



INSTITUTE OF INTERNATIONAL EDUCATION

Hungarian Refugee Students and United States Colleges and Universities

A Report on the Emergency Program to Aid
Hungarian University Students in the U.S., 1956–1958

Edited by Christopher Medalis



1956 Memorial in Budapest

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Introduction

The dislocation of Hungarian refugees after the Revolution of 1956 generated many positive responses worldwide. This publication contributes to the preservation of our historical knowledge of this support. It contains reports published by the Institute of International Education (IIE)'s Committee on Educational Interchange Policy between October 1956 and February 1958. These reports document the assistance of the U.S. higher education community to provide academic placements and scholarships for Hungarian refugee scholars and students and to assist in their adjustment to their new home country. It also offers a window into the realities that Hungarian refugees faced, and paints a broader picture illuminating their experiences in the process of adaptation and acceptance in their new host societies.

In its role as the largest and most experienced international educational exchange organization in the United States, IIE led efforts to mobilize the response and resources of the U.S. higher education community to assist the Hungarian refugees. This was not solely a humanitarian matter, but also a question of preserving and advancing the intellectual knowledge and skills that the Hungarians brought with them. Ultimately, the presence of Hungarian refugee scholars and students added a cultural richness and wealth of human talent to U.S. higher education institutions. As clearly noted in the following reports, U.S. institutions, although first motivated by humanitarian concerns for the refugees, quickly saw the benefit of receiving such talented scholars and students on their campuses, as the Hungarians' intellectual abilities were of high standards.

It is important to note that the assistance given to Hungarian refugee scholars and students was a joint effort at all levels in the U.S. President Eisenhower and the U.S. Congress facilitated the granting of extraordinary visas. The U.S. military established a reception center on a former Army base. Private foundations contributed funding, and U.S. colleges and universities provided significant cost-sharing. Non-



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profit organizations such as IIE coordinated the efforts in the U.S. higher education community, especially the placement of refugee scholars and students, and also raised additional funds for them. Aid agencies, community groups, and families contributed an enormous amount of support for Hungarian refugees in the U.S., not only materially but spiritually and socially, and can be credited with doing the most to further the refugees' ultimate cultural adjustment and adaptation.

IIE's assistance to the Hungarian refugees continued a tradition of activity in support of academics and students who fled their home countries due to persecution and political upheaval. This work began almost from the moment that IIE opened its doors in 1919, beginning with Russian students after the Bolshevik Revolution, continuing to European scholars fleeing from Nazi Germany in the 1930's, and on to South Africans escaping apartheid in the 1980's. Inspired by IIE's history of scholar rescue, several Trustees and friends joined together in 2002 to establish a permanent endowment to provide support and safe haven to persecuted scholars. Today, the Scholar Rescue Fund (SRF), which is highlighted at the end of the booklet, offers fellowships to scholars from any country and in any field who are persecuted as a result of their academic work. Since 2002, SRF has rescued over 100 scholars from 37 countries. IIE is proud to present this work not only in recognition of the efforts to assist Hungarian refugees after the 1956 Revolution, but also as a reminder of the ongoing global need for such assistance.

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Budapest, Hungary
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Institute of International Education

An independent nonprofit, nongovernmental organization founded in 1919, the Institute of International Education (IIE) is among the world's largest and most experienced international education and training organizations. IIE works to create mutual understanding, develop leaders, educate global citizens, advance social justice, rescue threatened scholars, build human capacity, and internationalize higher education. Each year, over 20,000 men and women from 175 countries receive scholarships and professional training through our programs, assisted by 500 IIE staff in 18 offices around the globe, and an annual budget of over \$200 million.

IIE believes that peace and prosperity around the world depend on increasing the capacity of people to think and work on a global and intercultural basis. Our mission is to:

- Promote closer educational relations between the people of the United States and those of other countries.
- Strengthen and link institutions of higher learning globally.
- Rescue threatened scholars and advance academic freedom.
- Build leadership skills and enhance the capacity of individuals and organizations to address local and global challenges.

IIE has joined with many partners—governments, foundations, corporations and generous donors—to find the most talented people around the world and to provide them with the means to acquire greater knowledge and to share their knowledge with others outside of their country. IIE designs and administers more than 250 programs that reach Americans in all 50 U.S. states and serve all the member nations of the United Nations. IIE's global headquarters is in New York and its European Office is located in Budapest, Hungary.





Hungarian Refugee Students and United States Colleges and Universities

A Report on the Emergency Program to Aid
Hungarian University Students in the United States
October 1956–February 1957

Even in an age which has seen vast numbers of people displaced and made homeless, the dramatic mass migration of Hungarians from their country has attracted world-wide attention and sympathy. The immediate events which gave rise to this exodus started in Budapest on Tuesday, October 23, 1956. As pieced together from many sources, the demonstrations which led to armed revolt started when groups of students and workers marched to the Houses of Parliament, to the radio station and to the offices of the leading government newspaper. They presented lists of grievances, including demands for educational and political reforms. What started as a peaceful demonstration became a revolution when the security police fired on the students. Elements of the Hungarian Army sided with the students, the security police were routed and the Hungarian people won a short-lived victory. The new government of Imre Nagy promised free elections and denounced the Warsaw Pact. One week later on the night of November 4, Soviet tanks surrounding the city began a counterattack and, despite the heroic resistance by Hungarians, some of whom were in their early teens, Soviet troops crushed the revolt and brought the country into outward submission. The pro-Soviet government headed by János Kádár was set up and tens of thousands fled Hungary.

The Refugees

Between the 23rd of October 1956 and the end of February 1957, 188,000 Hungarians, almost 2% of Hungary's population, left their country. They are still leaving although at a greatly reduced rate due to the reimposition of tight border controls. Geographic proximity and a "neutral" orientation made Austria the natural haven for the refugees. Only when control of the Hungarian–Austrian border was tightened in January did Yugoslavia become the immediate destination of some 18,000 of them.

It was quickly apparent that Austria could not care adequately for the vast number of new arrivals. Though its hospitality was warm and generous, its resources were limited. An appeal for help in resettling the refugees was answered by 28 countries all over the world. Britain and France offered permanent asylum to as many as wanted to come and to date have taken 18,600 and 8,800 respectively; Germany despite its already heavy burden of refugees, has taken over 11,000 and committed itself to take 10% of the total; Switzerland has taken over 11,000; Canada 13,500; Sweden 4,000; the Netherlands, approximately 5,000; Italy 3,800 and Belgium, some 3,000. At the end of February, 50,000 were still in Austria awaiting resettlement. Of these, perhaps 2,000 to 2,500 were university students.

Although handicapped by its immigration laws, the United States had, through the end of February, admitted 28,089 refugees. President Eisenhower, using his discretionary powers under the law, first offered visas to 6,500 refugees, assigning to Hungarians all unused immigration visas under the Refugee Relief Act. In December and January, as the crisis grew, the figure was raised several times by admitting additional thousand as "parolees," with the final total to be determined by Congress. It is expected that legislation will also go before Congress to change the status of parolees to that of regular immigrants, and possibly, should this be necessary, to increase quotas to permit the admission of additional refugees from Eastern European countries. Parolee status does not in practice appear to have had any effect on the disposition or future prospects of the refugees.

To take care of the refugees admitted to this country, the United States Army reopened Camp Kilmer, now the Joyce Kilmer Reception Center, in New Jersey on ten days' notice. The first groups of refugees were flown from Vienna in Army planes on November 21, and they have continued to arrive by plane and ship ever since. Some indication of the magnitude of this operation and the speed with which it took place can be seen from the fact that, on December 24 and December 25, 30 planes

carrying 1,923 refugees arrived at the Kilmer Center. Eight resettlement agencies¹ representing religious, ethnic and political groups, fulfilled legal requirements by acting as sponsors for these people, and have helped to resettle the refugees in new homes and jobs. Within 48 hours after their arrival, many of the newcomers were being welcomed by communities in all parts of the United States. In the past four months, over 26,000 have been resettled and started new lives.

Among the refugees in Austria there was a small but important group of university students, including many who had helped spark the events of the October Revolution. A coordinating committee made up of European national unions of students (COSEC) worked with World University Service and the resettlement agencies in Vienna, screening the students and registering their preferences as to country of resettlement. A great many had already been dispersed throughout Western Europe by the time organized efforts to identify them began. European universities offered hundreds of scholarships and many Hungarian students found study opportunities immediately. Europe was the first choice of many because of emotional ties to the continent and their hope of eventually returning to Hungary. Europe also offered more promising study opportunities in some fields than did the United States. Recognizing the desirability of encouraging students to remain in Europe, the Ford and Rockefeller Foundations made substantial grants, totaling more than a million and a half dollars, to West European education institutions to help them care for the influx. Nevertheless, reports indicate restlessness among some students already at European universities, and it is possible that a certain number will apply for resettlement in the United States.

