis
Fayetteville, AR, USA

ISBN 978-3-030-12433-5 ISBN 978-3-030-12434-2 (eBook)
<https://doi.org/10.1007/978-3-030-12434-2>

Library of Congress Control Number: 2019934151

© The Editor(s) (if applicable) and The Author(s) 2019

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use. The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This Palgrave Macmillan imprint is published by the registered company Springer Nature Switzerland AG.

The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

PREFACE

Writing from the perspective of the nineteenth century, Horace Mann believed that education, beyond any other device of human origin, was the great equalizer of the conditions of men—the balance-wheel, as he put it, of the social machinery. Mann, the newly appointed secretary of America’s first board of education, was thinking locally but also globally. He would visit every American state to observe its education systems first-hand, and, in 1843, he traveled to Europe with a similar mission. Even then, visionary educators were looking to the future, and the future was international. Two centuries have passed, but his broadly held conviction remains steadfast. Knowledge is a great equalizer, and the migration of education is indeed a balance-wheel of international social machinery. Around this idea has grown a philosophy and a worldwide industry, designed to endorse and advance global scholarship, with the United States its undisputed leader. This book tells that story.

To clarify terms and definitions for the reader, a few explanations are due. The terms “foreign student” and “international student” are used interchangeably throughout this text. Until the late twentieth century, the term “foreign” was most-often employed, but later it came to be regarded by some as politically incorrect. More recently, the term has come back into fashion. By definition, “foreign student” is more precise, as it simply means a student from another country. Rather than attempting to weigh the legitimacy of either term, both are used interchangeably.

Terms for the Middle East also require some explanation. Alternative terms such as Arab World or Islamic World, which are generally less accurate with regard to ethnicity or religious make-up, do correctly emphasize

the preeminence of Arabic and Islam in the historical development of the Middle East's culture and identity. Early uses of the term "Middle East" were most often references to the area between Mesopotamia and Burma, somewhere between what Westerners termed the "Near East" and the "Far East"—terms that have now fallen into disuse.

One of the first uses of the term Middle East can be found in a 1902 article penned by naval strategist Alfred Thayer Mahan, published in a British journal called the *National Review*. In it, Mahan used the term Middle East to designate the territory between Arabia and India. The article was reprinted in *The Times*, followed by 20 more articles by another author, Sir Ignatius Valentine Chirol, who employed the term for the same region. The modern definition took shape after World War II, when the region was partitioned into various nations. In 1957, the Eisenhower Doctrine described the Middle East as the area between and including Libya on the west and Pakistan on the east, with Syria and Iraq on the north and the Arabian Peninsula to the south, plus Sudan and Ethiopia. In 1958, the US State Department further defined the region as including only Egypt, Syria, Israel, Lebanon, Jordan, Iraq, Saudi Arabia, Kuwait, Bahrain, and Qatar. Today the definition has expanded to include much of North Africa, and also Iran, thus the acronym MENA (Middle East and North Africa).

Regarding the use of language, the author's limited understanding of Chinese and its many variations will be evident. Where possible and appropriate, Chinese translations or equivalents of names and terms are included. In the Romanization of Chinese personal names and place names, the simplified spelling is generally used; however, when relying on older sources that utilize Wade-Giles or some other Romanization system, the original spelling has sometimes been retained. In cases where an older form has become an accepted standard, such as Hong Kong, the popular term is applied.

Regarding Arabic, the author respectfully borrows Colonel H.R.P. Dickson's disclaimer from his 1959 book *The Arab of the Desert, A Glimpse into Badawin Life in Kuwait and Saudi Arabia*. "I wrote what I heard," Dickson said, however far removed from literary forms. "I lay no claim to a profound knowledge of classical or literary Arabic, and I therefore crave the indulgence of those learned in these matters."

