



## Book Review

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Christin Mays

*Have Money, Will Travel:*

*Scholarships and Academic Exchange  
between Sweden*

*and the United States, 1912–1980*

Uppsala: Acta Universitatis Upsaliensis

(PhD diss.)

2022, 210 pp.

Research into transatlantic academic exchange and the circulation of knowledge has recently become quite popular in history of education with special interest in transnational perspectives. Charlotte Lerg's book on 'university diplomacy' between 1890 and 1920, and Sarah Wedde's doctoral thesis on the German-American Fulbright program for teachers in the 1960s, are only two examples from this research field, in which the book *Have Money, Will Travel* by Christin Mays can also be placed.

This study investigates the development of scholarship programs in Sweden and the United States and their role in the academic exchange from 1912 to 1980. This encompassing period of investigation is divided into two parts with the year 1945 as a decisive historical turning point. This is explained with significant changes to the structures of academic mobility and the growth of private foundations, intermediary agencies, and governmental programs involved in the organization of transatlantic academic exchange. Both parts of this books are structured in two empirical chapters each. The first focusing the organizational framework, the second dealing with the actual scholarship programs and academic exchange.

These two parts, which is the main part of the study, is framed by an introductory and a concluding chapter as well as a detailed appendix.

Regarding research methods and sources, Mays has gathered data from directories of fellows, recorder cards, and annual reports of the private foundations and the Fulbright program. The main basis of the study is formed by two detailed datasets for the quantitative analysis of scholarship-awarding for the period up to 1945 and afterwards, respectively. The book's about thirty tables and figures clearly display the analyzed data.

Concerning the first time period, from 1912 to 1944, Mays shows how private foundations, that is the Sweden-America Foundation, the American-Scandinavian Foundation, and the Rockefeller Foundations, organized the academic exchange between Sweden and the United States with different purposes and organizational frameworks. They became forerunners to government exchange programs and important facilitators between both countries. At this time, cultural, economic, and academic rationales were predominant in transatlantic exchange. However, in regard of the number of scholarships awarded and the fields of education and training, the pattern of this exchange varied. In the United States, scholarships were awarded in the fields of engineering, physical sciences, and life science, while the Swedish scholarship holders came mostly from the humanities and social sciences.

Covering a long time period, Mays can also identify some changes. In the Cold War period, when the selection

process developed by the private foundations was formalized, standardized and outsourced, academic mobility became a tool of public cultural diplomacy: Political objectives were crucial for a gradual shift in power from the private to the public sphere, with the Fulbright Program as an important global player in the context of the expanded international academic mobility. After 1945, most scholarships were awarded in humanities, social and behavioral sciences, whereby the asymmetric relation of Swedish to American scholarship holders remained unchanged: In both periods of investigation, three times the number of Swedish students, researchers, and teachers traveled to the United States than the reverse.

The book provides a profound and in-depth empirical-quantitative analysis of scholarship-awarding and the academic exchange between Sweden and the United States with focus on the scholarships awarded between 1912 and 1980. Against the background of the broad period of investigation, it is reasonable that not every historical trace could be followed up, especially when significant data, including the rise or decline of scholarship numbers, can only be related to many factors. These are also addressed by Mays, but far from making assumptions, rash conclusions, or sweeping generalizations.

Regarding the evaluated data for the postwar period from 1945 to 1980, questions may be raised as to whether this period should have been subdivided in two periods with 1960 as a watershed. The increase of scholarships in the 1960s would then relate with the worldwide expansion of education, especially in the field of secondary schools, higher education, and vocational training, that

has probably created new prerequisites for the expansion of academic exchange programs as well. This would also help to put the significance of the year 1945 as the only turning point in this history into perspective.

Despite such critical questions, Mays' study makes a solid contribution to this research field. Mays offers a compact and coherent view of the strong and lasting continuity of academic mobility and practices of scholarship-awarding between 1912, 1945 and 1980, which opens up for further questions in the field of transatlantic educational history as well as the history of science and higher education of Sweden and Scandinavia. These include, not the least, to what extent the strong transatlantic ties and entanglements that emerged from academic exchange between Western Europe and the United States fostered the Americanization of education, culture, and the sciences in the Cold War.

## References

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- Wedde, Sarah. *Kulturtransfer und Wissenszirkulation in den langen 1960er Jahren. Das Deutsch-amerikanische Fulbright-Programm für Lehrer:innen*. Bad Heilbrunn: Verlag Julius Klinkhardt, 2023.

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