¹ Catholic Relief Services of the National Catholic Welfare Conference, Church World Service, Coordinated Hungarian Relief of the American Hungarian Federation, International Rescue Committee, Lutheran Refugee Service, Tolstoy Foundation, United HIAS Service and United Ukrainian American Relief Committee.

Hungarian Students in the United States

The fact that the emergency program of aid to Hungarian students who chose to re-settle in the United States is still history-in-the-making prevents the preparation of a complete report on the numbers of students involved and the final results of present efforts to place them in United States colleges and universities. Since this emergency aid program is still in its relatively early stages it is important that as much as possible of its history, problems and purposes be known and understood by the personnel of the American educational institutions and by the public here and abroad.

From the first days of the exodus from Hungary, American educational institutions and organizations expressed their interest in helping the Hungarian students. Some collected money and offered scholarships. Others got in touch with two groups which have traditionally concerned themselves with international student movements and student exchange, World University Service and the Institute of International Education. As a result, a cooperative program was established to place Hungarian students in American colleges and universities where scholarship opportunities were available. A joint policy committee, including persons familiar with the Hungarian situation, was set up by the Institute of International Education and World University Service. The committee agreed in principle that only students with good records, who had been prevented from finishing their university studies by the revolution or for political reasons, should be eligible for placement under this program. It also agreed that students must be in a field of study taught at American institutions; those studying in such fields as radio repair and railroad mechanics, for example, were disqualified. These criteria do not prevent other students from making their own arrangements to study after they have settled in a community or from applying directly to a college or university for admission.

Approximately 1,000 refugees describing themselves as university students have been admitted to the United States to date. At first, little was known about the characteristics of this group. The usual formality of questionnaires and application forms was waived to meet the emergency situation. Screening by European student organizations and the resettlement agencies was necessarily of the most general nature. Preliminary estimates of the total number of students among the refugees, for example, ranged from 150 to 2,000. It was also apparent that not all of those classified as students were at the college or university level. Some had not yet completed 12 years of schooling and others were at a post-doctoral level. Gradually, however,

as the sponsoring agencies were able to interview all the newcomers, and after World University Service and the National Catholic Welfare Conference established comprehensive interviewing systems at the Kilmer Center, enough vital statistics were gathered to make certain generalizations possible.

The total number of Hungarian students who can be considered eligible for admission to colleges and universities in the United States stands, at the end of February, at approximately 800, with perhaps 50–100 more expected in the following months. They are predominately male (over 80%) and fall roughly into two age groups: the 19–20 year olds, who were studying when the revolution broke out, and the 28–29 year olds, who had been prevented from finishing their studies at an earlier date for political reasons (they may have refused to take a Communist oath, joined student groups with the wrong political slant, had relatives in the West, come from the middle or upper classes, or had parents who were politically out of favor). The majority are in engineering and medicine with smaller numbers in economics, the liberal arts, general science, education and agriculture. They are at an academic level equivalent to an American undergraduate. In addition to Hungarian, some speak several languages, most often Russian and German, but almost none speak English. They are alert, intelligent and promising young people and, like the entire group of Hungarian refugees, their morale is generally good. They have not yet developed the negative attitudes that frequently characterize refugee groups.

It was soon apparent that a satisfactory program for most Hungarian students would have to be carried out in two stages, a preparatory stage followed by regular placement at colleges and universities on scholarships. The first phase, in which many students still find themselves, involves primarily the study of English. Most of the Hungarians did not speak English well enough to undertake academic studies. Furthermore, qualified students could not be identified and placed at appropriate institutions rapidly enough to enter school at the beginning of the spring semester. To meet the students' needs for English training and to permit greater coordination with college schedules, two special centers were established and supervised by the Institute of International Education. Some 425 students were admitted to these centers. Bard College in Annandale-on-Hudson, New York, accepted 325 for nine weeks, and St. Michael's College in Winooski Park, Vermont, approximately 100 for 15 weeks. Financial support was obtained from the Ford and Rockefeller Foundations, and from the Rockefeller Brothers Fund.

The problem remained as to what to do with the new students referred to World University Service and the Institute of International Education, as well as with those students who needed a more intensive training in the English language than could be provided by the relatively brief Bard and St. Michael's programs. It was at first proposed that one large institution be established at a central place and that all Hungarians be sent there for group orientation. The alternative suggestion, which was adopted, was to ask selected colleges and universities experienced in teaching English to foreigners, to accept Hungarian students in small groups of 10 to 50 for one semester. The colleges were not asked to commit themselves beyond this limited period. This solution was considered both educationally sound and economically feasible. Forty-eight institutions, ranging from large urban universities to small colleges, were canvassed early in January. From the many positive replies received, fifteen institutions² offering the most favorable terms were selected to take 227 students by April 1, 1957. These institutions together with local community groups contributed all or a substantial proportion of the expense, although some required additional financial assistance to supplement their own contributions. This was made available to the Institute of International Education by the Ford and Rockefeller Foundations.

The second phase of this program involves the placement of Hungarian students at colleges and universities either as regular students or, where more appropriate, as special students. Early in the program, scholarships were solicited from 1,200 four-year institutions. World University Service, which had worked for many years with student refugees, agreed to coordinate the scholarship offers and to transmit student applications to non-Catholic colleges and universities. The Institute of International Education agreed to transmit applications to Catholic institutions, and to review those submitted by World University Service and recommend appropriate placements in all other institutions.

² Carroll College, Helena, Montana; Earlham College, Richmond, Indiana; Elmhurst College, Elmhurst, Illinois; Georgetown University, Washington, D.C.; Indiana University, Bloomington, Indiana; Manhattan College, New York City; Queens College, New York City; Southwestern Louisiana Institute, Lafayette, Louisiana; Teachers College, Columbia University, New York City; Temple University, Philadelphia, Pennsylvania; University of Illinois, Urbana, Illinois; University of Miami, Coral Gables, Florida; University of New Mexico, Albuquerque, New Mexico; University of Oklahoma, Norman, Oklahoma; Wellesley College, Wellesley, Massachusetts.

An encouraging response to the request for scholarships was received. As of the middle of March a total of 650 scholarships had been offered by 330 schools. Many scholarship offers provide not only tuition but maintenance and incidental expenses. Since many offers are from women's colleges and small liberal arts colleges, however, and are not suited to the needs of the Hungarian group which contains a preponderance of young men in technical fields, there are not now enough usable offers to take care of all qualified students. At present, for example, there remain fewer than a dozen unfilled scholarship offers suitable for engineers, while 220 engineers await placement for the fall semester.

The placement process begins while the students are occupied with English training courses, and whenever students appear to meet academic standards they are placed at once. By the end of February, some 135 Hungarian students qualified for regular academic study and were placed. It is anticipated that, by September of 1957, the rest of the eligible students will be admitted to colleges, most of them as degree students. The total number to be placed is uncertain since the drop-out rate is high. To date, some 200 students have left or have been dropped from the program because they did not meet the basic academic qualifications or preferred to take jobs or to arrange their own placement. Those who are unable to continue their studies for any reason are referred back to the agency which sponsored their entry into the United States and which remains responsible for the student until he is permanently resettled.

It should be emphasized that the procedure set up by the Institute of International Education and World University Service for preparing and placing a certain group of students is not the only means by which Hungarian students can gain entrance to college. Students can and do arrange their own placement, through their own efforts or with the help of a local sponsor. Some enterprising Hungarian students have personally canvassed many institutions. Many have been successful. This is as it should be and reflects the initiative and determination of the Hungarian student group. The National Academy of Sciences, concerned primarily with more advanced scholars, is also assisting a small number of students in scientific fields.

Policy Considerations

Several important questions face the colleges and universities accepting Hungarian students and the administrative agencies screening and placing them. These questions will become increasingly important if the program continues to grow, and especially if the Hungarian students are followed by an influx of students from other East European countries. The most fundamental question concerns the purpose of the program. Is it primarily a relief operation or primarily an effort to develop intellectual potential by offering the most talented of the young refugees an opportunity to continue and complete their professional training? The first impetus for the program grew out of the humanitarian impulses of American students and educators who offered to help in any way possible. As the desperate need for haste diminished, however, it became apparent that the role of colleges and universities was not to rival relief agencies in feeding the hungry and succoring the needy, but to fulfill their traditional educational function. Relief as such is not the function of an educational institution. Reasonably high academic standards should be maintained in admitting Hungarian students. After their admission to an educational institution, they should be judged, like other students, on their academic performance.

