

the Ford  
Foundation  
report 1954

to advance human welfare



At the May, 1954, meeting of the Trustees it was decided that the Foundation's fiscal year should be changed to cover the twelve months from October 1 to September 30 instead of the calendar year. Inasmuch as the last Annual Report covered the calendar year of 1953, this Report is for the nine-month period from January 1 to September 30, 1954.



**founded in 1936 by Henry Ford and Edsel Ford**

**the Ford Foundation  
report for 1954**

**January 1, 1954 to September 30, 1954**



*Photos run from left to right, top to bottom, as listed on opposite page*

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# the President's Review

During the first nine months of 1954, the period covered by this report, The Ford Foundation made grants totaling \$49,438,558. More than eighty per cent of this sum was given for educational, scientific and charitable purposes within the United States; the remainder went either to foreign grantees or to American organizations for similar purposes abroad. Two-thirds of the total was devoted to aiding education in the United States.

## The Crisis in Education

Emphasis on education has characterized the program of the Foundation since the beginning of its expanded operations in 1950. This derives from the belief that the impending crisis in American education offers a large foundation its greatest current opportunity for service.

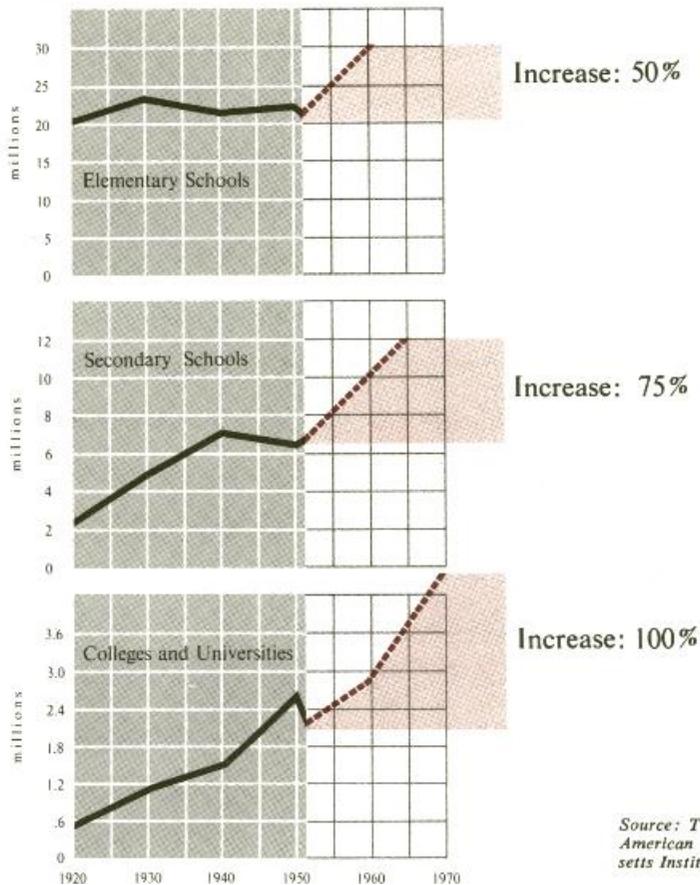
The future of our country is dependent upon the adequacy and quality of our educational institutions. Yet support for education amounts to an inadequate two-and-four-tenths per cent of the gross national product at the very time the nation's educational needs are approaching a new peak.

The number of pupils in elementary schools is increasing at the rate of a million a year, and this rapid rise will continue at least until 1960. In higher education the rate of increase is even greater. Enrollment in colleges and uni-

versities will nearly double in the next fifteen years. The cost of necessary additional physical facilities alone will run to billions of dollars.

The problem of an adequate supply of qualified teachers overshadows even the shortage of classrooms and laboratories. The clearly visible need for new elementary and secondary school teachers is about 150,000 annually for at least the next ten years. To meet this demand, there will be available from the nation's colleges only about 75,000 new teachers each year. At the college and university level, the situation is, if anything, worse. Rising enrollments will require that by 1970, the present national total of approximately 200,000 college teachers be doubled.

### Critical Rise in Student Enrollment



Source: *The Critical Period for American Education*. Massachusetts Institute of Technology, 1954.

These quantitative estimates, enormous as they are, are exclusive of still other needs. There is a rising demand for highly specialized training and research for government and industry. Curricula must be kept abreast of rapidly changing conditions. Both specialized and general education must be improved. Above all, there is the need to improve the quality of instruction.

Thus, the crisis is imminent, complex and impossible of quick solution. It will require the combined efforts of many persons and organizations if it is to be met. These considerations formed the background for the actions taken in education by the Trustees and much of the work carried forward by the staff during this reporting period.

Since its creation by the Foundation in 1951, The Fund for the Advancement of Education has launched or supported a number of experiments on some of the most perplexing and important problems besetting our schools and colleges. In 1954, the Trustees of the Foundation concluded that the educational problems with which the Fund was concerned should be subjected to sustained attack. Accordingly, in place of the periodic grants made previously, the Trustees approved a single large grant of \$25 million to the Fund to make possible longer-range planning and to support its programs and projects for eight to twelve years. In adopting this course, the Trustees acknowledged the encouraging results of the Fund's efforts in a relatively short period and reaffirmed their belief that the Fund's assistance to education showed exceptional promise for the future.

Another important field in education with which The Ford Foundation has concerned itself is increasing the opportunities for adult Americans to prepare themselves better to fulfill their responsibilities as citizens. For this purpose, the Foundation has supported the program of The Fund for Adult Education since its establishment in 1951. During 1954, the Trustees approved a grant of \$7.5 million to support its work through 1956. Meanwhile, the Foundation and the Fund have undertaken a comprehensive study of the facilities and requirements of adult education to provide guidance for future activities.

Additional opportunities for service to education were studied intensively by the officers during the fiscal year. They are endeavoring to give consideration to all responsible points of view concerning the most significant needs of educational and scientific institutions which can be substantially assisted with Foundation funds. By the end of the year, these studies had reached such an advanced stage that their presentation to the Trustees during the 1955 fiscal year was a clear probability.

Over and beyond the support of specific educational projects, the Foundation in 1954 became increasingly concerned with the general strength of recipi-

ent institutions. It is the view of the Trustees that the Foundation should concentrate to a considerable degree on long-range problems and should, in all of its grant making, attempt to strengthen the financial stability of its grantees.

## **Strengthening the Economy**

The Trustees of The Ford Foundation believe that a healthy economy is essential if American democracy is to function effectively and fulfill its responsibilities both at home and abroad. In February, 1954, they approved a program in economic development and administration. As a consequence, there has been a substantial increase in grants to support promising research projects dealing with important economic problems and to strengthen institutions having a special competence in conducting such research and in training personnel. Grants for these purposes represent approximately thirteen per cent of the total for the 1954 fiscal year, as contrasted with less than two per cent for the preceding years.

The major part of a grant of \$1 million to the Brookings Institution will support research on economic issues and policies which are expected to be among the most pressing during the next five years.

The largest grant in this area, \$3,850,000, was made to Resources for the Future, Inc., to support its work for five years. This nonprofit organization was established in 1952 with the cooperation of The Ford Foundation. Its objectives are to gather usable facts and to promote broader public interest and understanding so that our natural resources may be wisely utilized. In this way, Resources for the Future hopes to help insure that the United States will have available the resources required for continued economic growth, the welfare of its people and the discharge of its national and international responsibilities.

## **The Behavioral Sciences**

Sixteen grants were made during the fiscal year to finance research and training in the behavioral sciences. The major grant was that of \$3,411,590 to support for five years the Center for Advanced Study in the Behavioral Sciences.

The Center began operations at Stanford, California, in September, 1954. It provides a resident institution where distinguished scholars concerned with the scientific study of human behavior can work together on common problems. It also affords an opportunity for a number of promising young scientists and scholars to work with senior colleagues. Thirty-eight scholars in psychology, sociology, anthropology, economics, political science and seven other fields constituted the first group of fellows at the Center.

During the fiscal year, the emphasis of the Foundation's program shifted somewhat from the training of behavioral scientists and the improvement of research techniques to research on specific problems such as population growth, child development and the saving and spending habits of consumers.

## Peace and Understanding

Any program directed toward human welfare in this period of history must be concerned with the increased involvement of our country in world affairs, with our new responsibilities of international leadership and, above all, with the deadly threat to any hope of human progress posed by wars and communism.

More knowledge about foreign areas, available to and shared by more people, is essential for the successful response of a democracy to the problems of avoiding war and promoting peace. Accordingly, the Foundation continued its efforts to increase the number of scholars and other experts on foreign areas by supporting research and training on Asia, the Near East, Africa, the Soviet Union and Eastern Europe. At the same time, it has continued to assist non-profit, nonpartisan organizations seeking to broaden public understanding of world affairs. The principal grant for this latter purpose in 1954 was that of \$1.5 million to the Council on Foreign Relations to enable it to expand its programs of study, research and publication over the next ten years.

The Foundation has sought since 1951 to contribute to international understanding and peace by supporting educational projects abroad. These have included assistance in rural economic development and have been centered in many of the countries of South and Southeast Asia and the Near East. As their development programs have progressed, the Foundation's efforts have moved from primary emphasis on agricultural advancement to encouraging a parallel growth of industry, vocational training, rural and urban education, economic and social research, and the improvement of public administration.

The nations in these areas, many of them newly independent, are in a race against time. They are trying to achieve within a few years conditions of life which required centuries in western nations, and they are trying to do it in democratic ways. Thus the opportunity exists to provide a powerful demonstration to the world of the vitality of democratic methods of self-development and self-government.

The Ford Foundation believes that the advancement of human welfare depends on the partnership in progress of all free men. The steady growth of democratic institutions and individual freedoms in these nations will help their people gain confidence in themselves and faith in their future. It will help them

control disruptive forces at home and aggressive pressures from abroad. Hope and inspiration will be aroused far beyond their own borders and give support to all the forces striving to advance in freedom and in peace.

## **Projects Completed**

Some major projects approached completion in the fourth year of the Foundation's expanded operation. Among them were The East European Fund's efforts to aid the integration into American community life of refugees from Soviet-dominated countries, and the United Nations' program for refugees, primarily in Western Europe.

From its beginning in 1951, The East European Fund was highly successful not only in aiding the refugees themselves but in stimulating the interest and co-



*Russian emigrants are taught English at International House in Detroit under resettlement program fostered by East European Fund in American communities*

operation of local agencies. Consequently, by 1954, the Fund was able to plan the termination of its program, confident that local initiative would see it carried on. The outstanding service of the Trustees, officers and staff of The East European Fund is deeply appreciated throughout The Ford Foundation.

The United Nations program has been administered with notable success by the High Commissioner for Refugees, Dr. G. J. Van Heuven Goedhart. In this humanitarian endeavor, the efforts of private, governmental and intergovernmental organizations were effectively fused. The devoted labors of religious and social welfare agencies, most of them American, in collaboration with the United Nations High Commissioner, have stimulated governments to accept increasing responsibility for the solution of the refugee problem.

Acknowledging the service of these grantees underscores the fact that the major function of a foundation is to provide financial support for the promising work of others. I want, therefore, to express the Trustees' gratitude to the thousands of persons in the schools, colleges, churches, research centers, philanthropic and welfare organizations who really constitute the Foundation's program, and to the many consultants and advisers who have given so generously of their time, energy and wisdom to help the Foundation realize its aim of advancing human welfare.

## Philanthropy and the Public

The 1953 Report of The Ford Foundation emphasized the importance of private philanthropy in a free society and the belief that support for all nonprofit organizations, including schools, churches, colleges and universities might be hampered seriously unless there were greater understanding of philanthropy's role in our national life. The American tradition of encouraging private action in the area of research and education had come under increasing attack, much of it focused upon foundations. As a consequence, it seemed that timidity had begun to limit the scope of the research and education supported by private funds, even though the gravity and complexity of contemporary issues called for broader and bolder efforts.

It is important for everyone engaged in philanthropic endeavors to recognize that criticisms aimed at them reflect a more general phase through which the nation has been passing. During the past few years, whether the concern has been domestic or international, whether the problems have involved the right of the individual or the powers of government, Americans of all points of view have been reexamining their institutions and their beliefs. This is understandable. Tensions and anxiety have eroded the deep-felt hopes of all mankind that

prevailed after World War II, and have prompted men to search widely for the sources of their frustration and for fixed principles by which to steer.

Too often the price has been injury to institutions or damage to the individual. The fact remains, however, that in a free and dynamic society, criticism, whether fair or unfair, whether directed at an individual, an institution or the government itself, arouses public interest. Interest excites debate and debate in turn can lead to a clarification of philosophy and rededication to fundamental objectives.

This sequence of events appears to have taken place in the past year with respect to private philanthropy. The Congressional investigation of foundations itself produced little enlightenment and few constructive suggestions. However, its unfairness served to stimulate discussion of foundations and their performance by the press throughout the country. Not only was the day-to-day work of foundations assessed, but thoughts were expressed on such deeper matters as the proper sphere of action of public and private agencies in education and research, the importance of freedom of inquiry to foundations, educational institutions and scientific centers, and the relationship between the free pursuit of knowledge and the basic strength of democracy. From this scrutiny has emerged a resounding affirmation of the principle of private giving for the public welfare. Doubts and uncertainties are receding and the essential service of philanthropy to a free society is gaining increasing recognition.

Disruptive forces are never wholly absent from public life, but public understanding linked with responsible performance can prevent them from distorting the record and crippling constructive endeavors. While there is every reason to remain alert, current trends provide sound grounds for optimism.

I believe the American people stand behind their philanthropic aims and traditions with renewed vigor. Philanthropy has received more thoughtful attention from more Americans during the past year than ever before. Private giving is growing steadily as a national habit. And other positive trends should be noted.

Modern methods of communication have made it easier for voluntary associations of good and public-spirited people to organize dramatic and successful appeals for worthy causes on a national basis. There is a growing and commendable concern in the business community for the financial needs of education. The increased willingness of corporate donors to support educational activities not directly related to the corporations' business interests is particularly encouraging.

The new appreciation of the American people of the role of private giving and action is of the greatest importance. Needs are enormous and growing.

Giving must increase relative to our needs. For private institutions to fulfill adequately their appropriate role in our national life, there will have to be an upward adjustment of the standards employed by many individuals and corporations in determining their "capacity" to give. At the same time, the criteria for giving should be importance, not popularity, and need, not safety from criticism.

Wider participation in philanthropic effort and better understanding of its role in a free society will now enable all scientific, educational and charitable organizations to move forward with greater confidence and courage.

H. Rowen Gauthier



*Owen J. Roberts*



*Clarence H. Faust*

# the Advancement of Education

The program of The Fund for the Advancement of Education, for which the Trustees of The Ford Foundation granted \$25 million in February, 1954, has five basic educational objectives. These are:

To clarify the aims, functions and relationships of schools, colleges and universities.

To improve teaching.

To improve curriculum.

To improve educational management.

To reduce inequalities of educational opportunity.

The desirability of devoting a substantial portion of the Foundation's resources to the needs of education is clear, and the Trustees agreed that a significant part of those resources would be well invested if made available to the Fund. The resulting grant was the largest ever made by the Foundation for any purpose and will support the Fund's program for a period of eight to twelve years.

In announcing the grant, Henry Ford II, Chairman of the Trustees, pointed out that the Foundation itself will also give direct support to programs in the field of formal education and will avoid unnecessary duplication with the Fund's program. The grant, he added, "reflects endorsement by the Trustees of the Fund's program and their judgment that its objectives can best be achieved through independent management by the Fund's very able Board of Directors."

Chairman of the Board of Directors of The Fund for the Advancement of Education is Owen J. Roberts, former Associate Justice of the Supreme Court of the United States. Clarence H. Faust is President of the Fund, and other members of the board of directors are:

Ralph J. Bunche, Undersecretary, United Nations; Charles D. Dickey, Director and Vice-President, J. P. Morgan and Company, Inc.; James H.

Douglas, Jr., Undersecretary of the Air Force, U. S. Department of Defense; Alvin C. Eurich, Vice-President, The Fund for the Advancement of Education; C. Scott Fletcher, President, The Fund for Adult Education; Walter Gifford, Honorary Chairman, American Telephone and Telegraph Company; Mrs. Douglas Horton, former President, Wellesley College and former Director of the WAVES; Roy E. Larsen, President, TIME, Inc.; Walter Lippmann, author and journalist; Ralph E. McGill, Editor, *The Atlanta Constitution*; Paul Mellon, President, Old Dominion Foundation; Walter P. Paepcke, Chairman of the Board, Container Corporation of America.

The Foundation's grant now makes it possible for the Fund to plan its activities over the span of a decade on the basis of an agreed-upon general program and with advance knowledge of the amount of Foundation aid it can count on.

The educational experiments and demonstrations which the Fund has set in motion to date have been carried out largely by grants to existing educational organizations and institutions. In addition, the Fund has sponsored directly some projects and a number of educational conferences. Details of these and other aspects of the Fund's operations are given in the public reports of The Fund for the Advancement of Education, the latest of which covers the period July, 1952, to July, 1954. Copies of this report are available on request at the Fund's offices at 655 Madison Avenue, New York, N. Y.

# Education for Democracy

The strength of a democratic society depends in large part on the informed and continuing participation of its citizens in public affairs. In its public affairs program, therefore, the Foundation has a two-fold objective: to encourage in the individual citizen an active concern with the affairs of his community, the nation and the world; and to assist him in gaining greater understanding of the issues and forces by which the quality of his government is determined.

The Foundation's initial efforts in such education for democracy were carried out through grants to two independent Funds which it established. The Fund for Adult Education devotes much of its program to activities which bring people together to study and discuss public affairs. The Fund for the Republic is concerned with the elimination of restrictions on freedom of thought, inquiry and expression in the United States.

Other grants have supported research on the structure and functioning of government, the status and quality of the public service, and additions to the general body of knowledge about public affairs; experiments in the use of mass media for dissemination of such knowledge, and projects designed to develop in young adults an awareness of civic responsibility and a capacity for future civic leadership.

In addition, a small number of grants has been made over a period of several years in response to special situations affecting the democratic freedoms

of individuals or institutions in other countries. These have included grants such as that to the Free University of Berlin, and the temporary assistance extended to displaced persons, whose future is of concern to the free world.

Principal grants made in this area in the first nine months of 1954 are described below.

## **The Fund for Adult Education**

In 1954, the Trustees of the Foundation made available a total of \$7.5 million\* to The Fund for Adult Education in support of its activities until January 1, 1957.

