

SOC 13-3

AIRGRAM

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SUBJECT
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HANDLING INDICATOR

TO : ALL AMERICAN DIPLOMATIC POSTS AND BRUSSELS (BUSEC), GENEVA (FOR TUBBY), GEORGETOWN, GUATEMALA (ROCAP), PARIS (USOECG), PARIS (USRO), PARIS (UNESCO), RECIFE, ROME (FODAG), USUN, NEW YORK

JAN 31 11 17 AM '67

FROM : Department of State

DATE:

SUBJECT : Background Materials for Population Matters

REF : CA-4609, December 20, 1966

Enclosed are the background materials for population matters mentioned in CA-4609:

1. CA-9187, March 8, 1965 (to posts which have not previously been sent it). The following posts should receive it:

- | | | | |
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| Abidjan | Colombo | Kuwait | Pretoria |
| Baghdad | Cotonou | Libreville | Rawalpindi |
| Bangui | Dakar | Lome | Reykjavik |
| Bathurst | Damascus | Luxembourg | Singapore |
| Beirut | Dublin | Madrid | Sofia |
| Belgrade | Fort Lamy | Masery | Stockholm |
| Bern | Gaberones | Moscow | Taipei |
| Brasilia | Helsinki | Niamey | Tananarive |
| Bridgetown | Jidda | Nouakchott | Tripoli |
| Bucharest | Katmandu | Ouagadougou | Valletta |
| Budapest | Kigali | Port-au-Prince | Vienna |
| Bujumbura | Kinshasa | Port-of-Spain | Warsaw |
| Canberra | Kuala Lumpur | Prague | Wellington |

2. Recent statements made by President Johnson on population problems and policies.

3. Texts of amendments to the Foreign Aid legislation of 1966 and comments contained in the Foreign Relations Committee Report and the Conference Report concerning population and family planning.

4. Texts of the provisions of the Food for Peace legislation and comments contained in the House Committee Report concerning population and family planning.

EMBOFFICE
Brasilia

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AMERICAN EMBASSY
BRASILIA, BRAZIL

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FORM DS-323

S/PM: Philander P. Claxton, Jr:mac x3178

Contents and Classification Approved by:
S/PM - Philander P. Claxton, Jr. PC

Clearances

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AIRGRAM

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CA-9187
NO.

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→ RWH
HANDLING INDICATOR

TO : CIRCULAR See Posts listed on pages 6 & 7

one year old
MAR 8 11 17 AM '65

FROM : Department of State

DATE:

SUBJECT : AID Population Programs

REF :

The following circular has been sent to all AID Missions to report recent developments and bring AID personnel up-to-date in the population field. It should be brought to the attention of senior embassy officers.

The Department hopes that Ambassadors will extend full cooperation to Mission Directors, as appropriate, in carrying out these programs.

On January 4, 1965, President Lyndon B. Johnson said in his State of the Union Message: "I will seek new ways to use our knowledge to help deal with the explosion of world population and the growing scarcity of world resources." The statement has met with wide approval domestically in the United States as indication of the continuing responsible concern of our Government for one of the most profound problems of our times. Since the concern of A.I.D. missions is immediate and direct, this circular is intended to review recent related developments and to bring A.I.D. personnel up-to-date in the population field.

THE BACKGROUND

In 1964 the United Nations reported that the increase in the world's population had reached the highest rate yet

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ACTION TAKEN

Drafted by: LvanNortshac 3/6/65

Contents and Classification 10 - Mr. Cleveland

- Clearances:
- AID/PC - Mr. R. Smith (by phone)
 - ARA/RPA - Mr. Allen (phone)
 - AF - Mr. Wagner (phone)
 - NEA - Mr. Lee (phone)
 - EUR - Capt. Freeman (phone)
 - OES - Mr. Stibravy
 - FE - Mr. Barnett

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recorded -- an annual rate of 2.1 percent. In the less developed countries, the rates are even higher -- 2.5 percent annually, which would double population every 28 years. In Latin America, the figures are even more dramatic: population may be expected to double in approximately 20 years, based on a current growth of over 3 percent. All less developed countries have birth rates of more than 30 per thousand population per year, and some approach 45. All the economically developed countries, in contrast, have birth rates of under 30 per thousand per year. Rapid population growth in the less developed countries is attributable not only to relatively high birth rates but also to the rapidly declining death rates which have accompanied economic development and the improved health and sanitary conditions. The declining death rates of the past two decades may be expected to continue, although not so dramatically.