This point of view, while recognized in principle, is not always easy to apply. Some of the agencies involved in resettling Hungarians tend to think of screening and academic placement as simply a matter of sending anyone who declares himself a student to any college willing to have him. The Institute of International Education, which has been placing students for 37 years, believes that satisfactory placement is not so simply achieved. The job of matching the student with the right educational opportunity is an exacting one and requires quite as much care as does successful placement of a refugee in the right community. In the long run, care taken at the start saves time, money and disappointment for everyone concerned.

A second question which educational institutions should consider is how the emergency aid program for Hungarian students relates to the colleges' or universities' overall program for foreign students. It seems clear now, although it could not be certain during the early days, that the Hungarian students are immigrants. They will not be returning to their home country in the foreseeable future. This fact should guide the actions of both administrative organizations and educational institutions working with Hungarian students. The emotional impact of events in Hungary and the urgent need to help the refugees produced an immediate and com-

mendable response. At the same time, America's traditional responsibility to offer educational opportunities to foreign students is world-wide and pressing. Room must be found both for qualified Hungarian students and for the many students from other lands who wish to study here. New resources must be found for Hungarian student scholarships that will not divert funds from the vital foreign student programs of colleges and universities. As states elsewhere by this Committee:

"The social and economic needs of many countries, especially the so-called underdeveloped nations, are tremendous and require trained and education persons to meet them. Our own foreign policy objectives stress people-to-people contacts and the development of mutual understanding. Equally important, the broadening influence of campus contacts with foreign students gives to American students a greater understanding both of their own country and of other parts of the world."³

Questions may also be raised about the criteria of selection, which in the broadest sense are admittedly arbitrary. In order to place the large number of students involved and to channel aid to those in most urgent need, the eligible group had to be limited to those whose studies were "interrupted." There are others in the Hungarian refugee group who were not able, for political or economic reasons, to go to college in Hungary but who, as immigrants to the United States, hope to start off their new life by taking advantage of our educational opportunities. This is a legitimate aspiration. One way of helping them would be for refugee agencies or university groups to set up a loan fund along the lines of that established in the 1920's for Russian students. Some 600 Russian students who had fled from the Soviet Union were assisted by the Russian Student Fund to continue their interrupted educations. The questions of how to help Hungarian students not falling under the present program deserves consideration.

Finally, the question of long-term financing of the existing program should be given careful thought. Can a prolonged program of aid to Hungarian students and perhaps to other East European students be supported solely by private resources, primarily the colleges and universities themselves, or does the United States Government have some responsibility for helping to subsidize this group of future citizens? In a somewhat similar situation involving Chinese students stranded in this country after the fall of China to the Communists in 1948, the United States Govern-

³ *Expanding University Enrollment and the Foreign Student*, Committee on Education Interchange Policy, page 3.

ment undertook an emergency program of financial assistance to enable the Chinese to complete their studies. Perhaps another such Government aid program will be needed for Hungarian students if their numbers continue to increase, to ensure the education and training of a promising group of young people.

Conclusion

The Hungarian students, like the larger group of refugees from which they are drawn, are an alert and intelligent group. They are entitled to the special consideration they are receiving both in their own right and as symbols of a fighting faith in freedom. They will undoubtedly help to fill the trained manpower needs of the nation and add their measure to the welfare of the United States.

It would be a disservice in the long-run, however, if educational institutions and administrative organizations were to try to help the Hungarian students at the expense of academic standards. The selection and placement of students requires the utmost care. For this reason standards have been consistently sharpened as the emergency program progressed. Only those who seem clearly qualified on the basis of the information available are classified as students; only those who demonstrate that they can live up to their original promise will be permitted to complete their studies.

The immediate sympathetic response of much of the world, and particularly of the United States, was perhaps the motivating force needed to inspire this emergency student program. Humanitarian motives, however, have no place in decisions affecting standards of admission to American educational institutions. The quality of the Hungarian students benefiting from the scholarship placement program should stand as proof that the organizations and institutions concerned have not lost sight of the program's aim: to provide educational opportunities to talented persons able to benefit from them.

First Hungarians Arrive On Campus



Excitement reaches a peak as the first Hungarian "Freedom Fighters" are met by a large welcoming party from St. Michael's. Students brewed a cold Vermont winter evening to give the Hungarians a warm welcome at the train and later aided them in settling on campus.

Students Greet New Michaelmen

On Thursday night, despite the subzero cold, St. Michael's extended warm welcome to the first group of Hungarian freedom fighters. The group of about 20 travelled by Central Vermont train from Camp Kilmer, N. J. to Essex Junction.

ARRIVAL

A cavalcade of more than 100 students in some 25 cars drove to Essex Junction where the newcomers were greeted by cheering, applause and signs in both Hungarian and English. The Student Council, led by President Joe G. Eaton, and with Art Kirwin supplying the signs, set up the welcome.

DINNER AND WELCOME

After dinner, the newcomers were quartered in St. John's hall following a brief greeting. (Continued on Page 5)



Parts of the welcoming party of over 100 Michaelmen who met the first group of Hungarian students Thursday night at Essex Junction. Many signs bearing the phrase "Isten Hozzot!" - Welcome!, and other greetings in Hungarian were displayed to immediately portray the feeling of the student body.

Voting Age 17 Interclass Debate Topic

The interclass debates for the 1956-57 school year are tentatively scheduled for February 23-27. Paul Fisher, interclass debate committee chairman, revealed that the topic for the debates is, Resolved: That the voting age requirement should be lowered from twenty-one to eighteen years of age.

RULES

The outcome of these debates will earn points for



The Michaelman

ST. MICHAEL'S COLLEGE, WINOOSKI, VERMONT VOL. 10 NO. 12 JAN. 19, 1957

Fr. S. Bekesi, Temporary Chaplain Reports On Hungarian Way Of Life

by Art Kirwin
After a long train trip

individuals or groups who will voluntarily speak or life in satellite Hungary and

twelve become clay in the hands of such force. III. Father stressed the

Frosh Plan Dance Jan. 26

The first Freshmen sponsored dance will be held Saturday, January 26 in Austin Hall from 8 to 12. The dance is stag or drag and is \$5.00 per person.

The dance is being planned by a four man committee of Steve Burns, Al Fallon, Davis Barry and Peter Lovell. Through the Student Council they have obtained \$65 to use for the social. As yet no particular decoration theme has been decided upon by these committee men. However, Burns stated, "The committee men will decide the theme de-

FORD FUND DONATES \$10,000 FOR REFUGEES

The Ford Foundation gave the World University Service a check for \$10,000 yesterday to house and feed Hungarian refugee students in New York.

The Rockefeller Foundation has already given the university organization \$10,000 for administrative costs and also to help set up an intensive English-language course at Bard College, Annandale-on-Hudson, N. Y.

The students here will live at International house near Columbia University, New York University, Fordham University and Sloan House of the Young Men's Christian Association at 356 West Thirty-fourth Street.

The language program will be given under the aegis of the Institute for International Education. The Ford Foundation, the Rockefeller Foundation and the Rockefeller Brothers Fund have guaranteed to underwrite the program by contributing \$80,000 to \$90,000.

At Camp Kilmer, N. J., yesterday George Meany, president of the American Federation of Labor and Congress of Industrial Organizations, addressed Hungarian refugees. He promised that American labor would contribute generously to help refugees find a haven in the United States or other free countries.



Hungarian Refugee Students and United States Colleges and Universities

One Year Later

February 1957–January 1958

More than a year has passed since the dramatic exodus of refugees from Hungary aroused the concern of freedom-loving people all over the world. Excluding recent arrivals from camps in Yugoslavia, a total of 37,221 Hungarian refugees were admitted to the United States through November 30, 1957. Of this total some 1,800 were university students in Hungary, and it is this group, its promise and its problems, which is discussed in this report. Approximately 1,000 of the 1,800 are studying at American colleges and universities. The majority were assisted under an emergency program established by the Institute of International Education (IIE) and World University Service (WUS) in cooperation with the President's Committee for Hungarian Refugee Relief and the major resettlement agencies.⁴

Although it is too early to undertake any final analysis of evaluation of the Hungarian students' adjustment to American college life, the national interest in these young people justifies a report on what happened during the past year. A final report can come only with time.