The Fund for Adult Education is an independent, nonprofit corporation established in April, 1951, by the Foundation. The Fund's general objective is the expansion of opportunities for all adult men and women to continue their education throughout life in the interests of mature and responsible citizenship. Approaches to this goal have included:

Support of organizations which conduct group discussion programs among adults.

An experimental project through which the Fund, since 1951, has developed, tested and revised nine series of discussion programs.

Training of leaders for informal adult education.

Financial contributions to the construction of educational television stations on the basis of one Fund dollar for every two raised by the city or university initiating the project.

Establishment of an Educational Television and Radio Center at Ann Arbor, Michigan, for the origination and production of program material.

Research on the theories and practices of contemporary adult education.

Detailed statements of the Fund's activities are given in its published reports, which are available at its office at 1444 Wentworth Ave., Pasadena 5, California.

*\*Of this amount only \$2,165,000 is indicated in the grant list, Page 82 as the balance of \$5,335,000 was not granted until after the end of the fiscal year, September 30.*



*C. Scott Fletcher and Clarence Francis*

Clarence Francis, former Chairman of the Board of the General Foods Corporation, is Chairman of the Board of Directors of The Fund for Adult Education, and C. Scott Fletcher is its president. Other members of the board are: Sarah Gibson Blanding, President, Vassar College; Harry A. Bullis, Chairman of the Board, General Mills, Inc.; Rev. John J. Cavanaugh, Director, University of Notre Dame Foundation; John L. Collyer, Chairman of the Board, B. F. Goodrich Company; Milton S. Eisenhower, President, Pennsylvania State College; Clarence H. Faust, President, The Fund for the Advancement of Education; Clinton S. Golden, lecturer on labor problems, Harvard Graduate School of Business Administration; Paul H. Helms, President and Director, Helms Bakeries; Allan B. Kline, former President, American Farm Bureau Federation; W. A. Patterson, President, United Airlines; Charles H. Percy, President, Bell and Howell Company; Anna Lord Strauss, former President, National League of Women Voters and delegate, Sixth General Assembly, United Nations.

### **Council on Foreign Relations**

A grant of \$1.5 million was made by the Foundation to the Council on Foreign Relations to expand and strengthen its program of research, education and publication over the next ten years.

The Council is a nonprofit, nonpartisan organization located in New York and established to study problems affecting American foreign policy. Its membership includes a large number of American lawyers, bankers, scholars, publishers, editors, business and labor leaders interested in foreign policy matters. The Council is also affiliated with community leaders through Committees on Foreign Relations in twenty-five cities throughout the country.

Its activities include an extensive research program, the organization of study and discussion groups, a series of publications—among them the quarterly review, *Foreign Affairs*—and the administration of a program of fellowships. Its membership is regularly addressed by high-level American and foreign government officials and other experts in international affairs.

The Council's activities promote discussion and wider understanding of international problems and foreign relations of the United States among men and women of different political and professional backgrounds.

## Foreign Policy Seminar

A "Midwest Seminar on United States Foreign Policy" was sponsored jointly by the Universities of Illinois (which served as grantee), Michigan, Minnesota and Wisconsin with the aid of a \$15,500 grant from the Foundation. The Seminar, held at Robert Allerton Park, Illinois, was an experimental conference for the purpose of stimulating discussion of foreign affairs by community leaders in a selected area of the United States. Representatives of Midwest business, labor, agricultural and civic groups were brought together for approximately one week with experts from the Federal Government and from universities. The subject of the discussions was "A Trade Policy for the United States."

## Sixth American Assembly

The Foundation participated in financing a conference on "The Federal Government Service: Its Character, Prestige and Problems," through a grant of \$25,000 to Columbia University for The American Assembly. The Assembly, which was established in 1950 as an activity of the Columbia Graduate School of Business, undertakes to increase public awareness and understanding of current national and international problems. The 1954 meeting, its sixth, brought together a group of sixty persons for a three-day discussion of such problems as the career service under a two-party system, how to increase the effectiveness of government personnel, how to attract young people into government service, and how

to maintain and improve the morale and prestige of public personnel. The reports and findings of the conference were disseminated to schools, colleges and civic organizations.

## **Problems of the Public Service**

Preparation of an analysis of the major problems confronting the public service at federal, state and local levels was supported by a grant of \$13,750 to the National Planning Association. While the Federal service has been studied periodically, there is need for reexamination of the status and requirements of state and local public service systems, which now employ some sixty-six per cent of the country's seven million public servants. The study is expected to suggest aspects of public service improvement which merit more intensive research and more public support.

## **Student Government in College**

To encourage an awareness of civic responsibility in young people, a grant of \$29,400 was made to the United States National Student Association. The Association, established in 1946, is comprised of student governments on some 300 college campuses. Its program rests on the belief that participation in student government leads to greater participation in public affairs in later life. Through the grant the Association will seek to promote better systems of student government and more adequate programs for training students in the skills and philosophy of group leadership. It will be administered by the Association under the guidance of an advisory committee of teachers and college administrators.

## **Educational Television Program of New York Bar**

To help increase knowledge and understanding of important public questions, a grant of \$20,000 was made to the Association of the Bar of the City of New York Fund, Inc., for production of an educational television program. The Bar group had previously produced the television program "On Trial" for a period of six years. This feature employed courtroom techniques, with prominent attorneys examining and cross-examining expert witnesses on public questions before a judge, and was seen by an average weekly audience of five million people.

## **East European Fund**

The East European Fund was established by the Foundation in 1951 to assist the orientation of recent emigres from the Soviet Union and to help them contribute to knowledge in this country about the U.S.S.R.

One of the Foundation's 1954 grants to the Fund was for final support of its community integration program, which closed June 30, 1954, and is now being financed and administered locally. This program was intended to facilitate the emigres' integration into the economic, social and cultural life of the United States. Fund grants have assisted social service agencies in twelve cities and regions to provide the Soviet emigres settled there with occupational advice, English-language training and citizen education. They also have provided for youth activities, scholarship programs and publications.

The Foundation granted \$65,000 in 1954 to enable the Fund to continue support of the reception programs for new arrivals operated by the Tolstoy Foundation and the United Ukrainian American Relief Committee.

## **Refugee Activities of American Organizations**

In the process of concluding support for a program of aid to refugees, primarily in Europe, an additional \$200,000 was appropriated for grant assistance to American organizations, under the general administration of the United Nations High Commissioner for Refugees. From a prior appropriation, grant amounts were authorized as follows: American Relief for Poland, \$10,000; Friends of the World Council of Churches, Inc., \$106,442; International Union for Child Welfare, \$8,000; National Board of Young Men's Christian Associations, \$7,525; National Catholic Welfare Conference War Relief Services, \$14,563, and National Lutheran Council, \$12,468.

## **Literacy in Southern Italy**

A grant of \$82,000 was made to the American Friends Service Committee to conclude support for a program of literacy and social improvement activities in southern Italy. The program is conducted by the National Union for the Struggle against Illiteracy (UNLA), which was founded six years ago by a group of Italian educators. It has now established a network of forty-seven community centers throughout southern Italy, where adult classes to eliminate illiteracy are held and community action on local problems is encouraged through discussion groups. The program is intended to alleviate substandard conditions and to encourage in the people a sense of responsible democratic citizenship.

## The Free University of Berlin

On June 19, 1954, the Free University of Berlin dedicated the auditorium, lecture halls and seminar rooms which had been constructed with the support of a Foundation grant of \$1,309,500 made in 1951. In the same month the Foundation made another grant of \$125,000 to the Free University to enable it to complete the library building, construction of which had also begun with the previous grant.

Although its policy normally does not permit construction grants, the Foundation has assisted the Free University in the development of its physical plant because of the institution's importance in supporting the principle of freedom of thought in Europe and its unique position as a center of truth and learning on an island surrounded by totalitarianism.

The Free University, which was established in 1948, stemmed from the insistent desire of German students for a democratically-oriented education and from their refusal to attend the Communist-dominated University of Berlin in the Soviet sector of the city. Today the Free University has nearly 7,000 students, about thirty-five per cent of them former residents of the Soviet Zone.

*New library helps Free University of Berlin to serve as center of democratic education*



# the TV-Radio Workshop

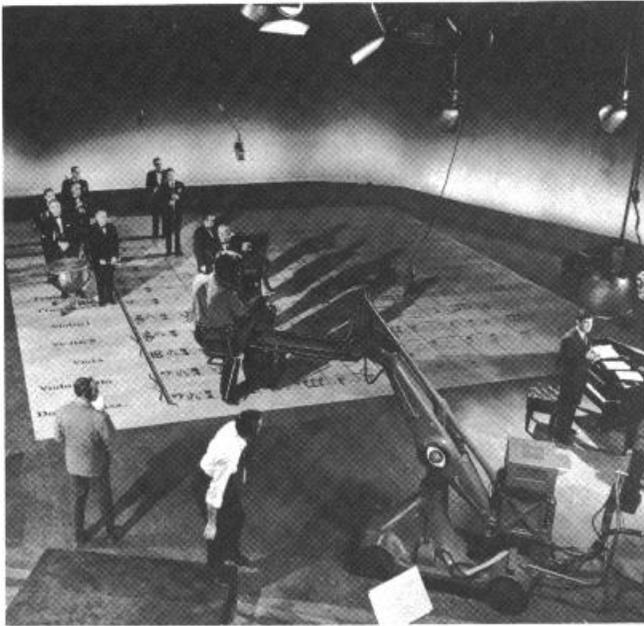
The TV-Radio Workshop is an experimental project administered by the Foundation. It has sought, primarily through the production of OMNIBUS, to develop television programs that have educational value and are able to attract a substantial audience in commercial television. Within this framework the Workshop has been concerned with demonstrations of the producer's independent responsibility for commercially sponsored programs; with an ever-widening range of subject matter, and free adaptation of television to the demands—in length and frequency—of program substance.

Among the developments the Workshop has supported experimentally since the establishment of OMNIBUS in 1952 are several production techniques which are now accepted throughout the industry. The ninety-minute program length, with its flexible format, has come into more general use. More programs are being produced for multiple sponsorship, with content control remaining with the primary producers. And such subjects as science, current affairs, the arts, history, modern living and the classics are being offered more frequently and with greater ingenuity and imagination.

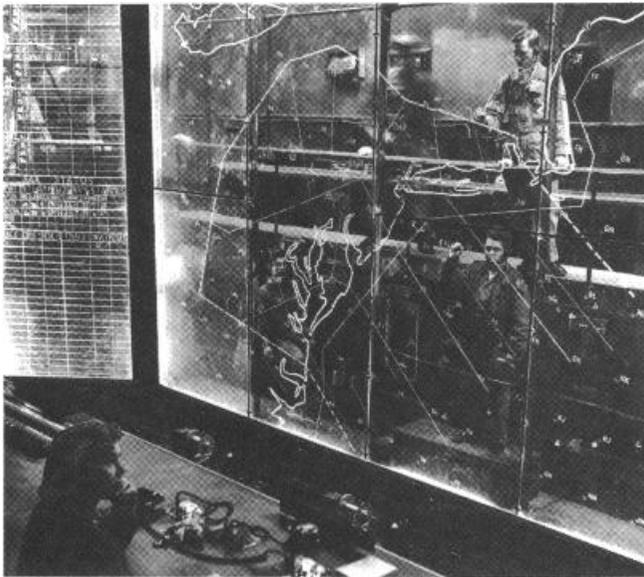
During 1954 the Workshop announced a plan whereby members of its staff might visit educational television stations throughout the country to work as consultants in developing programs and techniques of presentation. In addition, the Workshop began a training program for young writers and directors, some of whom contributed directly to OMNIBUS programs during the season.

In the 1954-1955 season, OMNIBUS planned to experiment with new topics and techniques, and with color—particularly its applicability to subjects other than entertainment, such as the arts and medicine. It scheduled plays and other events "on location" in an effort to capitalize on one of the medium's most useful and least-used assets—its ability to transport an audience out of its homes to distant places and activities.

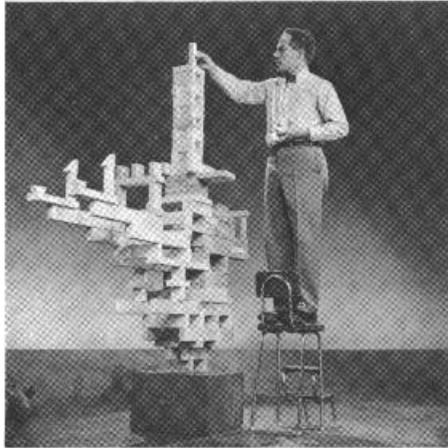
Serious music and the arts were to be studied for new means of presentation. The works of Sophocles, Beethoven and Winslow Homer were treated in a variety of ways to arouse new interest in these masters.



*Beethoven symphony is scored for Omnibus by Composer-conductor Leonard Bernstein (r)*



*Simulated air raid is plotted on glass map at underground warning center on Long Island*

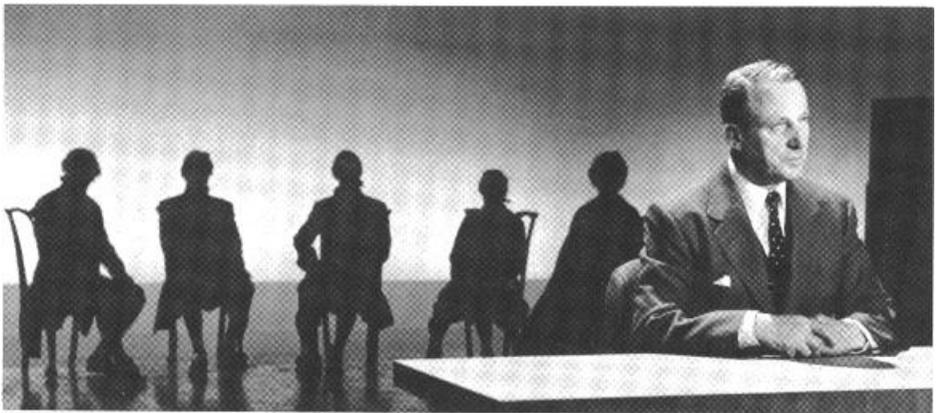


*Architect Eliot Noyes erects cantilevered structure on two-block base in program on imaginative use of children's toys*

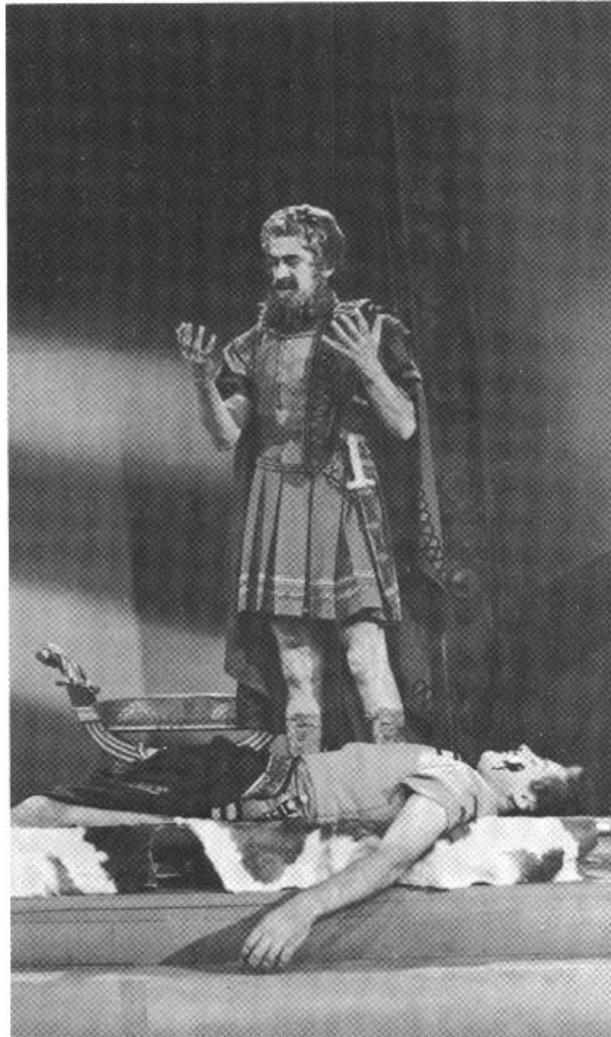


*Kabuki dancer executes stylized symbolic gesture in television performance of most popular of Japan's classical theater arts*

History and biography received special production attention in a series headed by historian Allan Nevins on "The Adams Family and America," in a program called "The Four Flags of the Confederacy: 1861-1865" and a new



*Historian Allan Nevins narrated four-program series devoted to role of Adams family in American life. For authenticity, scripts quoted only from historical documents*



*King Creon mourns his slain son, Haimon, in Sophocles' "Antigone"*

*photographs by Roy Stevens*

version of Harriet Beecher Stowe's American classic, "Uncle Tom's Cabin." Current affairs were presented through a reportorial feature on a political campaign, a film—"Dance to Freedom"—on the escape of two Hungarian ballet stars from the Russian zone of Berlin and a visit to "Command Post Cobra," an underground headquarters of the Continental Air Defense Command.



# Increasing Knowledge of Foreign Areas

A substantial number of the Foundation's grants for educational activities was made for the purpose of increasing knowledge about foreign areas.

Most of them were made in response to the need in the United States for an understanding of foreign areas commensurate with the nation's participation in international affairs. Since World War II, educators and public figures have expressed concern for America's shortage of persons trained to interpret the cultures, histories and current problems of Asia, the Near East, Africa, the Soviet Union and Eastern Europe, and its shortage of appropriate training and research institutions. The Trustees of the Foundation decided in 1952 to make funds available to help meet these shortages. In 1952 and 1953, fellowships were awarded to young Americans for Asian and Near Eastern studies, and grants were made to American institutions for research and training programs, pertaining chiefly to the Near and Middle East.

During the first nine months of 1954, the Foundation extended these activities. A total of 188 fellowship awards was made under a program broadened to include studies of Africa, the Soviet Union and Eastern Europe, as well as Asia and the Near East. These provide training for persons expected to have continuing professional concern with these areas in education, government, business or communications. Eight grants were made to institutions to strengthen their programs of training and research, especially in African affairs. Since

the increase of knowledge about foreign areas also depends on scholars outside the United States, some of these grants were made to foreign institutions.

In addition, grants were made to enable American institutions to support specific research projects and to support publications and other aids to research.