Already in many countries, food production, employment opportunities, the development of schools and health services, and other aspects of social and economic growth are barely keeping pace with population growth.

With an average economic growth rate in the less developed countries of under 4.5 percent a year and a population growth rate of more than 2.5 percent, the per capita growth rate has been less than 2 percent.

In view of the potentially serious consequences implied by these magnitudes, it is important that A.I.D. missions assess carefully and fully all the implications of the population growth for economic and social development as well as for A.I.D. programs.

RECENT DEVELOPMENTS

The United Nations General Assembly discussion on population problems in December, 1962, included a statement of U.S. policy which indicated that the United States was concerned about the social consequences of its own population trends; the U.S. wanted to know more, and help others know more about population trends; the U.S. would oppose any effort to dictate to another country its population policies; the U.S. would help other countries, upon request, to find potential sources of information

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of information and assistance on ways and means of dealing with their population problems; and the U.S. believed there was need for additional knowledge in the field.

been

It has also ~~be~~ a U.S. position that in publicly supported health services, complete freedom of choice should be available in accordance with the conscience of the individual concerned.

The past several years have witnessed other developments in the population field which merit the attention of A.I.D.:

1. National programs in less developed countries. Over the past several years, growing numbers of less developed countries have either instituted operating programs in the field of family planning or are considering such programs. There are major programs underway in India, Pakistan, Korea, Taiwan, Ceylon, Hong Kong, and Jamaica. Pilot programs or significant action-research programs are being carried out in Thailand, United Arab Republic, and Tunisia. The operating personnel in all of these programs are in medicine or public health. In most countries, the health service is the administrative, planning and operating organization for family planning. In some countries major programs are carried out primarily by private organizations with government permission and support.

2. Assistance to National Programs. Several foreign governments, including the United Kingdom, offer assistance in family planning programs upon request from developing countries. The United Nations Economic Commission for Asia and the Far East (ECAFE) has called for technical assistance from the U.N. and other sources to countries in the region requesting it. Recommendations for technical assistance through United Nations organizations will be placed before the U.N. General Assembly in 1965. The Inter-American Economic and Social Council recently recommended that Latin American countries carry out studies of the relationship of population increase to economic development and social progress, and offer technical assistance for this purpose through CIAP.

3. Technological Developments. Major technological advances have been made in the field of fertility regulation. Laboratory and extensive field studies, including some in the developing

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developing countries, have confirmed the effectiveness of certain hormones ("the pill") and plastic intrauterine devices (I.U.D.) in the prevention of pregnancies. Their use in some areas has resulted in the reduction of birth rates.

4. Attitudes on family planning. Attitudes studies in developing countries indicate a widespread desire to limit family size and an interest in receiving family planning information. This is true in rural as well as urban areas. The reasons given are mainly economic. Valid methods are available for such studies and they have proven to be the prelude to effective family planning programs in several countries. Along with this interest in such programs, many of the world's political, social and spiritual leaders, as well as public opinion, are increasingly recognizing the necessity of facing the many social and economic problems associated with rapid population growth.

The Role of A.I.D.

In A.I.D., we are beginning to receive an increasing volume of informal requests for information and assistance in relation to this problem.

A.I.D. has, of course, long given assistance in the development of health services and the training of health personnel. Assistance has also been given in developing official statistics, including population censuses and vital statistics. In addition to requests in these fields, A.I.D. has had requests for technical assistance in training of family planning workers and financial assistance for the purchase of vehicles and education equipment to be used in family planning programs.

Since 1962 A.I.D. has encouraged the collection and analysis of population growth data and study of attitudes about family planning. Requests for information and assistance in family planning have been referred to appropriate private agencies.

