

ciple of freedom of movement; and in the long run everyone profits from increased travel—a lesson now being learned even by eastern Europe.

More specifically, while we recognize that the balance-of-payments deficit seriously threatens the economy, we feel that placing restrictions on student and teacher travel is an unwise policy. As one who has been overseas as a soldier, a visiting professor, and a tour leader, I can testify that the serious student or teacher is the best unofficial ambassador America could have.

We ask the committee to consider the possible effects of the proposal on students and teachers. Most students have little to spend. They travel at a highly impressionable period in their lives, and look upon travel as a vital part of their education. Most of them will never go back to Europe again; or, if they do, they might go as government officials, educators, or business representatives, where their original European experience will react to the benefit of the United States. Others of them may, some day, be sitting just where you committee members are sitting.

Educational travel assumes many forms. Some American students and teachers travel to Europe and enroll in European or American-supported institutions there; others travel on programs sponsored by American institutions, under the direction of American professors, and may or may not receive credit from those institutions (it is with this type that I have been associated); others, especially teachers, proceed in groups, sponsored by nonprofit educational associations and led by authorities in certain fields, even though there is no formal registration at an American college or university, and participate in discussions and seminars abroad; and some go as individuals to do research.

Some programs, like junior years abroad and Fulbright scholarships run for a whole academic year, but this committee will note the fact that a large proportion, possibly a majority of students and teachers engaged in study tours, travel to Europe during the summer vacation period, because that is the only time they can get away. The cost of such tours varies according to length of the tour, countries visited and educational program, but it is a rare tour that costs less than \$15 per day. May we point out to the distinguished committee members that many of our university sponsored programs, outlined in our bulletin before you, cost between \$15 and \$20 a day, which includes not only the necessary transportation within Europe, but also the complete educational program and the cost of teaching staff expenses—expenses which are not incurred in a regular tourist trip. It would be more than unjust to tax these expenses.

The proposal to tax a traveler's expenditure at 15 percent in excess of \$7 per day, and 30 percent after \$15, is unrealistic. It strikes directly at responsible and academically respectable tours, and in most cases will spell the difference to the ordinary student and teacher between going and not going.

Exemption for periods lasting longer than 120 days discriminates against the summer travelers. Every meaningful study tour presented by a reputable educational travel organization or by a university or college runs in the neighborhood of 6 weeks, and the period of 120 days extends beyond the length of 1 summer. This committee might