The purpose of this book is to combine 20 years of research and several previous publications into a single updated volume that provides an overview of the history of international higher education exchange. It is mostly

intended for those involved with or interested in the fields of international higher education exchange or comparative education—faculty, university administrators, policymakers, support service personnel, exchange program personnel, researchers, admissions officers, advisers, graduate students in international degree programs, foreign student alumni—as they propel this worldwide enterprise. It is designed to serve as a brief, but foundational, historical reference, a sequential chronicle of knowledge migration, and America’s unprecedented legacy of scholarly exchange.

Fayetteville, AR, USA

Teresa Brawner Bevis

ACKNOWLEDGMENTS

Because this text is a compilation of my earlier works on the topic, which include five books and a number of journal articles, I wish to acknowledge and thank those who have provided help, friendship, criticism, and support, with this new volume and also with the previous projects.

I owe my initial thanks to the late Dr. Christopher J. Lucas, with whom I co-authored my first book, and without whose wise guidance I may not have found a publisher; and Dr. John Murry, Dean of Graduate Education at the University of Arkansas, who encouraged my writing and research pursuits, and who sent some good publicity my way. Appreciation is extended to Dr. Kent Farnsworth, former president of Crowder College, with whom I co-authored a guidebook on college instruction; and Dr. James Hammons, who, though I failed to fully appreciate it at the time, made me push myself harder during my doctoral studies. I am grateful to Dr. Allan E. Goodman, President of the Institute of International Education, for providing his comments for the back cover of this new book. I also thank the late Doris Sharp of Prairie Grove, Arkansas, who believed in me.

Appreciation is due Michael Freeman, Director of International Services at the University of Arkansas, who enabled my first journal article, many years ago. I am grateful to my Iranian friend and colleague Dr. Yassaman Mirdamadi, who kindly provided a peer review for my Middle Eastern book; and Hoyt Purvis, former Professor of Asian Studies and Director of the Fulbright Program at the University of Arkansas, who volunteered as a reviewer for my book on China. My thanks go to Dr. Lyle Gohn, who graciously invited me to contribute a chapter on international education exchange to his excellent book on student populations. Dr. Robert

Pederson of Washington DC, who reminded me about the significance of smaller colleges and community colleges in the history of international student exchange, was a welcome voice. I thank Steve Courtney, Connecticut historian and author, for taking time to write thoughtful and much-appreciated reviews for my publishers, and for lending me some rare Chinese Educational Mission (CEM) information, which he was kind enough to trust me to return. The Connecticut Historical Society was likewise gracious to help me find old photographs of Yale and the CEM boys. I also thank the staff at the Library of Congress in Washington DC, for devoting late hours to assist me in finding dozens of obscure sources. I thank the City of New York. The many years spent working in the fashion and garment districts, blissful requirements of my first career, served to imbue my appreciation of human energy and capacity, and of the value of diversity, insights that have served me well.

Appreciation is due HRH Princess Areej Ghazi of Jordan, my long-time colleague and friend, who provided conversations, resources, and a deeper understanding of Islam and its application to international education exchange. I still owe Her Highness a cup of Starbucks, which I hope to have an opportunity someday to repay. The two beautiful Qurans she gave me after our writing collaboration occupy a special place in my library. I am equally grateful to her husband, HRH Prince Ghazi bin Muhammad of Jordan, a true Arab scholar who generously took the time to read my manuscript draft on the Middle East and provide his edits—almost all of which I applied. He helped me better understand the centuries-old hierarchy of Arabs, the Hashemite family, and Islam’s contributions to higher learning. He also corrected a few misspellings, a reflection of my limited knowledge of Arabic.

I continue to appreciate and miss the many foreign students and scholars I had the privilege of working with and befriending at the University of Arkansas during my years as coordinator of international student programs. Their insights and personal accounts of experiences as exchange students provided an intimate understanding of the blessings and traumas involved with the earnest pursuit of higher learning. These students were my original inspiration for researching and writing about global knowledge migration and comparative education.

Thanks are due the Walker Heart Institute in Fayetteville, Arkansas, whose kind staff and able cardiologists, Drs. Soliman A. Soliman, Charles Cole and Shaun Senter and their fine assistants Brian and Taylor, took care of my husband as I wrote the final pages of this book from the hospital.