⁴ National Catholic Welfare Conference, Church World Service, International Rescue Committee, Lutheran Refugee Service, Tolstoy Foundation, United HIAS Service



Student Placement

A previous progress report on the Hungarian students published in March 1957 by the Committee on Educational Interchange Policy (CEIP) outlined initial screening procedures for students in Austria and at the Joyce Kilmer Reception Center in New Jersey, and discussed the IIE/WUS cooperative effort on behalf of these students. As the magnitude of the problem became apparent, it was necessary to establish in early April 1957 and integrated IIE/WUS unit which worked together at the Institute. Such a unit was recommended by the Joint Policy Committee⁵ and the administrative costs were financed with funds obtained through the President's Committee. While this arrangement necessitated many explanations to outsiders who were accustomed to dealing separately with WUS and IIE, it unquestionably increased the efficiency of the placement program. The IIE arm of the unit, at the request of the National Catholic Welfare Conference, had sole responsibility for the placement of students in Catholic colleges and universities, while WUS made placements at all other educational institutions on the basis of recommendations from the integrated unit. The staff of the two organizations worked together harmoniously in processing almost 1,300 applications before the unit was dissolved October 1, 1958.

The final tabulation (Table 1a) shows a total of 1,288 students registered with the integrated IIE/WUS unit for scholarship placement. A cut-off date of April 15, 1957 was set for receipt of applications for fall placement, but in some cases exceptions were made and late registrants were accepted. The exceptions included students with academic qualifications which matched scholarship offerings that might otherwise have remained unfilled. In addition, it was possible to accept late applica-

⁵ Members of the Joint Policy Committee were: George N. Shuster, Chairman, President, Hunter College; Buell Gallagher, Chairman, World University Service, and President, City College of New York; Kenneth Holland, President, Institute of International Education; Wilmer J. Kitchen, Executive Secretary, World University Service; John A. Krout, Provost and Vice President, Columbia University; Msgr. William E. McManus, Superintendent, Archdiocese of Chicago School Board, formerly Assistant Director, Department of Education, National Catholic Welfare Conference; Rev. Hubert Noble, Church World Service; Ann Petluck, Director of US Operations, United HIAS Service; Richard C. Raymond, (Director of Hungarian Program) Director, Department of U.S. Exchange Relations, Institute of International Education; John Simons, Assistant Executive Secretary, Foundation for Youth and Student Affairs; Albert G. Sims, Vice President for Operations, Institute of International Education; Charles Sternberg, Director Case Department, International Rescue Committee; Tracy S. Voorhees, Chairman, President's Committee for Hungarian Refugee Relief; Representatives of other resettlement agencies (see footnote, page 21)

tions from women because of the numerous scholarship offered by women's colleges. Exceptions were also made for students who obtained their own scholarship but who needed supplementary financial assistance from IIE/WUS funds.

Of the 1,288 registered students, 734 were placed on scholarships. 352 were withdrawn, rejected or resigned from the program, 136 remained unplaced and 66 were still awaiting a final decision from colleges at the October 1 termination date.⁶ In addition, it is estimated that approximately 200 more refugees were placed either through their own efforts or through those of resettlement agencies, the National Academy of Sciences, private sponsors, etc.

Virtually all of the most promising students eventually received scholarships. Of the students who were not successful in obtaining scholarships, the majority had past academic averages of "C". Lack of facility with the English languages was also a prime factor in determining placement; a large group of students either failed English examination upon which their official admission to college depended, or else required placement in colleges which could offer special facilities in English training.

Most of the Hungarian students registered with IIE/WUS were at the undergraduate level. Scholarships were secured for a limited number of graduate students in the field of engineering, chemistry and economics and the humanities, however. Medical students who had had two years or more of medical school training in Hungary were considered eligible for graduate study here, and this group was aided by the Association of American Medical Colleges and the National Committee for the Resettlement of Foreign Physicians, in cooperation with IIE/WUS. Screening examinations were held in June 1957, at Cornell Medical College, Northwestern University Medical School and the University of California School of Medicine in San Francisco. Thirty-seven medical students took the examinations which were conducted by experienced examiners in the basic sciences and clinical fields. Twenty-six passed the examinations, and twenty-two students are presently enrolled in 17 medical schools in this country, the majority as first-year students. Many of those who failed the examination were not passed by the screening boards because of poor English.

⁶ WUS has continued to assist these students as well as some who registered after the April 15 deadline. As of March 28, 1958, WUS has placed an additional 96 students.

Scholarship Solicitation and Fund Raising

Early in the program scholarships were solicited for Hungarian students from some 1,200 educational institutions. This was a joint appeal by WUS, IIE and the International Rescue Committee. As the program progressed, additional scholarships were solicited by a number of groups, particularly the National Catholic Welfare Conference, the President's Committee for Hungarian Refugee Relief, the U.S Office of Education and the integrated IIE/WUS unit. In addition to general appeals, many letters were sent by the unit to selected colleges and universities which offered training in the technical fields of study which the Hungarian students desired. Tracy S. Voorhees, Chairman of the President's Committee, continued to use his personal contacts to secure scholarships even after his Committee had been formally dissolved. In all about 1,086 scholarship offers were received from 350 educational institutions. Of these scholarships 60% consisted of full awards, covering tuition, room and board. (Table 1b)

As a result of appeals to foundations and corporations, approximately \$300,000 was raised by IIE/WUS, with the help of Tracy S. Voorhees, for the Hungarian Scholarship Fund. These funds were used by IIE/WUS to supplement partial college scholarship offers, grants being made to the institution concerned to be administered on behalf of the student. The grants usually covered the cost of tuition where room and board had been offered, or conversely the cost of room and board if the college had awarded a tuition scholarship. Only in exceptional cases were funds available for incidental expenses. It was expected that students would obtain part-time jobs to cover miscellaneous costs. Since funds were limited, in no case was money allocated for travel expenses, health insurance or the like. The grants for medical students were the largest single awards, and ranged from \$200 to \$2,000. It was felt that medical students posed an exceptional problem and that their entire costs for the first year, when necessary, should be met from the Scholarship Fund. One donation of \$15,000 was given specifically for use by medical students. Two organizations deserve special mention. The International Rescue Committee donated \$125,000 and First Aid for Hungary contributed \$76,600. These were the two largest single contributions received for the scholarship fund. Without these and other generous contributions (see Table 2) a large number of Hungarian students would have been unable to continue their education in this country.

Problems and Policy Considerations

Character of Program

The joint IIE/WUS program for Hungarian students was an emergency program. It was set up and carried out under great pressure. The program was established to help qualified students among the refugees find their way into university study as promptly as possible. It was intended to ease their initial period of adjustment, not to become a permanent program. It was assumed that for the foreseeable future the students were immigrants and potential American citizens, and the sooner they could begin to make their way on their own the better. The responsibility assumed by the universities is comparable to that assumed for any other group of scholarship students. To supplement scholarship funds, the Hungarian group can work or borrow money. That failing, they can leave the university altogether. Within this framework the emergency program seems to have made a useful and valuable contribution to the welfare of Hungarian refugee students.

The previous Committee on Educational Interchange Policy report stated that the Hungarian student program should be viewed primarily as an educational program rather than a relief operation. Individuals closely involved with the events of the revolution sometimes found this difficult to accept, but all evidence now indicated that the decision to stress educational standards was a wise one. Experience showed that, despite their tremendous initial enthusiasm, American colleges and universities would not lower their standards when considering Hungarian applicants. Few colleges were willing to take “a Hungarian” for humanitarian reasons alone, and even in cases where campus groups would have accepted less well-qualified students, admission offices vetoed the choice on academic grounds. Applicants with mediocre academic records were repeatedly rejected by colleges and universities. On the average, two applications to an educational institution were required to achieve one scholarship placement. Thus the wisdom of the initial decision was borne out by the reactions of the academic community.

Instead of separating the students from the other refugees and initiating an emergency placement program on such short notice, it has been suggested that the students might first have been resettled in communities throughout the country.

American Schools Welcome Hungarian Students

A small but important group of students have recently found themselves without books to read, professors to teach them, or schools to attend. They have even found themselves without a country. These students, many of whom sparked the events of the October revolution in Hungary, were forced to leave everything behind and take refuge in countries which honor and protect every student's right to think freely.

Last November as the story of the fleeing Hungarian students began to reach the American campus, educational institutions were quick to show their eagerness to help. Some schools collected money; others offered scholarships. These institutions—both the large urban university and the small college—did not want to see the Hungarian students prevented from finishing their educations.

The Institute of International Education, the World University Service and the National Catholic Welfare Conference set up a joint committee to coordinate policies and placement of the Hungarian students for the American colleges and universities. To be classified as a student, a Hungarian had to be a *bona fide* university student with good academic record at the time of his departure from Hungary or a person who had been prevented from finishing his education because of his political beliefs. Also he had to be studying in a field taught at an American institution.