In the past year A.I.D. missions have begun to respond directly to requests for information. AID/W furnished A.I.D. missions with general reference materials and technical publications dealing with a wide range of subjects from
demography

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demography to family planning. The Population Reference and Research Branch was organized in the Health Service of the Office of Technical Cooperation and Research (TCR). It has served as the A.I.D. focal point for information and coordination in the population field. The Office of Research and Analysis has considered several population research projects and one has recently been approved by the Research Advisory Committee. The Office of Program Coordination has been working closely with TCR and the Regional Bureaus on the development of program policies. The Latin America Bureau created a Population Unit in its Institutional Development Office and requested each LA A.I.D. Mission to appoint a high official to be responsible for population matters. Consultants have been appointed in the demographic, economic, medical, and public health aspects of the population field.

At present, it is important that each A.I.D. mission assign one of its officers, as LA missions have done, to become familiar with the problems of population dynamics and program developments in the country and to keep the Mission Director, Country Team personnel and AID/W appropriately advised.

A.I.D. does not advocate any particular method of family regulation. As noted earlier, freedom of choice should be available.

Requests for assistance in this field, as in others, will continue to be considered only if made or approved by appropriate host government authorities. Such assistance would, in any case, merely be additive to the host country's own efforts and assistance from other sources.

Requests for assistance will be handled, as in any other field, on a case by case basis. We are prepared to entertain requests for technical assistance. Where appropriate, the requests will continue to be referred to private agencies. We are prepared to receive and consider requests for commodity assistance, but A.I.D. will not consider requests for contraceptive devices or equipment for manufacture of contraceptives. Experience has made it clear that the cost of these latter items is not a stumbling block in countries that are developing effective programs. Other items could be provided by A.I.D.,
such as

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such as vehicles and education equipment for use in maternal and child health and family planning programs. We are also prepared to receive requests to assist in local currency financing of such programs.

The Population Reference and Research Branch is and will continue to be the focal point for agency information on population affairs. Selected population reference material will from time to time be sent by the Branch for transmission to A.I.D. missions.

CONCLUSION

In conclusion, the immediate impact and long term implications of world population increases are sobering and are recognized as such by our government, by other governments of the world, and by private leaders concerned with human welfare. The problem is complex. Simple, instant solutions neither exist nor are in sight. Under any circumstances, population programs must always be concerned with far more than technical services and every effort must be made to achieve social conditions favoring responsible parenthood. It is our objective to move ahead constructively, with careful and deliberate consideration of all the economic, social and human relations issues involved.

RUSK

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ASSISTANT SECRETARY OF STATE

WASHINGTON

JAN 17 1967

Dr. Homer D. Babbidge, Jr.
President, University of Connecticut
Storrs, Connecticut 06268

Dear Homer:

I am sorry that the UNESCO Conference in Paris prevented my being with you at the last meeting of the Advisory Commission. It is too bad I could not be in two places at once, since I wanted the Commission's counsel.

Fortunately, my colleagues promised at this meeting that I would send you an outline of CU's "Emerging Design" -- a description of the new directions in which we wish to move and the policy that governs these changes. I think that such a statement may promote the exchange of views on fundamental matters which I am seeking at this time with the members of the Advisory Commission.

We are at present engaged in a thorough review of the whole pattern of CU activities. We have set ourselves certain long range objectives and are remodeling our programs so that they will serve these objectives systematically. They are not objectives, I believe, which depart in spirit from those that have guided CU in the past. However, they stem from an effort to clarify some purposes that have been vague and others that have been implicit and sometimes overlooked. They are stated, furthermore, in a new form -- in terms that will reflect the dynamics of this decade and will help us, I hope, to be more deliberately successful in translating theory into practice.

First, we wish to use the exchange program to help develop durable relations of practical interdependence between the educational systems of other countries and our own. We are trying to think, in other words, in institutional terms rather than in simply individual terms. Exchanges, we think, should be so planned and programmed that key people, key departments of study or key educational institutions, here and abroad, will be joined together in a web of relationships that will endure. The prime way to build international understanding systematically, I believe, is to develop practical working relationships between educational institutions that will give these institutions themselves international affiliations, an international atmosphere, and an international perspective.