Without their skills and the blessing of his recovery, completing this project would not have been possible.

My greatest appreciation and thanks are reserved for my family, especially my parents, the late Thomas Albert and Louise King Brawner, who took a chance in the early 1960s and moved their young family from California to the Middle East to work with Kuwait's fledgling oil industry. The childhood years I spent there forever internationalized my view of the world. I thank my husband David, who has been my loving partner and support for almost 40 years, our amazing and accomplished offspring, Thomas and Elizabeth, and my wonderful stepson David. I love you all.

CONTENTS

1	Introduction/Learning Migration in Antiquity	1
	<i>Middle Eastern Origins of Language and Scholarship</i>	2
	<i>Foundations of Scholarship in Ancient Asia</i>	7
	<i>Greco-Roman Scholarship</i>	16
	<i>Mesoamerica</i>	21
	<i>Knowledge Migration in Early Europe</i>	27
	<i>References</i>	32
2	The Notion of Universities	35
	<i>Guilds and Nations</i>	41
	<i>Town and Gown</i>	46
	<i>Medieval Universities in Britain</i>	48
	<i>The Grand Tour</i>	50
	<i>References</i>	52
3	The Rise of American Scholarship	55
	<i>The Birth and Growth of American Science</i>	58
	<i>College-Building and the College Movement in America</i>	64
	<i>References</i>	68
4	Education Exchange in America in the 1800s	69
	<i>From Europe's Perspective</i>	69
	<i>The First Foreign Students in America</i>	72
	<i>Anson Burlingame</i>	79

	<i>A Plea to the Imperial Court</i>	81
	<i>The Chinese Educational Mission</i>	83
	<i>What Became of the CEM Boys?</i>	89
	<i>America's First Immigration Policies</i>	93
	<i>America's First Students from Japan</i>	95
	<i>References</i>	100
5	The Early Twentieth Century	103
	<i>Governmental Policies and Immigration Laws</i>	103
	<i>Students from the Philippines: The Pensionados</i>	106
	<i>The Barbour Scholarships and Gender Issues</i>	108
	<i>Cosmopolitan Clubs</i>	110
	<i>The Committee on Friendly Relations Among Foreign Students</i>	113
	<i>Foreign Student Enrollments</i>	115
	<i>The International Houses</i>	118
	<i>The Institute of International Education</i>	120
	<i>Teachers College</i>	122
	<i>A Second Wave of Chinese Students</i>	123
	<i>Tsinghua College and the Indemnity Scholarships</i>	125
	<i>Notable Boxer Indemnity Students</i>	127
	<i>The Critics</i>	129
	<i>References</i>	133
6	The Student Exchange Boom Following World War II	135
	<i>Foreign Student Enrollments</i>	136
	UNESCO	139
	<i>Swords into Plowshares: The Fulbright Program</i>	140
	<i>Postwar Middle Eastern Exchanges</i>	143
	AMIDEAST	145
	<i>The Institute of International Education in the Postwar Years</i>	147
	NAFSA	149
	<i>Fields of Study</i>	151
	<i>Evaluating International Student Credentials</i>	152
	<i>Postwar Chinese Enrollments</i>	153
	<i>McCarthyism, the Cold War, and the McCarran Act</i>	156
	<i>The 1955–1956 Foreign Student Census</i>	159
	<i>The 1960s and 1970s</i>	161
	<i>The 1969–1970 Foreign Student Census</i>	164
	<i>References</i>	168