This would have given them an opportunity to learn English and earn money; WUS and IIE could have sought scholarships for them at a more deliberate pace, and a more careful process of university placement would have been possible. The students would have been in a stronger position to get along on their own with better English and with money saved.

This reasoning, however, overlooks the emotional climate following the Hungarian Revolution. The enthusiastic response of American educational institutions to the crisis was such that WUS and IIE could not refuse to cooperate in screening and evaluating Hungarian students. American students and faculty wanted to help immediately not at some later date. And the Hungarian students themselves would have been seriously disappointed if no assistance had been forthcoming. Most of the refugees wanted to resume their studies as soon as possible. Among those students for whom IIE/WUS did not find scholarships until mid-summer, there were a number who had serious adjustment problems.

Many students who were temporarily resettled in jobs made questionable progress in learning English. This does not lend support to the idea that employment would have been an efficient way of learning English. It has also been pointed out by some of the refugees that, once resettled and working, the urge to continue studying diminishes. Such an attitude on a large scale could have deprived the United States of the talents of educated persons, many of whom were in the technical fields of study in which manpower is presently needed. It was clearly to the benefit of the U.S. to nurture the educational potential represented by the Hungarian students. In short, there seemed no choice but to set up a program of immediate placement for the students.

Screening of Students

A preliminary screening program to identify students among the refugees was carried out in Austria by a Coordinating Committee which was composed of representatives of World University Service, the coordinating secretariat of the International Student Conference (COSEC) and the Austrian National Union of Students. A secondary screening was conducted at the Joyce Kilmer Reception Center in New Jersey by the National Catholic Welfare Conference and the U.S. National Committee of World University Service. This screening involved little or no selective process. The

students were referred to WUS and IIE with comments by the interviewers based on personal impressions. Not until the later stages of the program was any real selectivity exercised, and then it fell to the integrated IIE/WUS unit to perform.

In a similar situation in the future, it would be desirable to have the students screened at the very beginning by persons more knowledgeable about college placement, fields of study and student potential, even if such screening had to be done at a slower pace and through an interpreter. In completing applications forms on behalf of refugee students, the value of photographs and a *curriculum vitae* written by the student himself (if necessary in Hungarian to be translated later) cannot be over-emphasized. Many colleges which dealt with IIE on regular foreign student programs expected the same standards of selection for the Hungarian refugees, although it should have been apparent under the circumstances that no formal selection committee could have operated abroad. Nonetheless some colleges assumed there was more selectivity exercised by IIE/WUS than was actually the case, possibly because of early statements about a committee being set up to judge each application. The fact that the committee ceased to function after a very short period of time was never fully explained.

In the initial stages, IIE/WUS attempted to place every student who met the established criteria, i.e., "qualified" students at the university level who had been prevented from finishing their education by the revolution or for political reasons, and who wished to study subjects normally taught in American colleges and universities. When it became apparent to IIE/WUS that the colleges and universities were repeatedly refusing to accommodate students who, while qualified in the above sense, did not seem to be scholarship material, IIE/WUS reviewed the applications on file and advised the resettlement agencies of the names of those students who in its opinion would not be awarded scholarships. Most of those in this category had by their own admission past academic averages of "C". The sponsoring resettlement agencies were advised that this group of students should not plan to attend colleges with the assistance of IIE/WUS. By setting aside some 100 applications in this way, the unit was able to give priority to the placement of students with the greatest academic potential.

Of the 800 qualified students, a little over 80 per cent were men. They fall roughly into two age groups: 19-20 and 28-29. Most students are in the natural science and technical fields, and at an academic level equivalent to an American undergraduate. In addition to Hungarian, many students speak several languages; mostly Russian and German, but usually not English.

Before the students could undertake their studies on the American campus, it has been necessary for most of them to learn English. Two special English-language training centers were established: one at Bard College in Annandale-on-Hudson, New York and the other at St. Michael's College in Winooski, Vermont. Fifteen colleges and universities which have had extensive experience in teaching English to foreigners have accepted small groups of ten to twenty-five students for one semester.

Trying to find a place for the Hungarian students at colleges and universities for regular study began while the students were still learning English. As soon as a student has appeared capable of meeting the academic standards of the accepting school, he has been sent to its campus. Over 300 students are still in the English-training centers, and many more have been placed in regular study programs for the spring term. There are other Hungarian students who, through their own efforts or through the help of a local sponsor, have found places for themselves at academic institutions. It is hoped that by September most of the Hungarian students will be enjoying the full academic life.

The IIE is helping the Hungarians, just as it has always helped students from all parts of the world. For thirty-seven years the Institute has screened foreign students for American educational institutions and has tried to match these students with the most suitable educational opportunities available.

In this case the Institute staff acted first as humanitarians, then as educators, always conscious of its responsibility to place to place those Hungarian students who could benefit most from the American study experience. IIE is proud to have played a part in the education of these defenders of freedom – the Hungarian students who have been so warmly accepted by our American colleges and universities.

Kenneth Holland
President
Institute of International Education

English

The most immediate and obvious problem faced by the students and by those administering the program was the language barrier. An estimated 30% of the Hungarian students had had some previous training in or knowledge of English, but only a few had sufficient facility with the language to undertake an academic program upon arrival here. Some colleges and universities were able to offer special instruction in English to the Hungarian scholarship recipient, but many required that the student be able to carry on classroom work before they would admit him.

A partial solution to the problem was reached by means of the special language and orientation programs⁷ arranged and supervised by the Institute of International Education. Approximately 650 of the candidates whose applications were on file with WUS and IIE were selected by IIE to participate in these programs. The programs lasted from 8 to 22 weeks and, as a whole, the Hungarians applied themselves diligently to learning English. It is significant that out of the 229 students in the smaller college and university programs (excluding the large groups at Bard and St. Michael's Colleges), only 15% were withdrawn from the placement program by IIE/WUS at the end of the English training program. The withdrawals were usually based on the student's lack of progress in learning English, and lack of academic potential as indicated in reports submitted by the staffs of the colleges and universities conducting the English programs. There is no doubt that the English training and orientation received by the remaining 85% was of immeasurable value in aiding their adjustment to regular college life.

Difficulties were encountered by many of the students not included in the special language programs. A major reason for failure of medical students and others to receive scholarships was lack of facility with the English language. It seems certain that among the students who were unsuccessful because of poor English, there were those with college potential who, because of late arrival in this country or for other reasons, could not be accommodated in the English programs. While IIE attempted to choose those Hungarians with the highest academic potential, the selection of students for the English centers was of necessity based also on practical

⁷ See *Hungarian Refugee Student and United States Colleges and Universities*, October 1956–February 1957, Committee on Educational Interchange Policy, March 1957.

consideration. Married students, those already resettled at distant points by their sponsoring resettlement agencies, and those who could not be located on short notice, usually lost out on this opportunity. The time limitation also meant that little or no counseling and guidance could be given those students who turned down the opportunity in the belief that they could learn English while earning money to assist with their educational expenses. Some of these are now applying to WUS for university placement.

No clear figures are available on the success of English instruction obtained by students on their own. Many students who were resettled in temporary jobs while awaiting scholarships found that their command of the language consisted mostly of phrases and terms needed in their particular positions. Employers, when asked for a report, often felt compelled to state that in their opinion the student's English was not adequate for college study. At variance with this were reports from well-meaning relatives or friends who, influenced by their desire to help students secure scholarships, could not give an objective statement about English ability. Had time permitted, it might have been possible to solve the problem for this group by requiring a *curriculum vitae* written in English. In some instances such statements were obtained from students and proved very enlightening.

Several alternatives were open to students who were not included in the IIE language program. A great many refugees, on their own initiative, found and attended classes in English held in the communities in which they were resettled. In addition, English language training was provided for students and other refugees by three groups: the Institute of World Affairs at Salisbury, Connecticut, the Experiment in International Living at Putney, Vermont, and the International Rescue Committee in the New York City area. In most cases no reports no students attending these classes were submitted to IIE/WUS and it is therefore impossible to draw conclusions about the success of training.

Colleges and universities which insisted that students be able to carry on classroom work before they were admitted for study usually based their decision on the fact that the value of academic instruction would be lost without good English, and that no special facilities for English teaching were available. This was probably justified in the case of students with no knowledge whatever of the English language. It is possible, however, that students with a rudimentary knowledge of the language could have succeeded academically after a brief exposure to American students and

Hungarians: On the town, in the classroom

English isn't the only thing that Hungarian students at St. Michael's College in Winooski, Vermont are learning. Many of the 101 young men now taking part in fifteen-week intensive language course attended the annual meeting of the citizens of the town of Colchester, population 3,897.