The interchange of persons and cultural materials between countries was supported by another group of grants made by the Foundation during the year. These were made in response to what seemed to be unusual opportunities to assist the international interchange of ideas and encourage mutual understanding among the people of the Free World.

Principal grants made for these purposes in the first nine months of 1954 are described below.

In considering problems of foreign-area research and training during the past year, the Foundation received valuable guidance from the members of its Advisory Committee on International Training and Research (formerly the Board on Overseas Training and Research). This committee is composed of: Gordon Gray, President, University of North Carolina, Chairman; John Dickey, President, Dartmouth College; Alvin C. Eurich, Vice-President, The Fund for the Advancement of Education; John W. Gardner, Vice-President, Carnegie Corporation; Edward R. Murrow, Counselor on Public Affairs, Columbia Broadcasting System; Milo Perkins, industrial management consultant, and Carl B. Spaeth, Dean, Stanford University Law School.

## Training Individual Americans

### *Fellowships for Asian and Near Eastern Studies*

The Foundation awarded 112 fellowships during the first nine months of 1954 to help increase the number of Americans professionally trained to interpret the cultures, histories and current problems of Asia and the Near East.

Announced in the fall of 1953, this was the third series of such fellowships. Application was open to students just beginning graduate work, to advanced graduate students, and to persons of recognized competence in business, communications and the professions. A sum of \$500,000 was provided for these fellowships in 1953. The number of qualified candidates from outside the academic world was higher than expected, however, and an additional \$50,000 was provided in the spring of 1954.

The awards, forty-three of which were extensions of previous fellowships, support training in the United States and abroad for periods up to three years. The recipients included ninety-seven students and teachers in such academic

disciplines as anthropology, economics, geography, history, international relations, literature, linguistics, political science, religion and philosophy, and sociology. There were fifteen awards to persons in business, law, journalism and other communications fields.

#### *Fellowships for Soviet and East European Studies*

Sixty-five awards were made in the Foundation's first series of fellowships for Soviet and East European studies.

These fellowships, announced late in 1953, were available to graduate students at any point in their training. College seniors who intended to proceed to graduate studies of the Soviet or East European area also were invited to apply. In addition, some fellowships were available to help students at the early post-doctoral level to round out their graduate training. A sum of \$200,000 was provided for the awards.

Forty-three of the awards went to college seniors, thirteen to graduate students, and nine to post-doctoral students. Their academic disciplines include anthropology, economics, geography, government, history, international relations, law, literature, linguistics, philosophy, political science and sociology. All but six held academic positions, and almost all chose to study in institutions in the United States.

#### *Fellowships for African Studies*

The Foundation early in 1954 accepted applications for fellowships for African studies.

From \$86,000 provided for these fellowships, eleven awards were made to graduate students and to scholars who had completed their doctorates. They provide for nine months to two years of study and research in the United States and abroad.

All but one of the recipients held academic positions at the time of application; disciplines included anthropology, economics, history, political science and sociology. Three planned to study in both England and Africa, the rest in East Africa, French West Africa, Liberia or Rhodesia.

#### *Institute of Current World Affairs*

Two additional fellowships for African studies were provided for by a grant of \$32,000 to the Institute of Current World Affairs. The Institute awarded the fellowships, each for two years of study in Africa, to a physician-anthropologist for anthropological field work in native medicine and to a lawyer-sociologist for a study of African native law.

## Training and Research Programs

### *African Studies, Boston University*

Boston University inaugurated in 1953 an African Studies Program to provide specialized training on contemporary Africa through interdisciplinary instruction and research. To aid the expansion of this program, the Foundation made a grant of \$200,000 to the University for use over the next five years.

The University plans to develop courses in the geography of Africa, its peoples and cultures, and its basic economic, social and political features and problems. A research program has been planned with special reference to problems of urbanization, industrialization and political change in Africa. Graduate research fellowships will be available and it is expected that research will be undertaken in Africa by both faculty members and advanced graduate students.

The Foundation's grant provides support for staff, field research, publications, fellowships, library and documentation, and visiting lecturers.

### *African Studies, Howard University*

The African Studies Program at Howard University also has been assisted by the Foundation.

This program is designed to prepare undergraduate and graduate students, including African students at the University, for work in fields requiring a basic knowledge and understanding of the economic, social and political problems of Africa.

The Foundation granted \$29,000 to enable the University during the next three years to acquire library materials, expand its course offerings and provide three scholarships and two graduate fellowships each year.

### *African Training Program, Haverford College*

A different sort of training in African affairs will be provided by an experimental program which Haverford College is conducting in cooperation with the Government of the Gold Coast.

Haverford is selecting eight young Americans with master's degrees to be sent to the Gold Coast for eighteen months. They will receive six months of training and supervised field work in technical assistance followed by a year of field work in the villages.

The Foundation granted \$44,500 to Haverford College for this program.

### *International African Institute*

Well-established British institutions are making important contributions in African studies. The International African Institute, located in London, has, for example, served as an international clearing house for information and has organized research on Africa since 1926.

The Foundation granted \$50,000 to the Institute for use over a two-year period. More than half of this sum is to be used for fellowships for field research. The rest is for support of library, bibliographical and informational services, the publication of *African Abstracts*, and the annual meetings of the Institute's Executive Council, on which several countries are represented.

### *University of Natal*

A program to train Union of South Africa scholars in analysis of social problems was assisted by a grant of \$27,500 to the University of Natal.

The grant provides for such basic materials for the program as books, journals and statistical equipment. A small part of the grant also was used to help finance a conference of scholars from all the South African universities and from several Government departments interested in social research.

### *South African Institute of Race Relations*

A grant of \$120,000 to strengthen research and education on African affairs was made to the South African Institute of Race Relations. This will support over three years the Institute's fact-finding surveys on the problems of the Union of South Africa's multiracial society, the Institute's publication program and its library services.

### *East European Studies, Notre Dame University*

Notre Dame University received a grant of \$57,500 for faculty research in East European affairs and the advanced research training of a number of graduate students.

The grant, extending over five years, will help in the acquisition of special research materials, provide a small number of research assistantships, and permit additions to the present teaching program.

### *Orientation Center in India*

An orientation center for foreign specialists working in India was supported by a grant to the Delhi School of Economics of Delhi University.

The growing number of people serving outside their native countries on development projects supported by the United States Foreign Operations Administration, United Nations Technical Cooperation Agency and the Colombo Plan has focused attention on the necessity of more adequate preparation for this type of work. Understandably, the competence of these specialists in technical fields is not always matched by their knowledge of the history, culture, language, attitudes and problems of the people with whom they are to work.

The Foundation granted \$14,177 for the expenses of organizing a center where foreigners can receive training in these fields, and for the first year of the center's operation. The United States Foreign Operations Administration has agreed to join the Foundation in maintaining the center, which will be directed by the Delhi School of Economics with the assistance of a joint United States-Indian advisory board.

## **Research on Foreign Areas**

### *Contemporary Political Life, Indonesia*

A study of contemporary Indonesian social and political institutions is being conducted by a group of American and Indonesian scholars under a grant to Cornell University.

The grant, totaling \$159,850, provides for research in the United States and for field study in Indonesia over a period of four years.

### *Agricultural Development, Indonesia*

A study of agricultural development, migration and land utilization policy in Indonesia received support through a grant to Yale University.

This study is under the direction of Karl J. Pelzer, Chairman of the Department of Geography at Yale. It is an outgrowth of Professor Pelzer's pre-war study of the problems of land utilization and government-sponsored agricultural colonization in Southeast Asia, particularly in Indonesia and the Philippines.

The grant of \$65,000 provides for research in the United States and in south Sumatra, on the east coast of Sumatra, and in South Borneo over a period of three years, in consultation with professional colleagues in the University of Indonesia and with government officials in Djakarta.

### *Contemporary Political Life, India*

A three-year study of contemporary Indian political institutions is being carried on under a grant to the University of California at Berkeley.

Conducted by a research team of American and Indian scholars, the study is under the direction of Professor Richard L. Park, Assistant Director of the Institute of East Asiatic Studies at Berkeley. The Foundation's grant of \$138,500 will permit research to be carried on in India, the United States and England.

### *Social Science Research, Near East*

The Rice Institute has during the past several years assisted in the organization of a group of social scientists in the Near East and the United States interested in cross-cultural research. With support from a Foundation grant of \$75,000, this group is now conducting sociological studies with particular reference to the psychological conflicts of adolescents in societies undergoing rapid economic and technical development.

Attitudes of Arab youth have been sampled and a series of cross-cultural studies will be prepared on values, tensions and child-rearing patterns. The project involves the cooperation of psychologists, sociologists and educators from the United States, Egypt, Lebanon, Iraq and Jordan.

### *The Role of Women in the Near East*

The International Federation of Business and Professional Women is conducting a study of women and their organizations in the Near East with the assistance of \$47,500 made available by the Foundation.

The study is aimed at an assessment of the problems, present status and opportunities of women and their organizations in Egypt, Iraq, Lebanon and Syria, with special reference to the social and economic development of these countries.

### *Social Democratic Movement in Japan*

Support for a study of the social democratic movement in Japan was provided by a grant to the Fletcher School of Law and Diplomacy.

The purpose of the study is to provide a history and analysis of socialism in Japan from its inception in the 1880's to the present and to prepare a comprehensive bibliography of Japanese materials on the movement which are available in the United States and Japan. The Foundation's grant of \$80,000 will support the research, to be undertaken by American and Japanese scholars, over a period of three years.

### *Research on the U.S.S.R.*

A grant to The East European Fund supported its research program on the U.S.S.R. which is designed to assist emigre scholars and authorities on various aspects of Soviet life to carry on objective research and contribute to knowledge of the Soviet system.

The assistance has in the past taken the form of fellowships for young scholars whose research careers were interrupted by war and exile, fellowships and grants-in-aid for more experienced persons, special training in the English language, and employment counseling. The Fund received a grant of \$180,000 in 1954 to continue through August, 1955, the publication of studies completed under this program.

Publications include books in the English-language "Studies on the U.S.S.R." series and other works in a mimeographed series of "Research Monographs." A complete list of these publications up to September, 1954, is provided in the annual report of The East European Fund for 1953-54.

### *Economic Integration in Europe*

A study of the activities of the various international institutions established to further European economic integration is being conducted under a grant of \$8,500 to George Washington University.

The purpose of the study is to appraise the current activities of these institutions, as they affect the prospects for greater cohesiveness in the non-Communist world and particularly in the North Atlantic Community, and as they bear on the economic aspects of East-West tensions.

### *Economic Growth and Institutional Change*

The Foundation granted \$13,000 to Cornell University for an exploratory investigation of the relationship between economic growth and institutional change, with special reference to the entrepreneur.

The aim of this study is to identify institutions that are most likely to stimulate the people of underdeveloped countries to undertake business risk and management, and to determine how they can most appropriately be introduced. The project will involve systematic examination of relevant literature in theoretical and institutional economics, economic history and sociology, and an analysis of the field experience of people active in development work overseas.

## Aids to Research

### *Far Eastern Quarterly*

A grant of \$22,000 to the Far Eastern Association will assist it over a five-year period in publishing the *Far Eastern Quarterly*.

The *Quarterly*, which was established in 1941, is a major outlet for publication of short articles on the modern Far East.

### *Middle East Research Reports*

The Middle East Institute received a grant for semi-annual publication of surveys of and reports on research in progress on the Near and Middle East and Africa north of the Sahara.

These publications are planned to provide a comprehensive critical guide to research in progress on archeology, intellectual movements, law, linguistics, the social sciences, and related fields, in the United States, Canada, Western Europe and the areas concerned.

A *Survey of Research in Progress*, to be published early each fall, will describe research plans for the new academic year. In a *Report on Research in Progress*, to be published in the early spring, researchers will report informally on progress, experience gained and future research plans. The grant was \$27,950 and covers a three-year period.

### *Chinese Documentation*

A grant of \$12,200 was made to the University of Washington to assist in the preparation of Chang Kuo-t'ao's memoir-history of the Chinese Communist Party to 1938.

Chang Kuo-t'ao, one of the organizers of the Chinese Communist Party, was a colleague of most of the leading figures in the movement from the early 1920's until 1938, when he broke with the Party and went into exile in Hong Kong. His history will add to the scant supply of authoritative documentation on the Chinese Communist Party's rise to power.

### *Soviet Publications*

A grant of \$16,925 to the Library of Congress will assist it in improving present methods for procuring research materials on the Soviet Union. The grant also provides for a survey intended to find new ways in which materials on the U.S.S.R. can be made more accessible to American university libraries.

## Interchange of Ideas

### *Japanese-American Legal Studies*

A grant of \$350,000 was made to the Institute of International Education for a program to improve mutual understanding of the legal systems of the United States and Japan.

The grant provides for an exchange of law students and teachers between American and Japanese universities over a six-year period. Associated in this program are the law schools of Harvard, Stanford and Michigan Universities in the United States and the Universities of Kyoto, Tohoku, Tokyo, Chuo, Keio and Waseda in Japan. In addition, the Judicial Research and Training Institute, maintained by the Japanese Supreme Court for postgraduate legal training, has been invited to participate in the program.

The need for cooperative research and study arises out of postwar changes in Japanese laws. Originally drawn largely from German sources, the legal system of modern Japan was extensively revised during the Occupation and now has a considerable deposit of elements of Anglo-American legal traditions, in addition to those of German and Japanese origin. The new Japanese Constitution embodies many of the democratic ideals and institutions found in the United States Constitution; there has also been enacted in recent years important legislation similar to that of the United States in such fields as criminal law and procedure, corporation law, labor law, antimonopoly law and tax law.

There are three phases to the legal studies program. Initially, a group of eight law teachers from the cooperating Japanese institutions will start two years of research and advanced study in the three American law schools. Later, law teachers from the American schools will go to Japan for a year's work. Finally, selected law graduates from the cooperating schools will be exchanged between the two countries. They will devote at least three years of study to the law, language and culture of each other's country.

### *Interchange of Professors*

A grant of \$75,000 enabled Columbia and Stanford Universities to exchange professors with the Free University of Berlin. This was a continuation and expansion of the interchanges between Columbia and the Free University begun with Foundation assistance in 1952. The current grant to Columbia University enables five professors from Columbia and three from Stanford to teach at the Free University for one term each, and five professors from the Free University to teach at Columbia and Stanford for two terms each.

### *International Farm Youth Exchange*

Since 1948 the National 4-H Club Foundation of America has conducted an exchange of farm youth between the United States and some thirty-six foreign countries. Under this program young farmers from foreign countries are brought to America for a period of up to six months to live and work in rural communities, and young American farmers go overseas for the same purposes, often staying with the families of foreign youths visiting America.

This program gives the participant a firsthand view of the rural society of another country and contributes to an increase in mutual understanding between nations. In addition, it enables young agriculturists to share technical knowledge. Its effects are felt far beyond the range of the participants, since each one after his return tells the story of his experience in talks to local groups and in radio or newspaper interviews.

Following the pattern established by the special India-Pakistan exchange initiated with a grant last year, two grants totaling \$23,040 enabled the 4-H Club Foundation to extend this program to Iran, Israel, Jordan, Lebanon, Syria, and Turkey and bring two young farmers from each of these countries to the United States.

### *American Students to India*

A grant of \$25,000 was made the University Religious Conference to enable a group of students from the University of California at Los Angeles and Harvard to visit Indian universities for three months. The project was designed to bring a knowledge of American student activities to Indian students, and to increase American understanding of India's affairs.

### *Information on Overseas Development*

During recent years, both governmental and private sponsors of overseas development activities have come to rely more and more on the services of American land-grant colleges and universities in the organization of particular projects and the recruitment and training of those taking part in them.

To meet the need for a central information and advisory agency in this field, the American Council on Education established an Office on Institutional Projects Abroad with the assistance of a Foundation grant of \$87,000 for a three-year period. The Office will serve as a clearing house of information on projects overseas and will help to identify American and foreign institutions able to undertake them. It also will assist in the negotiation of contracts for overseas projects and explore educational problems created by this type of activity.

### *Foreign Student Services*

The Foundation continued its support of institutions facilitating the visits of foreign students to the United States.

It granted \$315,000 to the Institute of International Education, \$25,000 to the National Association of Foreign Student Advisers, and \$10,000 to the National Board of Young Men's Christian Associations to make the operation of student exchange function more effectively. These grants will help to improve foreign student adviser services, and reception, orientation and hospitality services at ports of entry and in communities and universities throughout the United States.

### *Evaluation Grants*

The Foundation also made two grants to analyze the effects of international academic interchanges. One of \$21,000, to the National Academy of Sciences, will enable the Conference Board of Associated Research Councils to examine the exchange experience of people at a relatively advanced level in scholarship and the professions. The Conference Board has been responsible for supervision of several government-sponsored programs of exchange of senior scholars since 1947. Its present project includes a conference to investigate problems arising at this level, and the publication of a report containing recommendations for future activities.

A grant of \$11,000 will enable the Experiment in International Living, Inc., to bring together a small group of students and adult advisers who have participated in international student projects to discuss their experience, to explore ways of developing and maintaining relations with students in Asia, Africa and the Near East and to consider ways in which project planning can be coordinated, information exchanged and program continuity maintained.

### *International Leadership Conferences*

The Foundation granted \$175,000, to be expended over a three-year period, to the American Friends Service Committee for support of its International Leadership Conferences. These conferences have brought together young diplomats from some thirty countries of Western Europe, Asia and North America for discussion of diplomatic issues confronting the modern world.

### *Foreign Policy Lectures*

A grant of \$3,000 was made at the request of the University of Frankfurt to

enable George F. Kennan of the Institute for Advanced Study, to deliver a series of lectures on foreign policy at the University.

### *International Press Institute*

With a grant of \$100,000 the Foundation continued its support of the International Press Institute located in Zurich. Among the purposes of the Institute are the encouragement of freedom of the press, the development of understanding among editors of different countries, and the promotion of free exchange of accurate and balanced news between nations.

One example of its activity in 1954 is a series of joint conferences of French and German journalists. Steps were taken at these meetings to develop more objective and fuller news reporting between the two countries, and an exchange of editorials was begun between some of their leading papers.