Instead of concentrating as extensively as we have in the past on short-term ad hoc exchanges, we will deliberately encourage more institutional relation-

ships of which exchange professors, teachers and scholars may be a continuing part. These relationships may be institution-to-institution, or department-to-department, or institution-to-department. They may involve mutual curriculum planning and development of teaching materials, and even exchange of materials. It is our hope that many of these relationships will be privately arranged, though CU will also encourage them through formal contracts and affiliations, and offer such "go-between" assistance and related individual exchange grants as desirable and possible. The aim is to maintain and fructify over a period of time not only a dynamic partnership but a continuum to which the individual grantees can relate themselves. We can thus not only extend over a period of time the effectiveness of the exchange program but of the individual exchange teacher, professor or scholar.

This does not mean that we ignore the value to our program of talented individuals, apart from fields of study, professional associations, or institutional relationships. We do not propose to eliminate grants to individuals. We propose, however, to devote increasing portions of our exchange program to the accomplishment of definite and selected goals in given countries that will contribute to the practical interlacing of their educational systems with our own. We believe that this new approach will not militate against the talented individual and may help attract him; and, of course, we shall always leave room for the good man who does not fit a prescribed plan.

Second, we want to use the exchange program to develop and sustain a larger and more disciplined discourse among academic people and intellectual and cultural leaders, American and foreign. The development of a shared vocabulary, of common approaches to intellectual problems, and of clearer and more precise communication -- these are what is meant, in day-to-day practice, by mutual understanding among intellectual leaders.

Such understanding among intellectual leaders does not imply agreement on all matters; nor are its benefits restricted to them alone. Such discourse has as its ultimate purpose the improvement of understanding among ordinary people of the world and the advancement of their education. But we believe this cannot be achieved unless intellectual leaders and professional teachers and scholars are affirmatively disposed towards the ideal of intellectual community and are themselves leading the way in their own professional work and practical actions.

As part of this effort, we are proceeding to develop more systematically than heretofore opportunities and settings for the exchange of ideas among intellectual leaders. This includes, as a most important feature, support for such international meetings as President Johnson called for in his Smithsonian Address of September, 1965. We are working to encourage such meetings through CU's programs, and also in our function as Government-wide

policy guide and leader, by stimulating other agencies of the Government. We are also inviting the attention of the private educational community and of international governmental and non-governmental organizations to the importance of this kind of endeavor.

The coming World Conference on Education, which was announced by the President during his visit to Hawaii, is one example of such meetings. However, the effort to develop and sustain a disciplined and genuinely responsive international dialogue among educators and cultural leaders is not restricted to the effort to encourage international meetings on common human problems. In each country and area, we have to determine what particular sort of effort is most worth our concentrated attention. In some areas of the world, it calls for efforts to enhance the visibility and recognition of the social sciences, which represent an extraordinary American intellectual resource, and which have a still untapped potential as an instrument for more dispassionate and objective international discourse. In other areas of the world, it calls for a systematic effort to improve the quality of Americans who are selected for cooperative educational and cultural endeavors.

Third, we wish, through our programs, to contribute to educational development at home as well as abroad, and in the developed countries as well as in the emerging nations. We hope to encourage other agencies of the Government to pursue the same objective intensively.

This third objective is more than the enunciation of a United States policy that has been stated many times before. It represents a new point of view and not simply a new emphasis on old goals. By "education" we mean education in a broad sense; by "development" we mean more than the limited economic and technical changes that have conventionally, and mistakenly, been taken to be all that the word designates.

In the course of formal assistance program overseas, "development" of education has often in the past taken on a "project-oriented" meaning. "Education" has frequently been interpreted as closer to "training", and therefore to the "hardware" aspects of technical assistance, than to education in the large sense. Some of our CU exchange programs in the education field have also taken on this emphasis on "training" and on methodology, pedagogy. The new focus of our efforts in CU, both here and abroad, will be the development, the enhancement of the whole reach of education, its character, quality and aims.