The Hungarian students have recently elected a student senate, and they were pleased to see that elections at the town meeting were conducted in exactly the same way as their own student government. They watched with interest as motions were made, issues were debated and votes taken, all in an orderly but informal way. They were particularly impressed that no one hesitated to criticize the way in which the town was being run by the local officers, and that no action was taken against those who disagreed with the prevailing policy. Zoltán, one of the students, commented with surprise after the meeting. "This man said he did not like the way the selectmen did the town business. He shouted and he shook his finger at the selectman. Nothing happened to him. After the meeting, the townspeople returned to their homes and businesses, still discussing the issues that had been raised. The Hungarian students returned to St. Michael's in a thoughtful mood. Said Zoltán, "You are more fortunate than you know." At Bard, at St. Michael's, and other colleges and universities holding language and orientation courses this spring, Hungarian students are taking part in many aspects of American life outside the classroom.

classroom work. Educational institutions as a rule applied to the Hungarians the same standards they used in selecting foreign exchange students. While this is understandable, it is probable that a number of worthy students were not given ample opportunity to prove themselves because of the language barrier. In retrospect, one wonders if perhaps more funds and efforts should have been spent on English and orientation programs, this giving more students a chance to prove their ability and potential.

College and University Participation

The overwhelming response of the American academic community to the appeal for scholarship assistance for Hungarian refugee students is one of the most outstanding aspects of the entire emergency program. The scholarship figures speak for themselves, but what is often forgotten is the special problems educational institutions accepted along with the students. The lack of official academic records made it extremely difficult for the colleges and universities to evaluate credentials and to “place” the student at the appropriate academic level. In most cases, the only information available was the student’s own statement, without corroboration, of the courses he had taken and the grades he had received in Hungary. It should be mentioned that, almost without exception, the students appear to have reported information correctly. The English ability of many Hungarians was at best limited and as a result they often required special assistance in this area. The fact that the refugees had studied predominantly technical or scientific subjects in Hungary meant that they all had major deficiencies in the humanities which would have to be made up. Other questions which loomed large in the minds of administrators were the lack of health insurance for the refugees, a real or implied responsibility on the part of the colleges and universities for the students after the first year, and the need for counseling and guidance to help the students make the necessary adjustments to a different way of life. Most institutions accepted these problems as part of their responsibility and were more than willing to participate in spite of them.

Scholarships worth an estimated two million dollars were contributed by educational institutions. In addition many offers were received which could not be used. This factor obviously had repercussions, particularly where funds had been raised by campus groups and community organizations. At the end of the IIE/WUS

program, 128 scholarships remained unfilled; 47 of these were restricted to women and only 20% of the Hungarian students were women. The remainder were not filled for various reasons: liberal arts colleges and graduate awards for which there were no suitable candidates; offers with religious restrictions; student resignations at the last minute when it was too late to submit substitutes; and partial scholarship offers which required more funds to assure adequate support than IIE/WUS felt should be contributed to a single individual. There was no known way of avoiding the disappointment caused by leaving these offers unfilled.

Student Attitudes

As with any group of displaced persons, the Hungarian refugees had many personal problems. In contrast to other refugee groups, the Hungarians had only a brief stop-over period between Hungary and the United States. Most students had left their families behind in the flight from Hungary. Emotional strain left many with a feeling of isolation and loss after their arrival in this country. At the same time those who came to America had high expectations of democracy and of economic opportunities in the United States. Although for a time they were willing to overlook snags in resettlement and, in the case of students, in the university placement process, frustration eventually resulted when the road was not smooth. Adjusting to a new environment and an unknown language required a great deal of emotional stability. In some cases the burden of poor health was added to these problems. The bulk of work in coping with the refugees' personal problems fell to the sponsoring resettlement agencies which sometimes found themselves overwhelmed by the magnitude of student problems and the pressure of time. Many of the student refugees brought urgent personal and emotional problems to the IIE/WUS unit, where staff members devoted many hours to assisting and counseling them. One of the staff members provided valuable assistance in locating jobs, obtaining free medical care, and performing numerous other services for students. The unit was hard-pressed to take on this kind of work in addition to the administration of the college and university placement program.

The students who registered with the IIE/WUS unit had of course been students in Hungary, and as such they had been a relatively privileged group. They had had to work hard in order to be admitted to Hungarian universities, but the prestige and rewards were great. Some of them expected that this same status would be afforded them

in the United States. They also expected that, according to their concept of democracy, they would be free to study subjects of their choice at a university of their choice. In some cases beginning students in the field of engineering, for example, were distressed to learn that the only scholarships available for them were at colleges or universities of which they had never heard, and which offered only pre-engineering courses. Ill-considered promises of aid had been made to some students by officials and private individuals in Austria who did not realize that admission to a college or university in the United States was determined by the institution itself and could not be guaranteed in advance. The majority of students, however, were grateful for the counseling and guidance they received and, on the whole, accepted with equanimity, if not always complete understanding, the explanations given to them.

The adjustment of Hungarian students to campus and community life is in most cases proceeding rapidly. In view of this, the peculiar legal status which most of them hold under U.S. immigration laws deserves comment. The majority of Hungarians entered this country under a provision of the Immigration and Nationality Act which permits aliens to be admitted “on parole” under special circumstances. This provision was not originally intended for use on a mass basis, but was employed in a crisis as the quickest way to admit Hungarians to the U.S. While technically they are temporary residents, the parolees are studying, accepting employment and being resettled in the same way as the much smaller groups admitted as permanent residents. Parolees are not subject to the draft. Apparently they can remain indefinitely while on good behavior, subject to the same restrictions as other aliens. Nevertheless, their status requires clarification. They cannot at present move toward citizenship, and many of them will undoubtedly wish to do so as time passes. Congressional action to give them permanent residence status, as requested by President Eisenhower, seem the obvious solution.

Conclusion

The joint phase of the program for Hungarian students came to a close with the end of the IIE/WUS operation on October 1, 1957. Responsibility for students still to be placed, and for any newcomers who might arrive, reverted to WUS and the National Catholic Welfare Conference. Remaining funds raised for student scholarships were turned over to WUS. The Joint Policy Committee guiding the IIE/WUS program agreed that the Committee should continue to function and to guide the WUS operation. The Institute felt that it had fulfilled its role in accordance with the understanding reached at the beginning of the program.

The Joint Policy Committee believes that the Hungarian students have received a start toward continuing their education and that the future is now up to them. Like their fellow American students, they are now responsible as far as possible for their own education. They are free to compete for available scholarships on the basis of merit, to hold part-time jobs or to gain their education in any way they see fit. As long as they maintain their academic standing, they can expect the same consideration as other students. In fact many of the refugees have guarantees of four-year scholarships from the colleges they are attending, provided their work is acceptable. Any who fail must seek some alternative to study. Every attempt was made to impress on students and colleges alike the fact that IIE/WUS grants were for one year only, and that it was unlikely further grants would be forthcoming from this source. In recent weeks, World University Service has established a student loan fund to aid deserving Hungarian students during the next academic year. In view of the fact that funds will probably not be available from foundations and private groups on the same scale as in the past, the WUS loan fund will fill an important gap.

At the outset of the Hungarian crisis, some concern was expressed that the Hungarian refugees might displace foreign exchange students on campus. Available evidence indicates, however, that the educational institutions made a clear distinction between the two groups. Most universities did not subtract scholarships from their normal allotment for foreign students. The fact that Hungarian scholarship funds were usually separate from regular foreign student funds also helped to maintain the distinction between the two groups.

Within the limits envisaged, the emergency program to aid Hungarian refugee students seems to have contributed effectively to the solution of a tremendous prob-

Educational Opportunities for Hungarian Students

The present opportunity for the Hungarian refugee students to continue their college education in the United States has been made possible by major foundations in the U.S. and by the generosity of American colleges and universities.

Bard College conducted an English orientation program for 325 Hungarian students from December 22 to February 25 and 101 students are now receiving such training at St. Michael's College in Vermont. Fifteen colleges and universities have established English-language programs known as "package programs."

These programs offer a semester's training in the English language to a group of 10 to 25 Hungarian students. Partial support for the programs has been obtained from several of the major foundations and to some of these colleges and universities grants-in-aid have been made. Other colleges, such as Wellesley and Teachers College at Columbia, each of which has 10 Hungarian students, have taken the students without charge.

lem. The Hungarian students are the first large group to come here from behind the Iron Curtain in almost 20 years. They are a special group in this respect if no other. All aspects of their behaviour and adjustment therefore merit study and evaluation. The group performance had implications for those interested in comparing education in the United States with that in Eastern Europe. From the Hungarian students much can be learned which will be of benefit for student exchange programs.