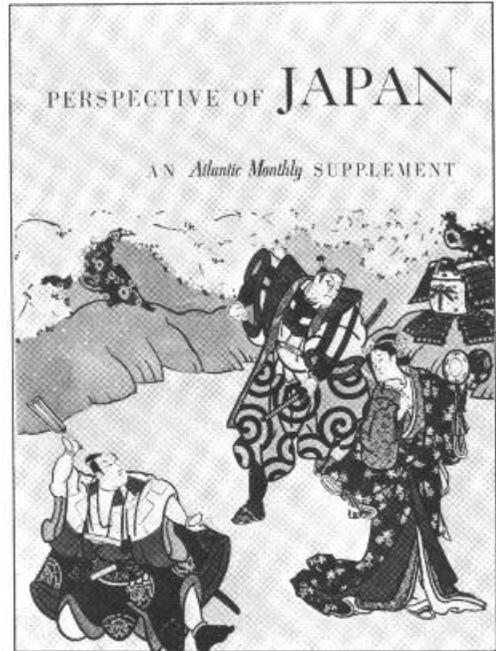
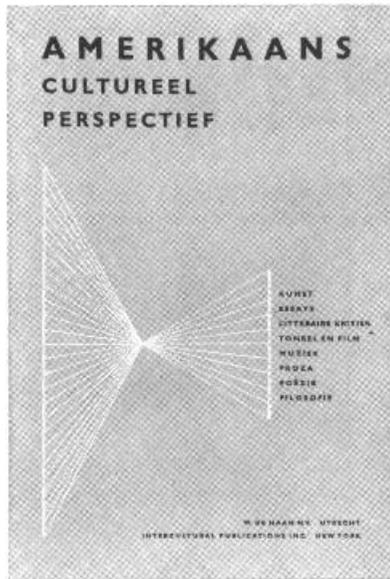
### *Intercultural Publications*

Grants totaling \$242,300 were made to Intercultural Publications, Inc., in support of its program of international cultural exchange.

Intercultural Publications continued to publish *Perspectives USA*, a quarterly devoted to American arts and letters and intended primarily for readers abroad. It appears in English, French, German and Italian-language editions. To reach additional language groups, an anthology of American literature has

*Perspectives USA, published in four languages, is quarterly on American arts and letters*





*American anthology for Dutch audience and cultural survey for readers in United States*

been translated into Dutch under the title *Cultureel Perspectief*, and a similar edition in Portuguese is in preparation.

To acquaint American readers with the cultures of other countries, Intercultural Publications has published collections of works by foreign writers and artists in conjunction with *The Atlantic Monthly*. "Perspective of India" and "Perspective of Holland and Belgium" have appeared to date, and a "Perspective of Japan" is planned for early 1955. These appear as supplements to regular issues of *The Atlantic Monthly*. Intercultural Publications also brings out separate editions of these collections for distribution at cost to colleges, schools, libraries, and adult education and discussion groups here and abroad. One of the 1954 grants provides for four future "Country Perspectives," covering Indonesia, Greece, the Arab countries and Brazil.

Another activity which received continued support during the year is the gift of subscriptions to representative American cultural periodicals to some

700 libraries and educational institutions in foreign countries where lack of funds or dollar exchange prevents their purchase.

Intercultural Publications also received funds to assist the magazine *Diogenes*, a review published by the International Council for Philosophy and Humanistic Studies. *Diogenes* provides an international forum where scholars may exchange views in all fields of humanistic study and research. The Foundation's grant will support the English-language edition through its eighth issue; the magazine also appears in French, Spanish, German and Italian.

The directors of Intercultural Publications, Inc. are: William J. Casey, attorney, New York; Charles Garside, President, Associated Hospital Service of New York; Joseph W. Hambuechen, member of the Board of Directors, First Boston Corporation; H. J. Heinz II, President, H. J. Heinz Company; Alfred A. Knopf, President, Alfred A. Knopf, Inc.; James Laughlin, President, Intercultural Publications, Inc.; Richard Weil, Jr., New York.

#### *Der Monat*

To assist the international monthly review, *Der Monat*, published in Berlin, the Foundation in 1954 appropriated \$175,000. *Der Monat* was established in 1948 by United States Government authorities in an effort to encourage democratic trends in the intellectual life of postwar Germany and to develop contacts between the intellectual leaders of Germany and of the free nations. United States Government support for *Der Monat* ceased in 1954. The Foundation funds, covering a three-year period, should permit the magazine to establish itself as an independent journal. The *Gesellschaft für Internationale Publizistik* (International Publications, Inc.), which publishes *Der Monat*, is the grantee.



# Economic Development and Administration

The Foundation gave increased attention during the first nine months of 1954 to the encouragement of research and education for the improvement of economic well-being.

While certain grants under its Program in Economic Development and Administration were intended to increase understanding of underdeveloped economies, major emphasis has been placed on the problems of economically advanced countries, particularly the United States. Attention was directed primarily toward problems central to four areas:

The organization, administration and performance of economic units: business firms, labor unions, government agencies, households, and others.

Economic growth, development and opportunity without undue instability.

The role of government in economic life.

Economic relations among nations.

In making grants for research and education concerning problems in these areas, the Foundation had two major underlying purposes. The first was to strengthen selected institutions which are capable or potentially capable of attacking these problems through programs of research and by training competent personnel. The second was to promote a better understanding of these problems through research activities designed to develop data of use to administrators as well as to scholars. Altogether these grants accounted for about thirteen per cent of the total funds granted by the Foundation during the fiscal year.

Principal grants made in this area during the period covered by this report are described below.

### **Brookings Institution**

The Foundation's desire to strengthen institutions engaged in effective problem-oriented research is illustrated by a grant of \$1 million to the Brookings Institution.

The Brookings Institution has a long record of public service in sponsoring and conducting research on issues of public importance. Recently reorganized, it has launched a new, long-range program dealing with the American economy, the functions and processes of American government, and international economic and political relations.

Emphasis is to be placed on problems which are expected to face the nation a few years in the future, so that orderly and fundamental investigation can take place well in advance of the need for immediate answers. Research reports will be designed to show alternative courses of action and the probable consequences of following them. The new program will include: conferences to identify emerging problems, organized research, advanced graduate and post-doctoral training (primarily for persons on leave from their universities), and dissemination of research findings through a variety of media, including conferences of potential users.

The Foundation's grant will assist the Brookings Institution in that part of its program devoted to problems of the American economy and the American government. It is contemplated that research will deal mainly with economic growth, productivity and stabilization; the economic role of government and the effects of public policy; public aspects of economic organizations and practice; human resources, welfare and income; and the allocation of governmental functions and the effectiveness of governmental procedures.

The grant provides support for a five-year period. Among the topics to be studied during the first year are the role of transportation in the economy and its relation to problems of defense, urban growth and economic stability; Federal lending agencies and the structure of private banking; and the policy implications of "escalator" clauses in labor contracts.

### **Consumer Expenditures**

Consumer behavior, one of the less predictable of the major elements in our economic life, is the subject of a grant to the University of Pennsylvania. It will support a three-year project by staff members of the University's Wharton School

of Finance and Commerce and other academic institutions, including Carnegie Institute of Technology, the University of Michigan and Yale University, in cooperation with the Bureau of Labor Statistics of the United States Department of Labor.

The Bureau, in the course of revising the Consumer Price Index in 1951, collected valuable basic data. Information covering family expenditures for 1,500 specific consumer goods and services, together with details on income and changes in assets and liabilities, was gathered by interviews with 12,500 family units representing all income and occupational classes in ninety-one American cities. The survey cost the Government about \$1 million.

After the initial government purpose had been served, public funds were not available to make the tabulations necessary for broader analyses of consumer behavior based on these data. The Foundation therefore granted \$500,000 to be used for three principal purposes:

To tabulate and publish for general use the 1951 survey data, as well as selected statistics from earlier surveys of the Bureau of Labor Statistics.

To prepare a series of analytical studies of specific problems in the field of consumption, income and savings.

To provide teaching materials for general use and to conduct seminars and conferences in consumption economics at the University of Pennsylvania.

The data to be published cover consumer expenditures for major groups of goods and services, consumer purchases of specific goods and services, and consumer inventories of durable goods.

Analytical studies are to be undertaken on consumption patterns, economic factors affecting consumption, social welfare aspects of consumption, marketing applications, consumer financing, and methods of analyzing consumer expenditures.

In addition to providing graduate fellowships and conducting a series of graduate seminars, the Wharton School plans to prepare teaching materials which will be available for general use in courses in marketing and the economics of consumer behavior. Specialists from universities, research agencies and business organizations will participate in conferences on analysis of data developed in the project.

The source books of data and the analytical studies are expected to be of service to business, government and the academic world.



*Horace M. Albright*



*Reuben G. Gustavson*

### **Resources for the Future, Inc.**

Research and education concerning the nation's natural resources received long-term Foundation support through a grant to Resources for the Future, Inc., which was established with Foundation encouragement in 1952 as a nonprofit, tax-exempt corporation.

During 1952 and 1953, the Foundation granted the new organization \$322,000 to help it develop its program and to support a national conference on resources. In 1954, \$3,810,000 was granted to make possible effective planning, selection and coordination of the organization's work.

The grant will support for five years the program developed by the board of Resources for the Future and a staff under the direction of President Reuben G. Gustavson, former Chancellor of the University of Nebraska. Horace M. Albright, President of United States Potash Company, is Chairman of the Board; its other members, in addition to Dr. Gustavson, are: Edward J. Condon, Vice President, Sears Roebuck and Company; Otto H. Liebers, member, Nebraska Senate; Ernest Boyd MacNaughton, President, Oregonian Publishing Company; Leslie Andrew Miller, former member of Wyoming House and Senate and former Governor of Wyoming; William S. Paley, Chairman of the Board, Columbia Broadcasting Company; Beardsley Ruml, consultant, and Stanley H. Ruttenberg, Director of Education and Research, Congress of Industrial Organizations.

The program of Resources for the Future is to be directed at the need for studies of the current position and future outlook for resources development and use, and the need for developing the principles and methods for evaluating resource development projects and programs.

Its programs also will deal with such questions as the role of energy in the economy, economic and administrative factors in the nonmilitary use of atomic energy, unemployment and distress in areas or industries dependent upon waning natural resources, and the role of resource development in regional and national economic development.

Other problems to be considered are the need for improving the supply and utilization of timber resources; the administration and management of resource enterprises and programs; economic and social development in smaller watersheds; and the need for encouragement, extension and improvement of education and training in resource fields, especially the social science aspects.

The staff of the organization is expected to conduct studies and direct educational activities related to some of these problems; in other cases, Resources for the Future plans to make grants for support of work at outside institutions.

A separate grant of \$40,000 to Resources for the Future, Inc., made possible support of a seminar on conservation at the Harvard Graduate School of Public Administration for an additional year. The seminar is a training and research program in the use of rural land. The study in 1954-1955 concerns the impact of laws, of local, state and federal government programs, and other institutional arrangements on conservation practices in the small watershed.

Students at the seminar include personnel on leave from various Federal Government agencies, such as the Soil Conservation Service, the Production and Marketing Administration and the United States Forest Service; members of state and county agricultural extension services, and students of regional planning, law, economics and government. The faculty is drawn from the law school and the Departments of Government and Economics.

Detailed statements of the activities of Resources for the Future are given in its annual report, which is available at its office, 1145 19th Street N.W., Washington 6, D.C.

## **Economic Development and Political Stability**

A program of research in economic development and political stability, carried on by the Center for International Studies at the Massachusetts Institute of Technology, also received long-term Foundation support.

This program is designed to explore factors affecting a long-term increase

in economic output, mainly in India, Indonesia and Italy. It is aimed particularly at sketching major alternative paths of development open to these countries and margins within which government policy can influence or determine which paths are followed. Research institutions in the countries concerned are cooperating in the study.

The program includes consideration not only of resources for capital formation, but also of social and political forces that give rise to, or result from, economic growth. For example, study of limitations on the rate of economic development includes those set by the availability of investable resources and also those posed by population growth and the governmental framework. Another group of studies will take up factors affecting the allocation of resources: for example, the choice of labor-using or capital-using techniques, and the choice among sectors of the economy. In all, forty individual research studies have been started or planned during two years of previous investigation, with assistance from earlier Foundation grants.

In addition to the research objective, the program is expected to serve certain training functions. It will provide experience in interdisciplinary cooperation for economists, sociologists, psychologists, political scientists and engineers. And it will provide training on relatively unexplored subjects for scholars in both the United States and foreign countries.

The Foundation's grant was \$750,000 and will extend over a five-year period.

## **Labor as a Factor in Economic Development**

A three-year analysis of the labor factor in economic development received support through another Foundation grant.

This research project is under the joint direction of Clark Kerr, Professor of Economics and Chancellor, University of California at Berkeley; Frederick H. Harbison, Executive Officer, Industrial Relations Center, University of Chicago; John T. Dunlop, Professor of Economics, Harvard University, and Charles A. Myers, Executive Director, Industrial Relations Section, Massachusetts Institute of Technology. They will be assisted by professional personnel drawn from the four universities with which they are associated.

Following exploratory research supported by an earlier Foundation grant, the group is undertaking a comparative appraisal of the relationships between industrialization, managerial leadership, and the wage-earning groups in selected

countries. The University of Chicago, acting as bursar for the group, received the grant of \$475,000 for the project, which has these specific objectives:

To develop the knowledge for a generalized concept of the labor factor in the modern world.

To provide an independent appraisal of policies of business firms, labor organizations, and government agencies operating in certain areas of the world.

To develop a group of persons with special competence in labor and management problems in the areas chosen for study.

Studies are to be made of patterns of industrialization in Egypt, France, Germany, India, Italy, Japan and Mexico. These will be based on previous studies and on new field research to be conducted in the seven countries. They will cover the emergence of a nonagricultural labor force, the cultural environment as it affects workers and managers, industrialization and the development of social protest, managerial systems and the development of the labor force, the development of labor organizations, and the role of government in labor-management problems.

Also, comparative studies are to be made of significant problems common to all countries. These will involve comparison of the experience of a number of countries, including the United States, in addition to the seven under special study. Problems encompassed in the plan include: recruitment and commitment of labor forces in underdeveloped countries, management organization and the development of the labor force, managerial ideologies, the character and structure of labor organization, collective bargaining systems (including wage structures), and economic development and population growth.

In the final stage of the project, the four directors plan to write a general report based on their research.

## **Structure of the American Economy**

One of the most discussed methods of analyzing the structure of the economy is the interindustry, or input-output, method pioneered by Professor Wassily Leontief of Harvard University.

The primary tool of input-output analysis is a table that divides the economy of a nation into sectors or major departments of production, distribution, transportation and consumption. It records, in dollars, the flow of goods and services during a single year between each sector and every other sector. This recording

requires considerable collection and computation of data. It has been supported largely by the Federal Government, and to a lesser degree by private foundations and foreign governments. Most of the Government support, however, has been discontinued as a result of economy measures.

In the belief that the input-output method might become an increasingly useful tool for business and government economic policy-making if its development should be continued for a time, the Foundation granted \$140,000 to Harvard University to support over a period of years the Research Project on the Structure of the American Economy, under the direction of Professor Leontief.

Research is going forward along six lines:

The technical structure of specific industries.

The structural characteristics of the "household sector" of the American economy, comprising the structure of consumers' demands and the structure of the labor supply.

Interregional input-output relations.

The role of technological change.

The role of primary resources in the structure of interindustrial relationships, with special reference to trade relationships between the United States and the rest of the world.

Development of a dynamic input-output system.

## **International Economic Association**

A grant to the International Economic Association provides support for its program to promote the advancement of economic knowledge, especially through conferences of economists of various countries.

The IEA is a federation of professional and scientific associations in twenty-three countries. Until its organization in 1950, no regularly constituted international forum existed for the world's economists. During the past five years, the IEA has sponsored five international round-table conferences on major economic problems. Twenty to thirty economists have been in attendance at each conference, meeting colleagues with different backgrounds, with interests in different aspects of the problems under study and, sometimes, with higher levels of achievement than could be found in their own countries.

A substantial share of the IEA's funds for these activities has come from the United Nations Economic, Social and Cultural Organization, which spon-

sored the IEA's establishment, but which has no control of its policies or activities. Member contributions have provided the remaining funds.

Most of the Foundation's grant of \$115,000 will be used over a five-year period for conference travel expenses, at least half for the expenses of economists from less-developed countries.

## **Graduate Curriculum Study at Yale**

A grant to Yale University is supporting a critical study of the graduate training program offered by the University's Department of Economics.

The Department planned this study in view of the need recognized by its members for young economists oriented toward problem research and policy development and administration. Possible revision of its graduate economics curriculum is being considered in order to achieve these objectives:

- To prepare skilled economists for business organizations, government agencies and research institutes, as well as for college teaching.

- To bring the student into direct touch with the operations of business concerns and other economic units.

- To give the student a research apprenticeship emphasizing original work with primary data.

- To provide the student with research tools from the fields of psychology, sociology, political science, administration, law and other social disciplines which are useful in policy-oriented research.

The \$25,000 grant provides for a full-time director of the study and for conferences with business men, government officials and educators at other universities.

## **Joint Council on Economic Education**

The Joint Council on Economic Education has, since 1948, sought to improve economic education in the schools. It has sponsored workshops for educators in various parts of the country, prepared teaching material, and worked with autonomous state and local councils. These local councils sponsor such activi-

ties as in-service training programs for teachers.

Both the Joint Council and the local groups are composed largely of personnel from departments of economics, schools of business administration and schools of education in colleges and universities, as well as teachers and supervisory personnel in secondary and elementary schools and representatives of school systems; representatives of business, labor and agriculture are also included. The Joint Council has depended on grants from the Committee for Economic Development and from The Fund for Adult Education.

A grant of \$33,000 was made by the Foundation this year to support the general program of the Joint Council over a period of two years.

# the Behavioral Sciences

The Foundation continues to have as one of its major objectives the increase in scientific knowledge of human behavior and the application of such knowledge to human affairs. The following are illustrative of the sixteen behavioral science grants which were made during the first nine months of 1954.

## **The Center for Advanced Study in the Behavioral Sciences**

After nearly three years of planning and development, the Center for Advanced Study in the Behavioral Sciences began operations on September 20, 1954. In announcing that thirty-eight scientists and scholars from universities in this country and abroad would attend the Center this year, the director, Ralph W. Tyler, explained the purpose of the new institution as follows:

“The behavioral sciences have come to a stage of development calling for more—and more effective—communication between specialists. The Center is designed to provide a working atmosphere where this communication can take place. It is an opportunity for a selected number of university faculty members concerned with the study of human behavior to come together in one place in order to help one another gain new skills and insights and to work upon common problems in addition to their individual specialties.”