7	The Late Twentieth Century (1979–1999)	171
	<i>Rebuilding Middle Eastern Enrollments</i>	174
	<i>Middle East Studies</i>	177
	<i>A New Wave of Chinese Students</i>	179
	<i>Jimmy Carter and Deng Xiaoping</i>	181
	<i>Hong Kong and Taiwanese Enrollments</i>	182
	<i>The World Competes for International Students</i>	184
	<i>Research on Foreign Students</i>	186
	<i>Late-Century Enrollments, Events, and Immigration Issues</i>	190
	<i>The 1999–2000 Census</i>	195
	<i>References</i>	199
8	September 11 and Student Mobility	201
	<i>SEVIS</i>	204
	<i>Post-9/11 Enrollments</i>	209
	<i>References</i>	212
9	Escalation of Exchange with Asia	215
	<i>China</i>	215
	<i>Enrollments 2000–2010</i>	217
	<i>The Allure of China</i>	218
	<i>An Ivy League in China</i>	221
	<i>Little Emperors and Migrant Children</i>	223
	<i>China’s Ten-Year Plan</i>	226
	<i>President Obama’s 100,000 Strong Initiative</i>	227
	<i>American Higher Education in China</i>	229
	<i>Critics</i>	232
	<i>Confucius Institutes and Soft Power</i>	235
	<i>References</i>	242
10	US-Middle East Exchange in the Early Twenty-First Century	245
	<i>American Outposts</i>	246
	<i>Competition for Middle Eastern Enrollments</i>	251
	<i>Initiatives</i>	253
	<i>Middle Eastern Enrollments 2000–2010</i>	257
	<i>Middle Eastern Studies in American Universities</i>	258

	<i>Intercultural and Recruitment Programs in High Schools</i>	261
	<i>American Study Abroad in the Middle East: “The 9/11 Kids”</i>	261
	<i>Online Learning</i>	265
	<i>References</i>	269
11	World Leaders with American Degrees	271
	<i>Royals, Diplomats, and Dignitaries</i>	272
	<i>A Penchant for the Ivy League</i>	274
	<i>The Rankings</i>	285
	<i>Wealthy Foreign Alumni = Generous Gifts</i>	288
	<i>References</i>	293
12	Approaching Midcentury	295
	<i>Are Foreign Students Diverting from America?</i>	295
	<i>The Present and Coming “Youth Bulge”</i>	297
	<i>Optional Practical Training and the Migration of Intellectual Capital</i>	299
	<i>If It Sounds like Theft: America’s Intellectual Property</i>	302
	<i>Facing Extinction? The Fulbright Program</i>	304
	<i>Naysayers Be Silent: The Threat of Political Correctness</i>	306
	<i>Education Exchange and Online Degrees: Caveat Emptor</i>	308
	<i>Foreign Propaganda and Academic Freedom</i>	312
	<i>Exchange Enrollments and Projections</i>	314
	<i>Oracles and Prognostications</i>	317
	<i>A New Golden Age?</i>	322
	<i>References</i>	327
Index		329

ABOUT THE AUTHOR

Teresa Brawner Bevis earned an EdD in Higher Education Administration from the University of Arkansas, where she was program coordinator for its international students. She later served as an adjunct professor at Crowder College in Missouri. Her previous books on the topic include *International Students in American Colleges and Universities* (2006), *A History of Higher Education Exchange: China and America* (2014), *Higher Education Exchange between America and the Middle East through the Twentieth Century* (2016), and *Higher Education Exchange between America and the Middle East in the Twenty-First Century* (2016).

LIST OF TABLES

Table 6.1	Foreign student enrollments for 1948–1949: top countries of origin	138
Table 6.2	Foreign student enrollments for 1948–1949: top ten institutions	138
Table 6.3	Foreign student enrollments for 1955–1956: top countries of origin	159
Table 6.4	Foreign student enrollments for 1959–1960: top countries of origin	161
Table 6.5	Foreign student enrollments for 1969–1970: top countries of origin	164
Table 7.1	Foreign students in the United States from OPEC for selected years	172
Table 7.2	Foreign student enrollments for 1999–2000: top places of origin	196
Table 9.1	Foreign student enrollments in the United States 2009–2010 and 2010–2011: Asia	216
Table 9.2	Chinese students in the United States and Americans studying in China 2000–2010	217
Table 10.1	Foreign student enrollments: MENA region (2005–2010)	259
Table 12.1	Chinese students in the United States and Americans studying in China 2010–2018	315
Table 12.2	Foreign student enrollments: MENA region (2016–2017 and 2017–2018)	316