Table 1
Placement of Hungarian Refugee Students as of October 1, 1957

Table 1a: Students

Applications Received	1,288
Students Placed	734
Pending for Placement	136
Awaiting Final Decision from Institutions	66
Withdrawn	352

Table 1b: Scholarships

Total scholarships offered	1,086
Filled or candidate submitted	715
Usable but not filled (no suitable candidate, etc.)	128*
Not usable (institution not accredited, junior college, etc.)	95
Postponed until 1958	14
Withdrawn by educational institution	134
* Of these, 47 were restricted to women candidates.	

Table 2
Hungarian Refugee Students Program: Contributions Received [USD]

For English Language Training and Orientation	
The Ford Foundation	\$122,059.00
Rockefeller Foundation	122,059.00
Rockefeller Brothers Fund	37,281.00
Total	\$281,399.00
For the Hungarian Scholarship Fund	
International Rescue Committee	\$125,000.00
First Aid for Hungary	76,600.00
B. W. Trull Foundation	1,000.00
Alfred P. Sloan Foundation	10,000.00
The Rubicon Foundation	1,000.00
Herman Muehlstein Foundation	250.00
Seymour & Troester Foundation	100.00
W. K. Kellogg Foundation	50,000.00
The Free Europe Committee	3,000.00
Horace A. Moses Foundation	1,000.00
Ortho Pharmaceutical Corporation	100.00
Coe College, Iowa—Campus Fund Collection	123.53
International Telephone & Telegraph Corp.	1,500.00
Inland Steel-Ryerson Foundation	1,500.00
Milbank Memorial Fund	15,000.00
Commonwealth Fund	10,295.61
Total	\$296,469.14

The generosity of American colleges and universities is reflected by the establishment of over 500 scholarships for students who have participated in these English language programs. Many of the scholarships, however, offer a liberal arts education. There is a need for many more scholarships in scientific, engineering and technical fields for students who have already obtained credits and are interested in these fields. It is hoped that scholarships in fields such as engineering and architecture will be established in addition to the more than 500 scholarships already offered by over 200 U.S. educational institutions.



Out of Hungary—A Doctor's Story

As a young physician in the fall of 1937, I received a telegram telling me that I had received a scholarship through the Institute of International Education for study and observation of industrial hygiene methods in the United States. I knew that I had been recommended for study abroad by the Hungarian Association of University Women, as I had applied for consideration under the Hungarian-American Student Exchange Program, a project operated jointly by the Institute of International Education and the Royal Hungarian Ministry of Public Education, but I could hardly believe my good fortune when I learned that my dream had at last come true. I had graduated from the University of Budapest a few years before. Women physicians were not numerous in Hungary, and I had been working at a settlement house for industrial employees.

When I came to the United States, I went first to Chicago, then moved to Detroit, the center of the automobile industry. While I was in Detroit, Dr. Alice Hamilton, the founder of industrial hygienics in the U.S.A., came there to make a speech. She was a guest at Franklin Settlement, where I was living, and helped me plan my program of study and travel.

Meanwhile, Hitler occupied Czechoslovakia and Austria and was moving eastward; soon Hungary was in the war, too. I received bad news from my family, so I returned home. I found Hungary greatly upset. Everybody felt the coming of the war. It was hard to go into an industrial plant because they were all being converted to war production.

In 1944 the Russians came to Hungary. Many Hungarians fled to the West at that time because of the stories of Russian ruthlessness told by Hungarian soldiers returning from Russia. I did not feel that I could leave, despite these stories, because my patients needed me, and I was the only physician in my district. I worked not only among the civilian population but among the injured soldiers also, as many were sick and injured through the bombings. I took care of Hungarian and German soldiers and, later, Romanians and Russians.





In the months that followed, I presented myself for work as a physician in our Medical Union, but I was not permitted to work for three years. My sin was my work in the settlement house among the industrial employees. My activities, they said, helped the old regime. If I had not worked, they maintained, the employees would have become dissatisfied and would have struck. I became jobless and had great difficulty in supporting my two children because people had so little money that they could not pay for a private physician. During this period a civilian who turned out to be a member of the secret police called on me. He asked me to go with him to a conference, but instead of taking me to a conference he took me to jail where I was held. Shortly after I was released, pressure was lessened, and I was able to obtain a job with the State Ambulance and later in one of the biggest plants.

Finally in the afternoon of October 23, 1956, I heard the sound of a demonstration in the streets. At home my daughter was excited. She rushed out on the street with Hungarian flags, to join her schoolmates in the demonstration. In a few moments we heard the first gunshot. The Revolution had begun.

Young students, workers and children were fighting against the Russian army. After two days, the Russians had to leave our capital. Everybody was happy. We did not care that approximately 10,000 apartments were unoccupiable. We believed that we could make our future without the Russians. I went to Austria to bring food and medicine for my people. Everywhere the Russian stars disappeared from the office buildings.

Our happiness was short—new Russian troops came into my country. We were fighting bitterly. 70,000 Hungarians were killed or injured. 10,000 old men and babies died and at least 20,000 were deported. My furniture was shot at; the apartment was burned out.

I took my daughter to my son who was in a little village near the Austrian boundary. But it was not quiet there either, and the people from the villages were going West. I then heard that the Russians had deported a trainload of boys 10–14 years of age. I did not want my children sent to Russia. Their future seemed hopeless. If they stayed at home they could never go to the university. The Communist regime allowed only the children of the farmers and workers to go to the university.

That day I decided to take my children across the border. In the early morning we walked to the railroad. I was afraid of being stopped. Therefore, we left the train and went in a farmer's wagon to the last town. There I found a leader who led a groups of about thirty people to Austria.

I will never forget that night! We started at 8 p.m. It was raining, and it was so dark that I could not see two yards. It was windy and cold. The unknown field was slippery, the water was standing everywhere. We fell down often. Finally at 2 o'clock we crossed the river and were in a free country. The wet clothing clung to my body; I thought I could not take another step. The children were crying because of the cold and other conditions. At that moment I saw lights moving toward us. The Austrian farmers had inspection every night to gather the refugees. They took us to the village, where we immediately got hot tea and dry clothing. In the morning every farmer found a refugee family and took them into his home. I can never forget what they did for us.

The refugees in Vienna received free tickets in the tramway. When people noticed that we are refugees, they gave the children chocolate, money and cookies. There was not a day when they did not give us money, clothing or food. Each physician received 500 schillings (about \$20) or more if needed, as a gift from the American Medical Association. I received a beautiful coat as a present from the American Women Physicians.

As soon as we got our visas, the Americans took us by train to Munich and from Munich by army plane to Camp Kilmer. We arrived in Kilmer on my birthday, the Tuesday before Christmas, and by Saturday we were with friends in Detroit.

The next problem was to obtain a position in a hospital in Detroit. I had no medical credentials with me to prove that I was a physician. Foreign-trained physicians have to serve an internship in Michigan, pass an oral screening examination and a written licensure examination. A prerequisite to all this is the submission of the physician's medical diploma to the State Board of Registration in Medicine. Luckily old files of the Institute of International Education contained my medical diploma and other credentials which were acceptable.

I have been tremendously impressed by the way the Institute has grown since I knew it twenty years ago. Then there were only two Hungarian physicians under its auspices in the U.S. Now there are thousands of foreign students in the U.S. Then I received only \$150 as a grant for a year, but it was adequate then because the Institute arranged for me to live at excellent settlement houses where the cost for room and board was only \$5 a week. Rising costs have been met with rising stipends today, but the enthusiasm of today's students can be no greater than that of those of us who came here twenty years ago.

The author of the story prefers to remain unidentified





IIE's Scholar Rescue Fund

Need

To save lives, voices, ideas. Every day, scholars in some part of the world are threatened, arrested, or tortured for their academic work. Such persecution comes from governments, militants, or extremists who see scholars' efforts to promote dialogue as threats to their control. In the worst cases, scholars pay with their lives for their commitment to academic freedom.

Solution

IIE's Scholar Rescue Fund provides support and safe haven to persecuted scholars in any field and from any country, anywhere in the world.

IIE's Scholar Rescue Fund

IIE launched the Scholar Rescue Fund (SRF) in 2002, in response to the ongoing persecution of scholars around the world. The effort was led by Institute Trustees Jeffrey Epstein, Henry Jarecki, Henry Kaufman and Thomas Russo, along with George Soros' Open Society Institute. SRF provides threatened scholars with fellowships at host universities or colleges outside of their country, so they can continue their academic work in freedom and safety. When conditions permit, scholars return home to help rebuild countries ravaged by conflict, repression, and fear.