The Center is an independent, nonprofit corporation located at Stanford, California. It will select its fellows each year from the large and growing list of nominations submitted by university representatives. About 150 scientists have been invited and almost all have indicated their desire to attend the Center during one of the five years for which plans are now being made. During the academic year 1954-1955, most of the Center's interdisciplinary and group-research activities are being organized around the following general subjects: the behavior of small groups; empirical investigations to assess psychoanalytic and other per-



*Center for Advanced Study in the Behavioral Sciences began first academic year in 1954*

sonality theories; the decision-making process in administration; the relation of values and action; methodology and mathematical models for behavioral science, and the theory of individual and collective choice.

The newly constructed buildings in which the Center is housed contain an individual study for each fellow as well as conference rooms, a library, a lunch room, and facilities for the rapid computing and processing of quantitative data.

Foundation support for the establishment of the Center was recommended by a committee of advisors in 1951. The following year, after careful study of the proposal, the Trustees of the Foundation made \$3.5 million available for the purpose. This sum, less expenses incurred during the organization period, was granted to the Center when it became officially incorporated in 1954. The grant is for five years of independent operation under the Center's own board of directors, whose Chairman is Frank Stanton, President of the Columbia Broadcasting System. Other members of the board of directors of the Center are:

Paul Buck, Director, Harvard University Library; F. F. Hill, Provost, Cornell University; Clark Kerr, Chancellor, University of California (Berkeley);

Robert K. Merton, Chairman, Department of Sociology, Columbia University; Robert R. Sears, Executive Head, Department of Psychology, Stanford University; Alan T. Waterman, Director, National Science Foundation, and Theodore O. Yntema, Vice-President—Finance, Ford Motor Company.

### **Summer Training Sessions for Behavioral Scientists**

Another approach to the problem of advanced training was supported in 1954. Many behavioral scientists engaged in teaching and research in American universities and colleges are interested in opportunities to fill gaps in their training and to keep abreast of new developments in technique and theory. Summer is

*Individual offices enable scholars to work privately. Center also encourages group study*



a good time for such training, but financial considerations and the lack of training seminars specifically designed to meet this need have been major obstacles. In 1953, the Social Science Research Council used a Foundation grant to support a seminar in mathematics for behavioral scientists. Forty participants, selected from over 200 applicants, attended this eight-week training session at Dartmouth College. The results of this seminar were such that the Council in 1954 received a Foundation grant to support a series of similar summer training sessions, on a variety of topics, during the next two to four years. The program is being administered by the Council. The amount of the grant was \$185,000.

### **The Cross-Cultural Study of Child Development**

Three grants were made in support of a three-year coordinated program of research on child development under the over-all direction of John W. M. Whiting, Director of the Laboratory of Human Development at Harvard, Irvin L. Child, Professor of Psychology at Yale, and William W. Lambert, Associate Professor of Psychology and Education at Cornell. Behavioral scientists at the three universities will analyze child-rearing practices in five contemporary societies in order to test a number of hypotheses on personality development and group behavior.

The central assumption of the study is that early childhood training and parental discipline are decisive for the development of the individual's adult personality and that they also reflect fundamental characteristics of the society itself. The investigation will test this assumption by analysis of existing literature on several cultures and particularly through field observation of child-rearing practices in villages in India, Mexico, Okinawa, the Philippines and New England.

In 1953 the directors of the study completed the first draft of a Field Manual for the Cross-Cultural Study of Child Rearing with the aid of a Foundation grant. Since then, methods have been further refined and field teams have been trained. Before they departed for the villages where they will work for the next year, the five field teams spent six weeks together in the summer of 1954 in a final training and briefing session. At that time a definitive field manual for the project was prepared and procedures were worked out for keeping the coordinating center at Harvard in permanent touch with the field work as it progresses.

The program lays heavy stress on cross-cultural comparison, with the individual universities dealing with particular aspects of the general problem. The Cornell project gives special attention to those elements in child rearing which produce or inhibit aggression. The Yale team is primarily interested in how

child-training patterns tend to prolong or discourage dependence. The Harvard group is concentrating on how children develop a strong or weak sense of moral values. Each field team, however, will collect data on the over-all concerns of the program, and a general report will be prepared as well as individual field monographs.

The grant to Cornell University was for \$58,299; that to Yale was for \$49,089; and the grant to Harvard, where the coordination work will be carried out, was for \$69,140.

## **Research and Training in Population Problems**

A grant was made to The Population Council, Inc., for a program of research and training in the field of population growth, particularly as it applies to underdeveloped countries. The program will be developed and carried out by the Council over a period of three to five years.

The Population Council, Inc., is a nonprofit research organization established in 1952 by a gift from John D. Rockefeller III. Its purpose is to study the relation between the world's population and its material and cultural resources. Ford Foundation funds will be used for training and research in the economic, social and psychological aspects of population growth.

The Council proposes to work largely through existing agencies and in three fields: the training of professional personnel; the expansion of instructional work, particularly in underdeveloped, heavily agrarian regions of the world; and the support of research activities in the United States and abroad. The amount of the grant was \$600,000.

## **Research in Organizational Behavior**

The Graduate School of Industrial Management of the Carnegie Institute of Technology has been developing a program of interdisciplinary research in the field of business organization in the United States. The purpose of the program, under the direction of Herbert Simon, is to test scientific hypotheses about organizational behavior by means of empirical studies made in functioning business firms.

The Foundation supported theoretical work underlying this research program by a grant made in 1953 for a systematic inventory of existing hypotheses and propositions on organizational behavior. In 1954, a grant was made to support research on the effects of organizational structure on decision-making and policy-making in business firms. Wherever possible, the empirical work will be done in firms before and after they undergo some form of reorganization.

The study will focus on the relationships of organizational structure to internal communications, to the development of confidence in and loyalty to the organization, and to decision-making under conditions of uncertainty and insufficient information. The 1954 grant was \$132,000 for a three-year investigation.

### **Research in Consumer Behavior**

A grant was made to the Survey Research Center of the University of Michigan for a three-year investigation of factors influencing the formation of economic expectations on the part of the consumer and the relationship of these expectations to major expenditures, saving and investment. A sample of approximately 1,000 heads of families will be interviewed four times, at intervals of six months. This repeated return to the same individuals will permit the investigators to contrast the actual economic decisions of each subject with his previously stated expectations. Changes in attitude in subsequent interviews will also be correlated with other known factors in each subject's family situation, including age, occupation, size of family, education, level of savings and debts, and changes in income.

The study is under the direction of George Katona, Program Director of the Survey Research Center. The amount of the grant was \$148,500.

### **Research on the Human Aspects of Disaster**

The Committee on Disaster Studies of the National Academy of Sciences has been engaged for the past two years in research on how people behave under crisis conditions. The Foundation has made a grant to the Academy to permit the Committee to continue this work for another three years.

The Committee is interested in learning ways of dealing with great recurrent natural disasters such as flood and hurricane and with catastrophic explosions and fires; it is also concerned with relating these peacetime tragedies to the problems of civil defense in time of war. The interest of behavioral scientists in disaster studies rests on the fact that in situations of collective stress and crisis normal social structure is often shattered and new systems of social relationships emerge. The Committee on Disaster Studies is organized to provide qualified specialists to study these crisis situations on the spot as they occur. The Committee's research has shown that valuable information can be secured on such problems as leadership formation, communication, rumor and the behavior of spontaneously organized small groups, as well as on practical procedures for coping with sudden disruptions in community life. The amount of the grant was \$194,400.

# Overseas Development

Development programs in a number of countries of Asia and the Near East have been supported by the Foundation since 1951. The nations involved—many of them newly independent—face economic, social and political problems which affect their role in world affairs and are therefore of importance to free men everywhere.

The financial support given to these countries' efforts to develop solutions through free institutions, it is felt, has enabled the Foundation to advance its policy objectives of contributing to economic well-being, education, democracy and world peace.

Projects vary according to the stages of growth, cultural differences and development programs and plans in the countries concerned. And the many problems of human welfare with which they deal are really inseparable; the solution of one problem often depends on or affects progress already made in another. The Trustees also are aware that in supporting programs involving civilizations as old and complex as those of Asia and the Near East, new concepts and methods must be woven gradually into the old fabric of life. The Foundation, therefore, has sought to assist projects responsive to the needs of the people and compatible with their own skills and habits of mind.

It is against the background of these considerations that the Foundation's planning of its programs has developed. Changes in the past year reflect both the new needs of the host countries as they move forward, and the Foundation's own experience with opportunities for service. For example, in the early stages of its program in India, a great deal of the Foundation's effort was directed toward agricultural development. As India improved her food position, the Foundation's program was increasingly devoted to other fields, notably education and public administration. Similarly, in Pakistan, where the Foundation

made its first grant in response to the Government's desire to develop technical education in that country, the program now provides for economic research on an important scale.

The overseas development program is thus an amalgam of several different elements, and has increasingly taken on the character of a specialized research and training effort to attack a variety of selected problems under a variety of conditions.

Many problems must be left to other and more massive resources. As in the past, the Foundation has offered its assistance where it has considered that, as a private institution, it could be particularly helpful in demonstrating solutions which will afterward find a permanent place on a larger scale in the national life. The Foundation has continued to concentrate its activities in Burma, India, Indonesia, Pakistan, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Syria and Turkey. Overseas development grants in 1954, grouped for convenience under four principal headings, are described below.

## Rural and Agricultural Development

### *Technical Consulting Group, Near East*

The Near East development programs now receiving assistance from private sources such as the Near East Foundation require the services of specialists in agricultural credit, sanitary engineering and other technical fields. These programs generally are not large enough to require the full-time services of foreign specialists, and at the same time specialists are too few to satisfy the needs of all the individual programs.

The Near East Foundation, therefore, proposed the establishment of a small, regional technical consulting group to be based at Beirut, Lebanon, and The Ford Foundation granted \$129,550 to support it. The group will be available for consultation on rural development projects throughout the Near East area. It will provide direct assistance to the various development programs already undertaken or proposed by the Near East Foundation, and will also assist, as requested, in programs of other organizations.

### *Mass Communication Survey, Near East*

A grant of \$33,850 was made to Syracuse University for a survey of mass communications needs and practices in the Near East.

Various organizations in the area have felt that wider use of mass communications techniques could accelerate considerably their programs in health, edu-

cation and agricultural development. There is a lack, however, of information on the needs of the region as a whole and of the means available to satisfy them.

The grant also provided for a conference in Beirut on the survey's findings.

#### *Agricultural Credit, Iran*

Agricultural credit, and a system which makes it available to the small and middle-sized farmer at a reasonable cost, are of great importance to sound rural development. The Near East Foundation, in cooperation with the Government of Iran, planned a test project involving several villages comprising about 1,000 farm families. The project will include consideration of the types of credit agencies best suited to the needs of the farmers; initiation of education programs, community organization of saving and credit cooperatives, and provision of consultant services in credit management. From a grant of \$177,000 to the Near East Foundation for this project, a sum of \$100,000 has been set aside to provide the nucleus of a revolving capital fund for loans by the cooperatives.

#### *Small-scale Industries, India and Nepal*

The countries of South Asia are seeking through expanded industrialization to provide more employment opportunities in rural areas. This movement, as it succeeds, should increase national income and raise standards of living without at the same time creating the serious problems of overhasty urbanization. At the request of the Indian Ministry of Commerce, the Foundation late in 1953 recruited an international team to survey the opportunities for development and expansion of small-scale village industries.

The team, which was composed of two members from Sweden and three from the United States, was expert in such subjects as production methods, marketing and cooperatives, handicrafts and design, technological training, and credit and finance. With representatives of the Central Ministry of Commerce and the State Ministries, it made a four-month study tour of selected areas of India. The team's report urged the adoption of efficient, rationalized methods of production in order to increase output and employment opportunities. Its recommendations have become the basis for a far-reaching program for small-scale industry, parts of which are already being put into action by the Ministry of Commerce. Since the receipt of the report, the Foundation has made a grant of \$180,000 to the Government of India to enable various types of industrial consultants to work with it in developing technological institutes and a Small Industries Corporation.

The Government of the Kingdom of Nepal, which received a grant of \$150,000 to strengthen its rural development program, is using a portion of

this sum to help expand village industries, particularly through the establishment of an institute of village technology.

*Training Village Artisans, India*

The Foundation granted \$407,575 to the Government of India for its program of training village artisans in house construction and tool manufacture and repair.

The village craftsman is a key to the progress of the community development effort. Village blacksmiths and carpenters are the sole manufacturers of hand tools and the "service men" for larger farm implements; unless they can make and repair the new tools being introduced, villagers will of necessity revert to old patterns. Similarly, successful application of improved house designs and construction methods depend on the village artisans.

The Ministry of Agriculture, with the aid of the Planning Commission, is setting up twenty centers to provide one-year training courses for village craftsmen. The centers will include workshops with the improved equipment adapted for village use, and trainees' quarters will serve as model village housing units.

*Training of Women in Home Economics, India and Nepal*

By 1954, experience had shown that in India, as in other nations, a rural community development program must have the active participation of women if it is to succeed. And experiments in home economics extension work had shown that instruction by women and by man-wife teams is accepted by village women.

In May, 1954, the Planning Commission and the Ministry of Food and Agriculture established a program to train women for village work. The Foundation granted \$618,000 to the Ministry to support this activity over a three-year period. The long-term objective of the Ministry is to make one trained home economics extension worker available to serve with each multipurpose worker who is guiding villagers in new methods of agriculture, sanitation and other aspects of village life. The trainees are women of high school level or above. They will be housed in model villages at the twenty-five village worker training centers previously set up, one in each major state. The women who will direct home economics instruction at the twenty-five centers are themselves taking a specialized training course in village home extension work, preparatory to assuming office.

In a smaller project with similar objectives, Nepal is undertaking to train women for home economics extension work with assistance from the remaining portion of the \$150,000 grant to the Government of the Kingdom of Nepal, mentioned above.

### *Agricultural Institute, Burma*

Foundation support for agricultural education was extended in 1954 to Burma. For several years the Government of Burma has been developing plans for the establishment of rural high schools, whose curricula will include many agricultural subjects. To provide qualified teachers for these schools, and extension workers as well, the Government has established an agricultural institute offering a three-year course for high school graduates. The Government, which has provided the land and buildings necessary for the institute, received a grant of \$103,000 from the Foundation to enable it to modernize the buildings, to acquire audio-visual materials, books and livestock, and to employ three American advisors for the first two years of the institute's operation.

### *Rural Education Program, Burma*

As part of its effort to improve standards of rural life, the Government of Burma, through its Mass Education Council, has undertaken a nationwide education program in health, literacy and agriculture. The Foundation has granted \$108,000 to the Government to assist in the publication of books for newly literate villagers, to provide educational films and other audio-visual materials, to provide circulating book kits for use by the Council's development teams in remote areas and vans to enable the teams to move from village to village with a fully equipped office, cinema and workshop. The Foundation funds also enable two Burmese, members of the Council, to take a special course in social work for persons from less-developed countries at the University of Swansea, South Wales.

The services of consultants to advise on audio-visual education and publication for village use have also been provided.

### *Fundamental Education for Women, Pakistan*

The Government of the Punjab received a grant of \$15,000 enabling its Education Department to study methods of gaining the support of village women for rural development programs. The grant provides for research for one year in a number of villages around the city of Lahore.

### *Agricultural Conferences, Near East and Far East*

The countries of the Near East and Far East, together with the Food and Agriculture Organization of the United Nations, have recognized the need to exchange experiences and ideas related to problems they face in agricultural development. Two regional conferences for this purpose were planned for November and December, 1954.

In Beirut, Lebanon, representatives of the Arabic-speaking countries met to consider local agricultural credit and measures to improve the existing situation. In Bangkok, Thailand, representatives of the free nations of Asia and the Far East met to consider land tenure problems. In both cases, outside technical experts met with the country representatives. The Ford Foundation provided project funds totaling \$23,900 to FAO to enable specialists from the various nations involved to attend the conferences, and to help meet other conference costs.

### *Solar Energy*

In several of the countries of Asia, where fuel is not readily available, soil fertility has been reduced by the traditional use of animal manure and other revitalizing organic materials as fuel for cooking and heating. To meet this problem, much thought recently has been given to possible application of the sun's abundant energy for these purposes.

Scientists at the Engineering School of New York University have developed a pilot model of a new type of sun stove which may be adapted to the requirements of people in various countries and can be constructed of common, inexpensive materials. The Foundation has made a grant of \$45,000 for further research on design, materials necessary for maximum results, and the cooking habits of different peoples, as well as the social and psychological effects of the introduction of a new technical device.



*Dr. Maria Telkes with model of sun stove designed at N.Y.U. for use in underdeveloped countries*

## Education and Vocational Training

### *Library School, Turkey*

Improvement of the Turkish library system through the establishment of a school of library science was supported by a Foundation grant to the University of Ankara.

The University will provide the physical plant, send ten students to the United States for one year's study of library science, provide additional personnel as needed by the school after the first year's operation, and maintain the school as part of the University after Foundation assistance has ceased. The Foundation grant of \$95,775 will provide for an American professor to head the library school for four years, five one-year scholarships in the United States to train additional Turks in library work, and for a limited amount of equipment required by the school.

### *Business Administration, Turkey and Burma*

Turkey is at present undergoing rapid economic development in which private enterprise is playing a role of increasing importance. This trend accentuates the need for entrepreneurial training and research.

In 1953, a team from the Harvard Graduate School of Business Administration traveled to Turkey with Foundation assistance and held discussions with educators, business men and government officials. The team's conclusions confirmed the interest of the Turks in establishing an institute to provide training in modern business concepts and methods.

The University of Istanbul subsequently organized an Institute of Business Administration. Arrangements were made for Harvard to organize a one-year program of training and research in the United States for five Turkish faculty members. In the second year the Turkish faculty, with the assistance of an American coordinator, will develop in Turkey case studies based on Turkish business experience. In the third year the Institute will start receiving graduate students in business administration. Harvard will assist the Institute during the two years of organization and for three years after students are admitted. Thereafter, the Institute will be supported by funds from the University of Istanbul and Turkish business organizations. The Foundation made two grants for this project, one of \$285,000 to Harvard and one of \$100,000 to the University of Istanbul.

The University of Rangoon in Burma has also planned for expanded work in business administration. The Foundation has provided for two American

professors to serve as visiting faculty members and to assist the University in developing its new program.

#### *Secondary Education Seminars, India*

Following publication of the report of the Government of India's Commission on Secondary Education in 1953, the Foundation granted funds to enable an international team of eight educators to visit and compare secondary schools in India, Denmark, Great Britain and the United States, and to present recommendations furthering the Commission's proposals for the reform of secondary education in India. (A supplementary grant of \$14,500 to finance this tour was made in 1954.) The team's report dealt with improvements in the professional status of teachers, in the development of new secondary curricula more closely related to the normal life of the average Indian school child, and in the administration and financing of secondary education.

