students would in turn be passed on by them to the youth of America through our educational system. Let us assume that every university and college in the United States followed the same plan, then few would deny the tremendous impact upon our country of the thousands of students thus trained in foreign countries. It is not necessary that we assume the entire burden. We can only do our share and hope that other schools and colleges do as well.

3. It is difficult to prove that the exchange of students with other countries has had substantial benefit. Thorough investigation would, I am sure, show that the hundreds of students from Moxico and South America, who have been trained.in our universities, have contributed enormously to the Good Neighbor Program in those countries. It must be remembered also that the program was not seasoned by age. It would take at least twenty years for students to reach maturity and positions of influoneo in their own countries, and the constant addition to the number of trained men in foreign countries who have been educated in the United States and know and respect our institutions must inevitably benefit international relations. Everyone who roads this memorandum must have felt the influence of some of the Rhodes scholars or others who have received a part of their education in foreign countries.

The writer can think of a half dozen such men who are influential in their schools or communities and have contributed to an understanding of international relations.

It should also be fundamental that the scholarships should not be of a technical nature, such as in science, engineering or medicine, as such training is more strictly for the benefit of the individual in a narrow field. The scholarships should seek to train the students from abroad and from this country in the culture of the Nation in which the students study.

Attached is a fanciful soono which delineates what might happen if this plan is adopted.

Carl V. Rice Committee Member