Since the program began, the Scholar Rescue Fund has saved the lives, voices, and ideas of over 100 scholars from 37 countries. More than half have been from the





most war-torn countries of Africa and the Middle East, such as Liberia, Rwanda, Iraq, and Afghanistan. SRF has placed scholars at institutions throughout the world, including France, Hungary, Kenya, Nigeria, Norway, South Africa, and the United States.

Building Upon a Legacy of Rescue

The Scholar Rescue Fund formalizes IIE's unwavering commitment to academic freedom since the Institute's founding in 1919. Beginning with the Bolshevik Revolution, through Nazism in the 1930s, the Hungarian Revolution in the 1950s, apartheid in the 1970s and 1980s, the Balkans in the 1990s, and whenever, wherever academic freedom is threatened, IIE helps scholars in danger.

IIE created the Scholar Rescue Fund Endowment, with the leadership of our Trustees, to ensure that there will always be a place to which persecuted scholars can turn for support. Following an initial gift of \$1 million from the Ford Foundation, IIE Chairman Emeritus Henry Kaufman made an historic \$10 million gift in 2004. With the completion of a \$1 million Chair in honor of Ruth Gruber and the launch of a new Woman's Chair in honor of Denise Benmosche, as well as other contributions from generous donors, the SRF endowment now approaches \$15 million.

Impact

Every person helped by the Scholar Rescue Fund—each scholar who continues his or her work in safety—is a beacon of hope in our world. In 2005, the Scholar Rescue Fund enabled one of Iraq's foremost immunologists to escape threats to his life and find safe haven at a clinic in Italy, where he can carry out his research to aid the more than 7,000 Iraqis suffering from the blood disorder thalassemia. Now free of persecution, he is bringing Iraqis, many of them children, to Italy for life-saving treatment.

Rescuing Threatened Scholars:

www.scholarrescuefund.org

Saving Lives and Ideas

A Brief History of Scholar Rescue

A more peaceful and prosperous world depends on people's minds being opened to new ideas and new ways of thinking. Yet, throughout history, those who seek to discover and share ideas have suffered. Intellectuals and academics whose work threatens established orthodoxy have been persecuted in every age, from Socrates' to the present day. The impact of this on retarding human progress can be vividly seen in many eras where new ideas and their proponents have been suppressed, the advancement of society has been materially impaired, and the breeding grounds for war have multiplied. Even today, authoritarians and oppressors of all stripes, knowing that the truth will undermine their power, will go to any length to maintain control. Usually, the first step involves subjecting scholars, among the most intellectually advanced in any society, to surveillance, threats, imprisonment, torture, and death.

In 2002, the Institute's trustees committed to making scholar rescue a permanent part of its work. The Scholar Rescue Fund builds on work done by the Institute since its founding in 1919. By assuring that persecuted scholars can get to a safe place and continue their work, we shine the light on those who would terrorize them and in the process threaten world peace. We also help to preserve the intellectual capital of humanity, which is vital for progress.

What follows is a summary of major activities undertaken throughout the Institute's history. Each scholar saved rescues not only people but also ideas.



An aerial, grayscale photograph of New York City, showing the dense urban landscape, the Hudson River, and several bridges. The image is positioned on the left side of the page, partially overlapping the text area.

The Russian Student Fund, 1921–1949

The Russian Student Fund helped over 600 students and scholars caught in the crossfire of the Bolshevik Revolution and Stalinism to reach safety in Europe and the United States. The Fund also published a directory identifying over 200 scholars still in Russia and their fields of expertise in order to assist them in finding teaching positions abroad that would remove them from danger. This program continued for decades, helping many to teach freely and beyond the reach of government and security forces of the U.S.S.R.

Rescue of Scholars from Fascist Italy, 1922–1924

The rise of Mussolini also resulted in displaced scholars whom the Institute relocated to the United States where they were afforded grants as well as named to chairs at leading universities.

The Emergency Committee in Aid of Displaced German (later Foreign) Scholars, 1933–1941

The Emergency Committee assisted scholars who were barred from teaching, persecuted, and threatened with imprisonment by the Nazis. IIE's President Stephen Duggan appointed then-Assistant Director Edward R. Murrow to lead the effort. In the first two years of the Committee's existence, Murrow received requests for help from educators and researchers across Europe. The program, consequently, expanded to include Austria, Czechoslovakia, Norway, Belgium, the Netherlands, France, and Italy. The funding for such a huge undertaking was made possible by initial grants from the New York Foundation, the Nathan Hofheimer Foundation, the American Jewish Joint Distribution Committee, and the Rosenwald Family Association. Additional funding was later provided by the Rockefeller Foundation, the Oberlin Trust, and numerous private donors.

Over 400 scholars were rescued. They include Nobel Laureates and Laureates-to-be, authors, theologians, and many whose work and ideas helped shape the post-war world.

Rescue of Scholars from the Spanish Civil War, 1936–1939

The Spanish civil war forced scholars into exile on both sides of the conflict. Universities in Europe and America, however, were cutting back on staff and few of the exiles had command of the English language. The Institute used its network of binational centers in Latin America to find host campuses for scholars that could not be placed in the United States.

Committee on Awards for Chinese Students, 1942–1945

The Committee assisted over 400 Chinese students stranded in the U.S. during the war and who were unable to receive funds to continue their studies. Similar programs were set up during this period to assist students and scholars from Turkey and Iran who were unable to return to their countries due to the war.

Emergency Program to Aid Hungarian University Students (in cooperation with World University Service), 1956–1958

As a result of the violent suppression of a popular uprising, thousands were forced to flee the country. A joint committee was set up between the Institute and the World University Service to aid these refugees. Together they arranged for approximately 1,000 students to receive admission to U.S. universities; many later became leading professors in the sciences and social sciences. In order to help the refugees overcome lack of fluency in English, the Institute set up two special centers for intensive training and pre-academic orientation at Bard and St. Michael's Colleges. Substantial funds to make this possible came from the Ford, Rockefeller, and other foundations as well as the business community.

The South African Education Program (SAEP), 1979–2002

This program enabled black South Africans to have access to education denied under apartheid. The Institute arranged for nearly 200 universities to offer either full or partial scholarships and additional resources were provided by the Ford Foundation, the Carnegie Corporation, and 85 other corporations and foundations. Special consideration was given to those seeking to study in the fields of business adminis-

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Lithuania
Netherlands
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Slovenia
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tration, mathematics, education, science, and engineering. Bishop Desmond Tutu's Educational Opportunity Committee managed the program selections inside South Africa. In 1983, USAID recognized the importance of this program, and began contributions that totaled over \$29 million. By the election of Nelson Mandela, nearly 1700 SAEP fellows had completed their undergraduate, graduate, or short-term training programs and 95% had returned to South Africa.

Rescue of Burmese Refugees, 1990–1992

In response to a Congressional mandate, the Institute organized an initiative to train Burmese who were living as refugees in Thailand. These scholars and students were exiled from Burma in September of 1988; the Institute placed them in U.S. universities for further training.

Asia–Help, 1998–2000

Due to the economic crises experienced in several Asian nations, many Asian students studying in the U.S. suddenly found themselves without funds to continue their education. An initial grant of \$7.5 million from the Freeman Foundation provided almost 1,400 student loans over the course of its two years. Repayments of the loans enabled the Institute to help students and scholars affected by the Tsunami of 2005.

Other donors interested in Asia made possible the rescue of hundreds of scholars in the wake of the uprising in Tiananmen Square and those who were victims of the Cultural Revolution in China.

Balkan-Help, 1999–2000

In June of 1999, the Institute announced a grant from the Open Society Institute creating a new fund for the thousands of students studying in the U.S. from Albania, Macedonia, and the former Yugoslavia whose families could no longer support them financially, or those who had no home to which they could return when their degree program ended.

Scholar Rescue Fund, 2002–Present

The Fund formalizes and endows the activity that the Institute has undertaken throughout its history. It has enabled the Institute thus far to rescue 103 scholars from 37 different nations who were seeking refuge from a variety of oppressive and dangerous situations. The scholars have been placed at host universities in 16 countries.

The endowment—made possible by contributions from the Ford Foundation, Institute Trustees and other private donors, and governmental appropriations—ensures that there will always be a source of support and safe haven for persecuted scholars. It also enables the Institute to research and explore the root causes of repression of academic freedom around the world. These activities now include conferences and symposia bringing together persecuted scholars and human rights analysts, monitoring of situations of particular concern, research on how attacks on academic freedom can be deterred, and expert assistance to countries and institutions on how best to provide for academic freedom in transitional and on-going conflict situations. To date, gifts and pledges to the endowment exceed \$15 million.

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