To foster discussion of the reports of the Commission and the international team, ten seminars for secondary school headmasters from all states in India were held during the summer of 1954 under government auspices. Each seminar prepared a report for the Ministry of Education, identifying institutions where the recommended approaches were being, or might be, successfully developed. The Foundation granted \$58,500 to the Government of India to support the seminars.

#### *Rural Education, India*

Since a large segment of India's society and economy is rural in character, perhaps her greatest educational problem is to develop an educational system that will raise cultural, social and economic standards, yet be consonant with rural life.

There is general recognition among Indians of the importance of the problem, but approaches to its solution have differed markedly. A number of organizations and private individuals have done imaginative work in this field, but many Indians feel that additional efforts are required before a program which will meet India's needs can be formulated. The Indian Government, therefore, has proposed a survey of ideas, institutions and experiments in rural education with the objective of formulating general policies which might guide rural education in the future. The Foundation has granted \$22,525 to the Government of India to enable three Indians, one American, and one Englishman to conduct the survey.

Indian educators have also displayed considerable interest in Denmark's rural education system. At the request of the Ministry of Education, the Foundation made a grant of \$26,000 to enable a small group of educators to visit

Denmark to study the "folk high school" and the "peoples college" movements, with the ultimate aim of adapting some of the Danish practices to rural education in India.

#### *Technical Institute, Burma*

In common with other countries of Asia, Burma has felt the need for increased industrialization to balance her economy. The process will call for an increasing number of technicians. The Government of Burma proposed that the Foundation assist it in expanding and modernizing its Technical Institute, whose main purpose will be to train teachers for the vocational high schools now being introduced into the Burmese education system.

Under a Foundation grant of \$31,050 to the Government of Burma, two representatives of the William Hood Dunwoody Industrial Institute of Minneapolis went to Burma for consultation regarding plans and costs for such expanded training.

#### *Training-within-Industry, Pakistan*

In Pakistan, where industrialization has been rapid, the need for trained workers is pressing. Training-within-industry is a quick means of increasing industrial skills, and can complement the broader program of technical education to which Pakistan is already committed. The Foundation has made a grant of \$70,000 to the Government of Pakistan for the Pakistan Industrial Development Corporation to assist it to establish a training center for Karachi. Industrial supervisors up to the foreman level will be trained to teach unskilled workers their trades during the actual manufacturing operation.

As trained personnel become available, centers will be set up in other areas, such as Punjab and East Bengal.

#### *English-Language Training, Indonesia*

A grant of \$238,135 was made to the Institute of International Education to continue its English-language training program in Indonesia for two more years. Prior Foundation grants totaling \$175,000 were made in 1952 and 1953 at the request of the Indonesian Government to implement its decision to make English the country's second language. During the first year of operation, approximately 1,000 secondary school teachers and a substantial number of government employees received training from a corps of American teachers. In the future, the training period will be lengthened and intensified to enable the Indonesians to develop a corps of teachers capable of carrying on the program.

## Public Administration

### *Institute of Public Administration, India*

A more efficient system of public administration is needed by many Asian countries. India has been particularly interested in this subject and in 1953 invited Dean Paul Appleby of the Maxwell School of Syracuse University to survey its public administration system. His report, published as a Government of India paper in May, 1953, included a recommendation that an institute of public administration be established in India to undertake the research necessary to develop techniques for training India's civil servants.

The Indian Institute of Public Administration came into being in March, 1954. It will sponsor studies and act as a forum for professional discussion of administrative problems. Under its auspices a School of Public Administration has been established in association with the University of Delhi. The Institute proposes to send university teachers overseas for special study and government officials for observation of administrative practices. The Foundation supported the program of the Institute with a grant of \$350,000.

### *Electricity Supply Board, Burma*

Faced with a similar need for the development of public administration, the Government of Burma has initiated a program of "in-service" training within the Electricity Supply Board. The administrative problems of this one agency will be reviewed and techniques for their solution devised. It is expected that the experience of the Supply Board will be studied and applied by other Government agencies.

The Foundation provided an American management consultant to the Supply Board for two years to advise on organization and to help develop techniques of management and operation.

## Economic and Social Research

### *Agricultural Research Survey, Near East*

A great deal of agricultural research has been undertaken in most countries of the Near East, but the results have never been collected and the research requirements for the whole area have not been systematically studied. At the request of the American University of Beirut, therefore, the Foundation made a grant of \$31,400 to support a survey of agricultural research efforts in the Near East

and of the needs to which future research should be directed. Research papers and other data already published will be collected and filed at the University, and methods will be developed for disseminating research results and for financing such dissemination in the future.

*National Planning Board, Pakistan*

The Government of Pakistan decided in 1953 to establish a small National Planning Board to outline a plan for the economic development of the country after a review of every sector of the economy. The Foundation granted \$450,000 to the Government of Pakistan in 1954 to provide foreign experts and advisers to work with government officials during the first two years of the undertaking. An agreement was made between the Government of Pakistan and Harvard University for the Graduate School of Public Administration to furnish some research and consultative services and to recruit a team of American and European advisers for service in Pakistan.

These foreign advisers will work for two years with the Pakistani staff of the National Planning Board in the formulation of an economic development plan. At the end of the two years the research staff will be entirely Pakistani.



# Financial Statements

Financial and administrative matters of The Ford Foundation are the special concern of the Finance Committee of the Board of Trustees. Mr. Wilson is the chairman of this committee and the other members are Messrs. Brownlee, Gaither and McCloy.

The work of the committee in the past year has included continued consideration of diversification of the Foundation's investment in Ford Motor Company stock. The committee has had the advice of financial and economic advisers and of its Special Counsel.

The Trustees voted in 1954 to change the Foundation's fiscal year to October 1 to September 30, inclusive, rather than the calendar year. The current report covers the nine-month period, January 1 to September 30, 1954. Future reports will cover a full twelve-month fiscal year.

**the Ford Foundation**

**PRICE WATERHOUSE & CO.**

**56 PINE STREET**

**NEW YORK 5**

October 28, 1954

To the Board of Trustees of  
The Ford Foundation

In our opinion, the accompanying statements present fairly the assets, liabilities and fund balance of The Ford Foundation as at September 30, 1954 and its income, grants and expenses for the nine months then ended. Our examination of such statements and the underlying records was made in accordance with generally accepted auditing standards.

*Price Waterhouse & Co.*

# the Ford Foundation

a Michigan nonprofit corporation

## Assets

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Cash	\$ 3,504,342
Time Deposits	30,000,000
U. S. Government Securities, at amortized cost (market value \$39,155,000)	38,853,540
Accrued Interest Receivable	319,982
Ford Motor Company Nonvoting Class "A" Stock, 3,089,908 shares of a par value of \$5 a share (carried at \$135 per share, being the value for estate tax purposes of the last block of shares received by the Foundation)	417,137,580
Other Securities (market value \$1,039,000)	284,054
Real Estate (at cost or appraised value)	2,781,104
Receivables, Deposits and Other Assets	333,240
	<u>\$493,213,842</u>

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# Statement of Assets, Liabilities and Fund Balance

September 30, 1954

## Liabilities and Fund Balance

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Unpaid Grants	\$ 45,338,142
Accounts Payable and Other Liabilities	310,229
<b>Fund Balance:</b>	
Balance December 31, 1953	\$478,537,964
<i>Add</i> —Final distributions from the Estate of Henry Ford	2,576,645
<i>Less</i> —Excess of grants and expenses over income for the nine months ended September 30, 1954	<u>(33,549,138)</u>
Balance September 30, 1954	447,565,471
(Of the fund balance at September 30, 1954, \$429,388,942 remained unal- located after taking into account \$18,176,529 appropriated for grants and projects for stated purposes on final determination by the officers of the Foundation.)	
	<u><u>\$493,213,842</u></u>

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**the Ford Foundation**

# Statement of Income, Grants and Expenses

for the nine months ended September 30, 1954

## Income:

Dividends	\$18,559,194
Interest	1,009,156
Other	390,549
	<u>\$19,958,899</u>

## Grants and expenses:

Grants	\$49,438,558
Projects	1,274,113
Program expenses:	
International	511,111
Public affairs	53,690
Economic development and administration	31,807
Education	68,304
Behavioral sciences	79,634
General administrative expenses:	
Compensation and employee benefits	\$913,610
Leasehold improvements, furniture and equipment	384,516
Travel	60,356
Legal and accounting	106,058
Rent	320,734
Supplies, postage, telephone, printing and other	265,546
	<u>2,050,820</u>
	<u>\$53,508,037</u>

**Excess of grants and expenses over income** \$33,549,138

# the Ford Foundation

# Statement of Grants

for the nine months ended September 30, 1954

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<b>Agricultural Missions, Inc.</b>				
Rural development activities with its constituent agencies and United Nations organizations	\$ 35,000			\$ 35,000
<b>All Pakistan Women's Association</b>				
Education of women in home economics, including college and rural training centers	482,000		\$ 28,217	453,783
<b>Allahabad Agricultural Institute, Board of Founders of</b>				
Training of extension leaders and pilot extension project	120,000		120,000	
<b>American Branch of the International Social Service, Inc.</b>				
General program in international social service		\$ 150,000	100,000	50,000
<b>American Council on Education</b>				
Information, and liaison between universities and government agencies, on development programs abroad		87,000	30,000	57,000
<b>American Friends Service Committee, Incorporated</b>				
International leadership conference		175,000	39,638	135,362
Literacy and social improvement program in southern Italy		82,000	45,000	37,000
Village development project, Jordan	97,000			97,000
Aid to refugees, primarily in Europe—Refund		(9,003)	(9,003)	
Humanitarian and educational projects of the AFSC—Refund		(14,767)	(14,767)	

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<b>American Hospital of Istanbul, Incorporated</b>				
Nurses' training at Admiral Bristol Hospital	20,000			20,000
<b>American Jewish Joint Distribution Committee, Inc.</b>				
Aid to refugees, primarily in Europe	10,000			10,000
<b>American Korean Foundation, Inc.</b>				
General program		10,000	10,000	
<b>American Relief for Poland</b>				
Aid to refugees, primarily in Europe		10,000	10,000	
<b>American Universities Field Staff, Inc.</b>				
Field staff to report on international affairs to universities and other institutions	450,000			450,000
<b>American University, The</b>				
Study of the effects on reader opinion of the merger of the Washington Post and The Times- Herald		12,991	12,991	
<b>American University of Beirut, The Trustees of the</b>				
Economic Research Institute	68,000			68,000
Liberal arts college	200,000		125,000	75,000
Survey of agricultural research and development in the Near East		31,400	31,400	
<b>American University at Cairo, The</b>				
Social Research Institute	55,730		25,630	30,100
<b>Ankara, University of</b>				
Library school		95,775		95,775
<b>Arab Development Society, The</b>				
Agricultural vocational school for refugee boys	34,600			34,600
<b>Associated Students of the University of California</b>				
Study tour of Indonesia	13,500		13,500	

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<b>Association Catholique pour les Ecoles d'Egypte</b>				
Rural village vocational school	30,240		30,240	
<b>Association of the Bar of the City of New York Fund, Inc.</b>				
Educational television program		20,000	20,000	
<b>Board of Education of the City of Detroit</b>				
Preparation of audio-visual materials for instruction in French language and civilization		7,038	7,038	
<b>Board of Foreign Missions of the United Presbyterian Church of North America, The</b>				
Home economics training center at American College for Girls, Cairo	38,665			38,665
Livestock improvement and agricultural extension program at Assiut College, Assiut, Egypt	55,072			55,072
<b>Boston University, The Trustees of</b>				
Training and research program on Africa		200,000	40,000	160,000
<b>Brookings Institution, The</b>				
Research and education in economic and governmental problems		1,000,000	150,000	850,000
<b>Burma, Government of the Union of</b>				
Agricultural Institute		103,000	23,750	79,250
Center for oriental studies	230,000		80,185	149,815
Mass Education Council program		108,000	40,617	67,383
Preliminary survey and advisory services to Burma				
Technical Institute		31,050	19,050	12,000
<b>California, The Regents of the University of</b>				
Study of political life in contemporary India		138,500	50,000	88,500
Study of political financing in England		4,450	4,450	
<b>Capital Gifts Committee, Inc.</b>				
Support of Detroit community projects		500,000	500,000	

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<b>Carnegie Endowment for International Peace</b>				
Preliminary analysis for a study of American attitudes toward the United Nations		9,400	9,400	
Preparation of research topics on United Nations Charter revision	3,300		3,300	
<b>Carnegie Institute of Technology of Pittsburgh, Pa.</b>				
Research on behavior in business organizations		132,000	35,000	97,000
<b>Carrie Chapman Catt Memorial Fund, Inc.</b>				
Delegation to International Alliance of Women's seminar program in Denmark		3,000	3,000	
<b>Center for Advanced Study in the Behavioral Sciences, Inc., The</b>				
General program of training and research in the behavioral sciences		3,411,590	1,600,000	1,811,590
<b>Chicago, The University of</b>				
Center for the study of American foreign policy		5,000	5,000	
Exchange of professors and students, and joint research with University of Frankfurt	30,000		30,000	
Study of intercultural relations	132,000		85,000	47,000
Study by personnel of the Universities of Chicago and California, Harvard University and Massachusetts Institute of Technology of labor as a factor in economic development		475,000	145,000	330,000
<b>Columbia University</b>				
Activities of the National Manpower Council	280,000		280,000	
Conference on Federal Government Service, sponsored by The American Assembly		25,000	25,000	
Exchange of Columbia and Stanford University professors with Free University of Berlin		75,000	75,000	
<b>Committee for Economic Development</b>				
Liaison with European Committee for Economic and Social Progress		5,175	5,175	

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<b>Common Council for American Unity, Inc.</b>				
Educational activities to integrate nationality groups into American life, and administrative support	75,000		50,000	25,000
<b>Cornell University</b>				
Cross-cultural studies of child-rearing practices and their effect upon adult personality		58,299	58,299	
Field evaluation of Indian village development program in cooperation with Lucknow University	173,300		86,650	86,650
Research on institutional change and economic growth		13,000	13,000	
Study of political life in contemporary Indonesia		159,850	39,850	120,000
Summary of research findings relating to desegregation		4,500	4,500	
<b>Council on Foreign Relations, Inc.</b>				
Research and education in international problems		1,500,000	1,500,000	
<b>Delhi School of Economics</b>				
Training and orientation center for foreign specialists working in India		14,177	14,177	
<b>Detroit Symphony Orchestra, Inc.</b>				
General support		30,000		30,000
Reorganization and operating expenses, 1951-1953	10,000		10,000	
<b>East European Fund, Inc.</b>				
Chekhov Publishing House	615,000		215,000	400,000
Research on the U.S.S.R. and orientation to U. S. life of recent Soviet emigres	148,500	245,000	393,500	
<b>Experiment in International Living, Inc., The</b>				
Conference to evaluate summer student projects and exchanges		11,000	11,000	
<b>Far Eastern Association, Inc., The</b>				
Publication of Far Eastern Quarterly Journal and Far Eastern Monograph Series		22,000		22,000

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<b>Fletcher School of Law and Diplomacy, The</b>				
Research on the Social Democratic Party in Japan		80,000	27,000	53,000
<b>Free University of Berlin</b>				
Construction of lecture halls and library and provision of academic materials	76,486	125,000	201,486	
<b>Friends of the World Council of Churches, Inc.</b>				
Aid to refugees, primarily in Europe		106,442	76,442	30,000
<b>Fund for Adult Education, The</b>				
Construction of educational television stations and development of programs for educational television and radio	4,775,000		2,700,000	2,075,000
Organized discussion groups and related programs in adult education	1,734,973	2,165,000	3,200,000	699,973
<b>Fund for the Advancement of Education, The</b>				
Studies and experiments to improve secondary and higher education in the U. S. over a period of approximately ten years	11,514,976	25,441,095	12,950,000	24,006,071
<b>Fund for the Republic, Inc.</b>				
General program	12,000,000		12,000,000	
<b>Greater New York Council for Foreign Students</b>				
Study of adjustments of foreign students in New York area	10,000		10,000	
<b>Harvard College, President and Fellows of</b>				
Cross-cultural studies of child-rearing practices and their effect upon adult personality		69,140	69,140	
Publication of the magazine "Confluence"	16,500		16,500	
Research by Laboratory of Social Relations on relation between pencil and paper tests, role playing and actual behavior		18,000	18,000	

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
Psychological research in Department of Social Relations		5,500	5,500	
Research on the structure of the American economy		140,000		140,000
Studies of learning and higher mental processes		18,000	18,000	
Training and research and other assistance by the Graduate School of Business Administration to Institute of Business Administration, Faculty of Economics, University of Istanbul		285,000		285,000
<b>Haverford College, The Corporation of</b> Training Americans for work in Africa, in cooperation with the Government of the Gold Coast		44,500	10,000	34,500
<b>Hindustani Talimi Sangh, The</b> Assistance in obtaining American teachers		3,000		3,000
<b>Howard University</b> Study program on Africa		29,000		29,000
<b>Illinois, The University of</b> Mid-west seminar on United States foreign policy		15,500	15,500	
<b>India, Government of</b> Evaluation of village development and training center programs	305,446		271,669	33,777
Seminars on secondary education		58,500	58,500	
Study tour of Denmark by Indian rural educators		26,000	26,000	
Supplementary grant for secondary education program		14,500	14,500	
Training centers for administrative personnel of village development projects	184,000			184,000
Training centers for village extension workers and pilot village development projects	1,759,196		550,154	1,209,042
Training centers in village crafts		407,575	284,588	122,987
Public education program in agriculture	276			276
<b>COMMUNITY PROJECTS ADMINISTRATION, PLANNING COMMISSION:</b>				
Training centers in social education for village development projects	46,520	182,733		229,253