It is in this area that some of the most important explorations between CU and HEW will take place, as to our relative roles. Our role in teacher exchange is a case in point. We in CU, as we speak of our part in educational development, are no longer convinced that methodology, pedagogy is our proper purpose in teacher exchange. We are groping toward a formula for teacher exchange that will have impact on teachers as members of

an international environment, and give a larger view to their classrooms and instruction, whether they teach chemistry, English or world history.

The immediate environment or mechanism for exchange teachers may be the foreign classroom, association with pupils, teachers and parents of another culture. But CU's proper purpose is to broaden the teacher's horizons, to create awareness of and insights into the infinite variety and complexity of other peoples and their cultures. Teachers who have gained this awareness will in the true sense "develop" education, "internationalize" education, whether here or abroad.

Development of education both here and overseas, also means, as I see it, development of curricula -- an "internationalization" of curricula if you will. Here too CU's role is important. I do not mean here simply aiding Asian Studies or African Studies -- or American Studies. I mean internationalizing the point of view, the world perspective on studies in the regular curricula -- on economics, government, even on U.S. history or literature.

Let me illustrate by referring to American Studies which CU, as well as private educational agencies in the U. S., has actively fostered abroad over the past dozen years or so. In many countries, such studies have taken strong root, and many permanent chairs in American Studies, and even American Studies associations, have been established.

In some countries, however, as you know, American professors have frequently gone out as lecturers in U. S. history or civilization where their course has no relation to the overall curriculum as a whole or even to the department in which they lectured. In a new hard look at American Studies, we are considering a change in the former practice of sending professors out to teach isolated courses. We hope to find ways in which American Studies can be incorporated within the definable disciplines, so that they strike roots in established departments and lead to the inclusion of American materials in basic programs of study.

I hope very much the same kind of thing can happen to curricula here, so that Asian or African or Latin American materials are not only given in separate studies, but are also incorporated into the basic disciplines taught in American schools and colleges.

You can see, I think, from the initiatives outlined here that the advice of the Advisory Commission is of great importance to CU at this time.

These are some of the particular problems on which we need your counsel:

1. What in your view are some of the "common problems of mankind" which are appropriate and urgent issues for international conferences, seminars and a continuing dialog?
2. In our effort to develop close relationships with the international academic community, what kind of tie would be most meaningful and fruitful between U.S. and foreign institutions?

3. In our objective to develop education here and abroad, what is the proper relation of CU functions to those of HEW under its new mandate to strengthen U.S. education in international studies? It is not enough to say, I think, that whatever helps American education belongs to HEW. While our officers are meeting frequently with those of HEW, I believe that this Advisory Commission, and the National Advisory Committee on International Studies, which is to be appointed under the new International Education Act, should meet at the earliest opportunity to advise both CU and HEW on the proper boundaries for our activities.

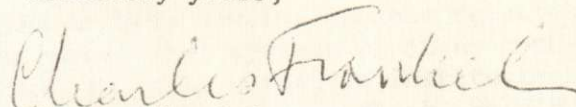
4. Similarly, what role should CU take in the development of education abroad, both in those countries where AID is now operating, and those from which it has withdrawn? What role should it take in the advanced countries?

5. It is quite clear that to achieve success in our new initiatives, quality in exchange is imperative. None of us is satisfied -- many of us are acutely dissatisfied -- with the quality of some of our grantees. What measures can be taken to assure the necessary quality of grantees?

6. If these new initiatives are to be carried out, a fresh look is necessary at the levels of exchange on which CU should concentrate. For example, should CU support exchange of teen-agers? Or, to what extent should CU support students as against research scholars? Or bring "young leaders" or so called "educational travel" groups of young people to the U.S. as against high-level lecturers, intellectuals and scholars?

These then are some of the problems -- there are many others -- we are currently working on within CU. I appreciate this opportunity to share them with you. I look forward to discussing them with you at the Commission's January meeting.

Sincerely yours,


Charles Frankel