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<i>Government of India, continued</i>				
<b>MINISTRY OF FOOD AND AGRICULTURE:</b>				
Extension departments for agricultural colleges	139,724			139,724
Inventory of rural higher education		22,525		22,525
Publication of a farm journal for village cultivators	19,995			19,995
Research and training for village and small scale industries		180,000		180,000
Training centers for public health staff of village development projects	165,240			165,240
Training women for village extension work in home economics		618,000		618,000
<b>Indian Institute of Public Administration</b>				
General program		350,000		350,000
<b>Indonesia, Government of</b>				
Technical teacher training	110,000		110,000	
<b>Institute for Advanced Study</b>				
Foreign policy lectures at University of Frankfurt		3,000	3,000	
<b>Institute of Business Administration of the Faculty of Economics of the University of Istanbul</b>				
Teaching of business administration		100,000		100,000
<b>Institute of Current World Affairs, Incorporated</b>				
Fellowships in African studies		32,000	32,000	
<b>Institute of International Education, Inc.</b>				
Central index of educational exchangees	50,000		50,000	
Cooperative legal studies by American and Japanese law schools		350,000		350,000
English-language training in Indonesia		238,135	164,535	73,600
Fellowships for African students at U. S. universities	27,000		27,000	
General support		315,000	315,000	
Seminars in American civilization for Indian teachers by U. S. Educational Foundation in India		7,500	7,500	
Special Fellowship project		50,000	50,000	

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
Study of home economics and related subjects in the U. S. by Pakistani women		2,500	2,500	
Delegation to conference of Associated Country Women of the World at Toronto and study tour of U.S. and Japan—Refund		(2,704)	(2,704)	
<b>Intercultural Publications, Inc.</b>				
Gift of American magazines to libraries and educational institutions abroad		30,000	30,000	
Program in international cultural exchange	50,000	44,000	94,000	
Publication of "Country Perspectives" in conjunction with The Atlantic Monthly		150,000		150,000
Publication of the magazine "Diogenes"		16,300	16,300	
Publication of "Perspectives U. S. A."	100,000		100,000	
Publication overseas of representative American literary works		2,000	2,000	
<b>International African Institute</b>				
General program, and expansion of field research		50,000	3,045	46,955
<b>International Economic Association</b>				
General program		115,000	27,000	88,000
<b>International Political Science Association</b>				
Expenses of delegation to meeting of Association at Florence, Italy		2,500	2,500	
<b>International Press Institute</b>				
General program		100,000	100,000	
<b>International Union for Child Welfare</b>				
Aid to refugees, primarily in Europe		8,000	8,000	
<b>International Union for the Scientific Study of Population</b>				
Expenses of foreign specialists to World Conference in Rome	40,000		40,000	
<b>Iran Foundation</b>				
Vocational crafts training school at Shiraz, Iran	280,000			280,000

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<b>Joint Council on Economic Education</b>				
General program		33,000	33,000	
<b>Jordan Educational and Cultural Association, The</b>				
Bir-Zeit College and development of junior college studies	52,000			52,000
<b>Library of Congress</b>				
Acquisition of current Soviet publications		16,925	16,925	
<b>London School of Economics and Political Science, Incorporated, The</b>				
Study of social factors relating to physical and mental health of children		28,000	28,000	
<b>Massachusetts Institute of Technology</b>				
Completion of field project in Indonesia by Center for International Studies	50,000		50,000	
Research in economic and political development by Center for International Studies	175,000	750,000	175,000	750,000
Research on international affairs	5,000			5,000
Research on international communications	500,000			500,000
<b>Michigan, The Regents of the University of</b>				
Study of consumer behavior		148,500	71,500	77,000
<b>Middle East Institute, The</b>				
Periodic survey and report on research on Near and Middle East and Africa, north of the Sahara		27,950		27,950
<b>Natal, The University of</b>				
Advanced training in social science research		27,500	27,500	
<b>National Academy of Sciences</b>				
Conference on exchange of research scholars and professors under direction of Conference Board of Associated Research Councils		21,000	21,000	
Research by the Committee on Disaster Studies of the National Research Council		194,400	64,800	129,600

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<b>National Association of Foreign Student Advisers</b>				
General support		25,000	25,000	
<b>National Catholic Rural Life Conference</b>				
Rural development activities with its constituent agencies and with United Nations organizations	35,000			35,000
<b>National Civil Service League</b>				
Research and education in problems of the public service	55,000		40,000	15,000
<b>National 4-H Club Foundation of America Incorporated, The</b>				
Special International Farm Youth Exchange program with Israel		4,960	4,960	
Special International Farm Youth Exchange program with Syria, Lebanon, Jordan, Iran and Turkey		18,080	18,080	
<b>National Lutheran Council</b>				
Aid to refugees, primarily in Europe	10,000	12,468	22,468	
<b>National Municipal League</b>				
Research and educational activities in problems of local and state government	90,000		50,000	40,000
<b>National Planning Association</b>				
Appraisal of technical assistance in Latin America	210,000		118,000	92,000
Research and analysis of major problems confronting the American public service		13,750	13,750	
Study of the British parliamentary system		10,000	10,000	
<b>National Social Welfare Assembly, Inc.</b>				
Delegation from India and Near East to Seventh International Conference of Social Work at Toronto		43,000	43,000	
<b>Near East Foundation</b>				
Consultants on agricultural credit and public health		129,550		129,550
Pilot agricultural credit program in Iran		177,000	177,000	

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<i>Near East Foundation, continued</i>				
Varamin Plains training program of Village Training School at Mamazan, Iran	47,997	25,000	72,997	
Village development program in Syria	50,000		50,000	
<b>Nepal, Government of</b>				
Research and training in village and small-scale industries		150,000	7,787	142,213
<b>New York University</b>				
Engineering research and development of a sun stove		45,000	45,000	
<b>Notre Dame du Lac, The University of</b>				
Research and training in East European studies		57,500	15,500	42,000
<b>Oklahoma Agricultural and Mechanical College</b>				
Survey of technical training in Pakistan		15,000	15,000	
<b>Pakistan, Government of</b>				
National training-within-industry program		70,000		70,000
Polytechnic and industrial training center	274,400			274,400
Technical assistance and research in developing five-year plan by Pakistan National Planning Board		450,000	350,000	100,000
Village agricultural and industrial development program	728,000		40,928	687,072
<b>Pennsylvania, The Trustees of the University of</b>				
Study of consumer expenditures, incomes and savings, by Bureau of Labor Statistics, U. S. Department of Labor; University of Pennsylvania and other academic institutions		500,000	274,900	225,100
<b>Population Council Inc., The</b>				
Research and training in population growth		600,000	600,000	
<b>Population Reference Bureau</b>				
Expansion of services as a clearing house for demographic information	15,000		15,000	

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<b>Princeton University, The Trustees of</b> Expenses in connection with research project on international trade		900	900	
<b>Public Administration Clearing House</b> Research and educational activities in problems of administrative management of city, state and national governments and international organizations	450,000		225,000	225,000
<b>Puerto Rico, University of</b> Study of social stratification and social mobility in Puerto Rico		5,000	5,000	
<b>Punjab, Government of the</b> Women's education program		15,000		15,000
<b>Resources for the Future, Inc.</b> General program of research and education in natural resources	50,000	3,810,000	1,450,000	2,410,000
Harvard Conservation Seminar		40,000	40,000	
<b>Rice Institute, The William M.</b> Study of psychological conflicts of the adolescent in the Near East		75,000	40,000	35,000
<b>Schweitzer Fellowship of America, The Albert</b> Assistance to Dr. Schweitzer in his philosophical and literary studies		10,000	10,000	
<b>Social Science Research Council, Inc., The</b> Summer training sessions in the behavioral sciences		185,000	20,000	165,000
Research on emotional growth and mental health—Refund		(3,093)	(3,093)	
<b>South African Institute of Race Relations</b> Research and education in race relations		120,000	38,040	81,960
<b>Stanford Junior University, The Leland</b> Enlargement of Hoover Institute and Library services to scholars and institutions	150,000			150,000
Study of the legislative process at the state level		5,000	5,000	

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
<b>Syracuse University</b>				
Preliminary survey on regional mass communications in the Near East		33,850	33,850	
Research on public and private expenditures in Eastern Europe		1,500	1,500	
<b>Syria, Government of</b>				
Hospital training program	25,000		25,000	
<b>Trustees Society of the Lebanon College of Suk-el-Gharb</b>				
Enlargement of curriculum	80,000		30,000	50,000
<b>Tuskegee Institute</b>				
Study on progress and problems of the Negro farmer in U. S.	6,000			6,000
<b>United States National Student Association</b>				
Program for student government on U. S. college campuses		29,400	29,400	
<b>University Religious Conference</b>				
Study tour of India		25,000	25,000	
<b>War Relief Services, National Catholic Welfare Conference</b>				
Aid to refugees, primarily in Europe		14,563	14,563	
<b>Washington, University of</b>				
History of Chinese Communist Party to 1938 (Memoirs of Chang Kuo-T'ao)		12,200		12,200
<b>Washington University, The George</b>				
Study of institutions established to further European economic integration		8,500	8,500	
<b>Yale University</b>				
Cross-cultural studies of child-rearing practices and their effect upon adult personality		49,089	49,089	
Research on the interrelationships of law and economics		10,375	10,375	

	<i>unpaid Dec 31 1953</i>	<i>grants in 1954</i>	<i>payments in 1954</i>	<i>unpaid Sept 30 1954</i>
Study of graduate training in economics- administration		25,000	25,000	
Study of Indonesian agrarian policy		65,000	13,600	51,400
<b>Young Men's Christian Associations, National Board of</b>				
Aid to refugees, primarily in Europe		7,525	7,525	
Port-of-entry and community hospitality services for foreign students		10,000	10,000	
<b>Fellowship programs</b>				
<b>Fellowships for foreign study and research in Asia and the Near and Middle East:</b>				
For the academic year 1952-53	99,643		74,814	24,829
For the academic year 1953-54	279,343		195,881	83,462
For the academic year 1954-55	500,000		237,360	262,640
<b>Fellowships and scholarships in Soviet and East European Studies for the academic year 1954-55:</b>	200,000		67,503	132,497
<b>Fellowships for African Studies:</b>				
For the academic year 1954-55		86,000	31,211	54,789
For the academic year 1955-56		200,000		200,000
<b>Nonacademic Foreign Study and Research Fellowship Program:</b>		50,000	10,350	39,650
For pre-doctoral graduate fellowships for those who have not concentrated in the behavioral sciences	136,945		29,578	107,367
Grants-in-aid to behavioral scientists	14,993	(5,500)	9,493	
	<b>\$41,101,560</b>	<b>\$49,438,558</b>	<b>\$45,201,976</b>	<b>\$45,338,142</b>

# **the Ford Foundation**

# Statement of Project Expenses

for the nine months ended September 30, 1954

TV-Radio Workshop	\$1,006,632
<i>Less</i> Income from sponsors	580,125
	<hr/>
	\$ 426,507

## Overseas activities:

India	\$ 219,738
Pakistan	230,971
Lebanon	118,609
Burma	110,077
Indonesia	51,322
	<hr/>
	730,717

Coordination of surveys in the behavioral sciences	28,495
Study of universal disarmament	25,000
Study of role of women's activities and organizations in Near East	20,000
Survey of Chinese refugee situation	20,000
Commission on television	11,894
Assistance for a conference on agricultural credit in Near East	7,500
Administrative costs of aid to European refugees	4,000
	<hr/>
	\$1,274,113
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*Unexpended authorizations for projects amounted to \$2,385,377 at September 30, 1954 and consisted of \$1,637,602 for TV-Radio Workshop expenses (before deduction of income from sponsors) and \$747,775 for other projects.*



# Foreign Study and Research Fellowships

Following are the 188 recipients of Foreign Study and Research Fellowships awarded by the Ford Foundation during the first nine months of 1954. Below the name of each fellowship winner are shown his place of residence, position at the time of application, subject of study and place of study, and the length of time covered by the award.

# Asia and the Near East

For study and research pertaining to the Near and Middle East, South and Southeast Asia, and the Far East.

## Near and Middle East

**Charles Adams**

*Houston, Tex. Instructor, Princeton University.*

Near Eastern studies with emphasis on the religions and philosophies of the area. Institute of Islamic Studies, McGill University, Montreal, Canada. One year.

**Alec Alexander**

*Berkeley, Calif. Teaching assistant and graduate student, University of California.*

Private enterprise in Turkey as a factor in economic development. Turkey. One year.

**Robert W. Crawford**

*Princeton, N. J. Graduate student, Princeton University.*

Urban life in Aleppo, 1085 A.D. to 1259 A.D. Syria. Six months additional to present Foreign Study and Research Fellowship.

**Richard A. Debs**

*Brooklyn, N. Y. Graduate student, Princeton University.*

Near Eastern studies, Department of Oriental Languages and Literature, Princeton University. One year additional to present Foreign Study and Research Fellowship.

**Peter C. Dodd**

*Seattle, Wash. Graduate student, University of Washington.*

Sociology and Near Eastern studies. Princeton University. One year. (Post-poned.)

**David Finnie**

*New York, N. Y. Legal associate, Donovan, Leisure, Newton and Irvine.*

Middle Eastern economic development. American University of Beirut, Lebanon, and Syria, Jordan, Iraq, Arabia and Egypt. One year.

Robert C. Free

*Provo, Utah. Student, University of Michigan Law School.*

The legal systems of Syria and Lebanon. Near East. One year.

Charles F. Gallagher

*San Francisco, Calif. Graduate student, University of Paris, France.*

Cultural history of Morocco. Morocco. One year.

Stanley Habermann

*New York, N. Y. Assistant to the budget adviser, Gulf Oil Company.*

Political and social changes being brought about by economic development in Iraq. Columbia University and Iraq. Seventeen months.

David L. Heinlein

*Springfield, Mo. Middle East Fellow and graduate student, School of Advanced International Studies, Johns Hopkins University.*

Egyptian history of the late 19th century. Egypt. One year. (Postponed.)

Norman Itzkowitz

*Bronx, N. Y. Graduate student, Princeton University.*

History and Near Eastern studies. University of Michigan and Princeton University. One year.

John Joseph

*Ephrata, Pa. Graduate student, Princeton University.*

Near Eastern history with emphasis on intergroup relationships in a modern nation-state. Iraq, Iran, Syria and Lebanon. One year.

Majid Khadduri

*Washington, D. C. Professor of Middle East Studies, School of Advanced International Studies, Johns Hopkins University.*

Near Eastern civil-military relations. Near East. Eight months.

Charles C. Larson

*Syracuse, N. Y. Research assistant, Department of Forest Economics, State University of New York.*

Forestry resources, in the Middle East and South and Southeast Asia. One year.

Simon D. Messing

*Far Rockaway, N. Y. Graduate student, University of Pennsylvania.*

Sociological studies of urban and rural life. Ethiopia. Six months.

Richard P. Mitchell

*Worcester, Mass. Graduate student, Princeton University.*

The Moslem Brotherhood. Egypt and Pakistan. One year additional to present Foreign Study and Research Fellowship.

Harry Psomiades

*Roxbury, Mass. Graduate student, Columbia University.*

International affairs and Near Eastern studies. School of International Affairs, Columbia University. One year.

Howard A. Reed

*Peterborough, N. H. Assistant Professor of Islamic Studies, Institute of Islamic Studies, McGill University, Montreal, Canada.*

Relationship between the Islamic re-

vival and current religious education in Turkey. Six months.

**Sumner M. Rosen**

*Dorchester, Mass. Assistant to the labor adviser, U. S. Foreign Operations Mission to Turkey.*

The Turkish labor movement. Turkey. Eight months.

**Stanford J. Shaw**

*Houston, Tex. Graduate student, Princeton University.*

Middle Eastern history. School of Oriental and African Studies, London, England. Nine months.

**Frederick J. Simoons**

*Albany, Calif. Graduate student, University of California.*

Cultural and historical geography of Ethiopia. Ethiopia, Liberia, Belgian Congo and the Sudan. Eight months additional to present Foreign Study and Research Fellowship.

**Loren Tesdell**

*Los Altos, Calif. Graduate student, Stanford University.*

Impact of assistance programs in the Middle East. United States, Iraq and Jordan. One year additional to present Foreign Study and Research Fellowship.

**William O. Thweatt**

*Walnut Creek, Calif. Graduate student, Lincoln College, Oxford University, Oxford, England.*

Economic theory as applied to the underdeveloped areas of the Middle East. Institute of Colonial Studies, Oxford, England. One year additional to present Foreign Study and Research Fellowship.

**Jeanette W. Wakin**

*New York, N. Y. Graduate student, Columbia University.*

Rise of political nationalism in Egypt. England and Egypt. One year additional to present Foreign Study and Research Fellowship.

**R. G. Beatson B. Wallace**

*Cambridge, Mass. Copy editor, The Boston Globe.*

Graduate studies in Arabic language, culture, history. American University of Cairo, Egypt. One year.

**Carleton E. Webb**

*East Orange, N. J. Graduate student, Yale University.*

Near Eastern economics. Yale University and the American University of Beirut, Lebanon. One year additional to present Foreign Study and Research Fellowship.

**James O. Young**

*Farmington, Me. Graduate student, University of Michigan.*

Religious beliefs and practices in northern Syria. Syria. One year.

## South Asia

### Barron Biederman

*New York, N. Y. Graduate student, School of Oriental and African Studies, London, England.*

The contemporary Indian press. India. One year additional to present Foreign Study and Research Fellowship.

### Leonard Binder

*Mattapan, Mass. Graduate student, Oxford University, Oxford England.*

Islamic political theory. Pakistan. One year additional to present Foreign Study and Research Fellowship.

### Robbins Burling

*Trumansburg, N. Y. Teaching fellow, Harvard University.*

Comparative anthropological studies of two Indian villages. India. Two years.

### Frederick T. Davis

*Albany, N. Y. Newsmen, Albany Bureau, Associated Press.*

The Indian Press. England and India. Two years.

### Lawrence Ebb

*Alexandria, Va. Associate general counsel, U. S. Foreign Operations Administration.*

Selected central and state government relations in economic planning in India. Stanford University and India. One year.

### Joseph Elder

*Dayton, Ohio. Graduate student, Oberlin College.*

Sociology, with emphasis on South Asia. Harvard University and University of Pennsylvania. One year.

### John Gumperz

*Ithaca, N. Y. Instructor of Hindi, Cornell University.*

Analysis of village dialects in India. India. One year.

### Herbert G. Hagerty

*East Orange, N. J. Student, Columbia University.*

International affairs, with emphasis on South Asia. University of Pennsylvania. One year.

### Edward B. Harper

*Ithaca, N. Y. Graduate student, Cornell University.*

Anthropological study of an Indian village. India. One year additional to present Foreign Study and Research Fellowship.

### Louise G. Harper

*Ithaca, N. Y. Graduate student, Cornell University.*

Anthropological study of an Indian village. India. One year.

### Stephen N. Hay

*Swarthmore, Pa. Graduate student, Harvard University.*

Asian travels of Rabindranath Tagore. Japan, Taiwan, Hong Kong, India and England. Fifteen months additional to present Foreign Study and Research Fellowship.

Leon V. Hirsch

*Jersey City, N. J. Graduate student, Harvard School of Business Administration, Harvard University.*

Indian economic and business practices. London School of Economics, London, England. One year.

Urmila V. Kokatnur

*Whitestone, N. Y.*

Sociological and cultural studies of an Indian village. India. Six months additional to present Foreign Study and Research Fellowship.

Esther Minkoff

*St. Louis, Mo. Graduate student, University of Pennsylvania.*

Sociology, with emphasis on South Asia. University of Pennsylvania. One year additional to present Foreign Study and Research Fellowship.

Gene D. Overstreet

*East Lansing, Mich. Assistant Professor of Political Science, Michigan State College.*

Current Indian political affairs. India. One year additional to present Foreign Study and Research Fellowship.

Maureen Patterson

*Ann Arbor, Mich. Social Science Research Council Fellow in India and graduate student, University of Pennsylvania.*

Relationship between Brahmin and non-Brahmin caste groups. India. Six months.

Robert N. Pehrson

*Manitowoc, Wis. Instructor, University of Chicago.*

Anthropological studies of pastoral nomadism. Pakistan. Fifteen months.

Gus T. Ridgel

*Poplar Bluff, Mo. Assistant Professor, Department of Business Education, Fort Valley State College.*

South Asian studies with emphasis on labor economics. University of Pennsylvania. One year.

Allene M. Roche

*Old Lyme, Conn. Graduate student, University of Pennsylvania.*

South Asian studies. University of Pennsylvania. One year additional to present Foreign Study and Research Fellowship.

Thomas A. Rusch

*Chicago, Ill.*

The role of socialist ideology in the Congress Party. India. Six months additional to present Foreign Study and Research Fellowship.

Cynthia S. Russ

*New York, N. Y. Student, Hunter College.*

South Asian studies. University of Pennsylvania. One year.

Barbara Silverstein

*New York, N. Y. Graduate student, University of Paris, France.*

South Asian studies, with emphasis on economics. School of Oriental and African Studies, London, England. One year.

David Skalka

*New York, N. Y.*

Private participation and investment

in basic industries in manufacturing plants in India. England and India. Two years.

**Patricia Smathers**

*Big Lick, Tenn. Student, Berea College.*

South Asian studies with emphasis on sociology. University of Pennsylvania. One year.

**James W. Spain**

*Chicago, Ill. Graduate student, Columbia University.*

Political and social studies of the Northwest Frontier Provinces. England, India and Pakistan. Nine months additional to present Foreign Study and Research Fellowship.

**Willis D. Weatherford**

*Swarthmore, Pa. Assistant Professor of Economics, Swarthmore College.*

Effects of land tenure patterns on economic development. India, Indonesia and Indochina. Fifteen months.

**Myron Weiner**

*New York, N. Y. Graduate student, Princeton University.*

The multiparty political system in India. India. Six months additional to present Foreign Study and Research Fellowship.

**Wayne A. Wilcox**

*North Liberty, Ind. Student, Purdue University.*

South Asian studies with emphasis on Pakistan. Columbia University. One year. (Postponed.)

**Stanley A. Wolpert**

*Brooklyn, N. Y. Graduate student, University of Pennsylvania.*

History and South Asian studies. University of Pennsylvania. One year additional to present Foreign Study and Research Fellowship.

**Betty Yurina**

*New York, N. Y. Graduate student, University of Pennsylvania.*

History and South Asian studies. University of Pennsylvania. One year.

## Southeast Asia

**Don C. Bennett**

*Syracuse, N. Y. Graduate student, Syracuse University.*

Agricultural geography of Indonesia. Indonesia. Four months additional to present Foreign Study and Research Fellowship.

**Gladys Kwa-Fong Chang**

*Tuckahoe, N. Y.*

Communications in Southeast Asia. Singapore, Malaya. Six months additional to present Foreign Study and Research Fellowship.

Lee A. Gosling

*Ann Arbor, Mich. Teaching fellow, University of Michigan.*

Geographical problems of food production in Malaya. Malaya. One year.

Stephen T. Hosmer

*Grosse Pointe, Mich. Graduate student, Yale University.*

International relations with emphasis on Southeast Asia. Yale University. One year additional to present Foreign Study and Research Fellowship.

Dunning Idle IV

*New Haven, Conn. Graduate student, Yale University.*

Indonesian foreign policy. Indonesia. Four months additional to present Foreign Study and Research Fellowship.

Roy E. Jumper

*Springfield, S. C. Graduate student, University of Paris, France.*

Public administration in Indochina. Vietnam. One year.

William Klausner

*New Haven, Conn. Graduate student, Yale University.*

Legal studies of Thai modernization programs. Yale University. One year.

David Landman

*New York, N. Y. Free-lance writer.*

United States aid to Indonesia. Yale University and Indonesia. Fifteen months.

Robert F. Maher

*Milwaukee, Wis. Instructor in Anthropology and Sociology, University of Wisconsin.*

Anthropological studies of a folk society. New Guinea. One year.

Gordon P. Means

*Eugene, Ore. Teaching assistant, University of Washington.*

Nature and development of representative institutions in Malaya. Malaya. One year.

John Paul Meek

*Martin, Tenn. Assistant program officer, U. S. Foreign Operations Mission to Indonesia.*

Economic development of Indonesia. Cornell University. One year.

Gordon H. Messegee

*Elmhurst, N. Y. Captain, U. S. Merchant Marine Service.*

Southeast Asian studies and the maritime development of Indonesia. University of California and Indonesia. Eighteen months.

Leopold Pospisil

*New Haven, Conn. Graduate student, Yale University.*

Structure and function of primitive law in a Papuan community. Papua. One year.

Judith Rosenberg

*Ithaca, N. Y. Graduate student and teaching assistant, Cornell University.*

Nature and functioning of Malayan self-governing institutions. Malaya. One year.

H. Schuyler Royce, Jr.

*Orangeburg, N. Y. Graduate student, School of International Affairs, Columbia University.*

A Chinese community in Malaya. Columbia University and Malaya. Eighteen months additional to present Foreign Study and Research Fellowship.

Stanley Spector  
*Seattle, Wash.*

Overseas Chinese in Southeast Asian political groupings. Singapore, Malaya. One year additional to present Foreign Study and Research Fellowship.

David R. Sturtevant  
*Zanesville, Ohio. Graduate student, Stanford University.*

Philippine agrarian problems. Stanford University and University of Michigan. Fourteen months additional to present Foreign Study and Research Fellowship.

John S. Thomson  
*Madison, Wis. Assistant Professor of Political Science, University of Wisconsin.*

Burmese foreign policy. Japan, Burma and Hong Kong. One year.

Irving A. Wallach  
*New York, N. Y. Motion picture research consultant.*

Intercultural communications through motion pictures. United States, Japan, Hong Kong, Philippines, Thailand. Two years.

Janet MacRae Welch  
*Brookline, Mass. Graduate student, University of Rangoon, Burma.*

Southeast Asian studies, with emphasis on social anthropology. Yale University. One year.

Gerald E. Williams  
*Cleveland, Ohio. Instructor, Government of Indonesia Training Center for Teachers of English, Padang, Sumatra.*  
Linguistic studies in Indonesia. Indonesia. Six months.

## Far East

James Abegglen  
*Chicago, Ill. Research associate and instructor, Committee on Human Development, University of Chicago.*  
Japanese industrial organizations. Harvard University and Japan. Two years.

Morton Abramowitz  
*Peabody, Mass. Graduate student, Harvard University.*

Chinese history and economics. Harvard University. One year additional to present Foreign Study and Research Fellowship.

Robert P. Austerlitz  
*New York, N. Y. Graduate student, Columbia University.*

Comparative linguistics, with emphasis on the Gilyak language. Japan. One year additional to present Foreign Study and Research Fellowship. (Postponed.)

**Hans Baerwald**

*Berkeley, Calif. Teaching assistant and graduate student, University of California.*

The role of leadership in the development of democratic institutions in Asia. Japan. One year.

**Paul O. Elmquist**

*Cambridge, Mass. Graduate student, Harvard University.*

Chinese historical geography. Harvard University. Three months additional to present Foreign Study and Research Fellowship.

**John Emerson**

*Salem, Mass. Information specialist, U. S. Foreign Operations Mission to China.*

Economics and Japanese language. Harvard University. One year.

**Judy Feldman**

*Cedarhurst, N. Y. Student, Cornell University.*

Far Eastern history, language and culture. Harvard University. One year.

**Albert Feuerwerker**

*Cleveland, Ohio. Graduate student, Harvard University.*

Chinese economic and social history, with emphasis on the career of Sheng Hsuan-huai. Harvard University, Japan, Taiwan and Hong Kong. Two years additional to present Foreign Study and Research Fellowship.

**Donald G. Gillin**

*San Mateo, Calif. Graduate student, Stanford University.*

Chinese language, literature and history. Stanford University. One year additional to present Foreign Study and Research Fellowship.

**John Roger Heidemann**

*Le Center, Minn. Economic reporting officer, American Consulate, Hong Kong.*

Far Eastern economics. Place of study undecided. One year.

**Donald Holzman**

*Ann Arbor, Mich. Instructor in Chinese and Japanese thought, University of Michigan.*

Survival of traditional values and attitudes in Japan. Japan. One year.

**Norman Jensen**

*Mount Prospect, Ill. Student, University of California Law School.*

Japanese law and jurisprudence. University of Tokyo Law School, Japan. One year.

**Donald L. Keene**

*Brooklyn, N. Y. Assistant Professor, Columbia University.*

Survival of traditional Japanese culture and literature. Japan. One year additional to present Foreign Study and Research Fellowship.

**Melville T. Kennedy**

*Norwichtown, Conn. Graduate student, Harvard University.*

Kuomintang party development and control in China. Harvard University. One year additional to present Foreign Study and Research Fellowship.

Arnold Koslow

*Brooklyn, N. Y. Student, Columbia University.*

The origins of scientific ideas in the Far East. Cambridge University, England. One year.

Alice Jo Kwong

*Palo Alto, Calif. Student, Stanford University.*

Far Eastern studies and sociology. Columbia University. One year.

Richard D. Lane

*Kissimmee, Fla. Lecturer in Japanese, Columbia University.*

Modern Japanese literature and thought. Columbia University and Tokyo and Waseda Universities, Japan. Twenty-six months additional to present Foreign Study and Research Fellowship.

John-David La Plante

*Palo Alto, Calif. Instructor of Art, Stanford University, and Curator of Oriental Art, Stanford University Libraries.*

History of oriental art. India and Japan. One year. (Postponed.)

John Carl Leggett

*St. Clair Shores, Mich. Student, University of Michigan.*

Political science, with emphasis on the Far East. University of Michigan. One year.

Harris I. Martin

*Palo Alto, Calif.*

Modern Japanese History, Stanford University. One year.

James I. Nakamura

*Orangeburg, N. Y. Graduate student, Columbia University.*

Industrialization in Japan. Japan. One year additional to present Foreign Study and Research Fellowship.

Lawrence A. Olson, Jr.

*Carrolltown, Miss. Graduate student, Harvard University.*

Far Eastern history. Harvard University. One year additional to present Foreign Study and Research Fellowship.

John Sergeant

*Berkeley, Calif. Graduate student, University of California.*

Far Eastern economics, with emphasis on the postwar Japanese economy. Japan. One year additional to present Foreign Study and Research Fellowship.

Norris P. Smith

*Palo Alto, Calif. Staff sergeant, Air Force.*

Far Eastern economics, with emphasis on the economic development of modern China. Harvard University, Hong Kong, Taiwan. Eighteen months.

Allan A. Spitz

*Churchville, Pa. Graduate assistant, Michigan State College.*

Changing social patterns and their relationship to current political behavior in Japan. University of California. One year.

James H. Stine

*Haskell, Okla. Teaching assistant, University of Washington.*

Far Eastern geography. University of Washington. One year.

Don G. Stuart

*Terre Haute, Ind. Graduate student, Leiden University, Holland, and Columbia University.*

Compilation of a descriptive catalogue of the languages of Asia. Japan. One year additional to present Foreign Study and Research Fellowship.

Nathan Talbott

*Seattle, Wash. Graduate student, University of Washington.*

The reform era in China. Japan. Six months additional to present Foreign Study and Research Fellowship.

Charles S. Terry, Jr.

*New York, N. Y. Graduate student, University of Tokyo, Japan.*

Far Eastern history, with emphasis on Sino-Japanese relations during the Sung period. University of Tokyo, Japan. Twenty-one months additional to present Foreign Study and Research Fellowship.

Barbara Teters

*Seattle, Wash. Graduate student, University of Washington.*

Treaty revision in the Meiji period. Japan. Six months additional to present Foreign Study and Research Fellowship.

Valdo H. Viglielmo

*Ulster Park, N. Y. Graduate student, Harvard University.*

Modern Japanese literature. Tokyo University, Japan. Nine months additional to present Foreign Study and Research Fellowship.

Herschel F. Webb

*Lincoln, Neb. Japanese reference assistant, Columbia University Libraries.*

Chinese background of the Japanese theory of dynastic legitimacy. Japan. One year.

C. Martin Wilbur

*Pleasantville, N. Y. Associate Professor of Chinese History, Columbia University.*

China's influence in Asia. Japan, India, Taiwan, Burma. Eighteen months.

Martie W. Young

*Cleveland Heights, Ohio. Student, Western Reserve University.*

History and principles of oriental art. Harvard University. One year.

# Soviet Union and Eastern Europe

For study and research pertaining to the Soviet Union or the peripheral Slavic and East European areas.

**Fred Adelman**

*Philadelphia, Pa. Graduate student, University of Pennsylvania.*

Central Asian ethnology and linguistics and Russian area studies. University of Washington. One year.

**Gustave Alef**

*Princeton, N. J. Lecturer in History, Rutgers University.*

Medieval Russian history. Library of Congress and Dumbarton Oaks Research Library. Fifteen months. (Postponed.)

**Thad Alton**

*Arlington, Va.*

The economic system of Yugoslavia. Research libraries in the United States. One year.

**John Batatu**

*Stamford, Conn. Graduate student in international relations, Harvard University.*

Russian area studies. Harvard University. Nine months.

**Abraham Becker**

*New York, N. Y. Social Science Research Council Fellow, Columbia University.*

The Russian economy, with emphasis on the cotton textile industry. Columbia University. One year.

**Peter Bridges**

*Hinsdale, Ill. Graduate student, Columbia University.*

Russian language and literature. Columbia University. Nine months.

**George A. Brinkley, Jr.**

*Wilson, N. C. Graduate student, Columbia University.*

Soviet international relations. Columbia University. Nine months.

**John Buchanan**  
*Wray, Colo. Student, Exeter College, Oxford University.*  
History and Soviet and East European area studies. Oxford University. One year.

**Bohdan Budurowycz**  
*Toronto, Canada. Translator.*  
Modern history of Eastern Europe. Columbia University. Nine months. (Postponed.)

**James Clarke**  
*Florence, Mass. Director, Institute of East European Studies, Indiana University.*  
The development of nationalism in Bulgaria. Research libraries in the United States. One year.

**Zdenek David**  
*Bethesda, Md. Graduate student, Harvard University.*  
Russian and East-Central European history. Harvard University. Nine months.

**Thomas Farrelly**  
*Bronx, N. Y. Student, Fordham College.*  
Russian and East European history. Columbia University. One year.

**Kathryn Feuer**  
*Burlington, Vt. Graduate student, Columbia University.*  
Soviet and East European languages and literature. Columbia University. Nine months.

**Neil Field**  
*Seattle, Wash. Graduate student and*

*teaching fellow, University of Washington.*

Soviet area studies, with emphasis on geography. University of Washington. One year.

**Maurice Friedberg**  
*New York, N. Y. Graduate student, Columbia University.*

Use of Russian literature for political indoctrination in U.S.S.R. Columbia University and research libraries in the United States. One year.

**Mark Garrison**  
*Kokomo, Ind. Graduate student, Indiana University.*

International relations and Soviet and East European area studies. Columbia University. One year.

**Alvin Grisby**  
*Summit, N. J. Student, Colgate University.*

Russian area studies, with emphasis on sociology and anthropology. Harvard University. Nine months.

**Darrell Hammer**  
*Wichita, Kan. Fellow, University of Washington.*

Soviet area studies, with emphasis on Soviet law. Nine months.

**Jirina Hrazdilova**  
*Philadelphia, Pa. Graduate student, Columbia University.*

Soviet and East European international relations and law. Columbia University. Nine months.

**William A. D. Jackson**

*Iowa City, Iowa. Instructor of Geography, State University of Iowa.*

Soviet agriculture, with emphasis on grain production. Columbia University. One year.

**Peter Juviler**

*New York, N. Y. Graduate student, Columbia University.*

Public law and government, combined with study of Serbo-Croatian and sociology. Columbia University. Nine months.

**Jerzy Karcz**

*New York, N. Y. Research supervisor, Mid-European Studies Center.*

Soviet economics. Columbia University. Nine months. (Postponed.)

**Allen Kassof**

*Toms River, N. J. Graduate student, Harvard University.*

Soviet area studies, with emphasis on sociology. Harvard University. Nine months.

**George Kline**

*Needham, Mass. Instructor, Columbia University.*

Comparative study of American and Russian philosophical systems. Research libraries in the United States and Europe. One year.

**Jindrich Kucera**

*Gainesville, Fla. Assistant professor of Russian, University of Florida.*

Cultural aspects of Soviet nationality policy. Research libraries in the United States. One year.

**Ivo Lederer**

*Princeton, N. J. Graduate student, Princeton University.*

The formation of the Yugoslav state. United Kingdom, France and Yugoslavia. One year.

**Robert G. Livingston**

*Ridgefield, Conn. Graduate student, Harvard University.*

Croatian history and East European studies. Harvard University. One year.

**Jack F. Matlock, Jr.**

*Hanover, N. H. Instructor of Russian Language and Literature, Dartmouth College.*

Political control of literature in U.S.S.R. Research libraries in the United States. One year.

**Kermit McKenzie**

*Richmond, Va. Lecturer in History, Columbia University and Brooklyn College.*

Soviet political thought. Columbia University and research libraries in the United States. Eight months.

**Richard Medalie**

*Minneapolis, Minn. Graduate student, Harvard University.*

Political science, with emphasis on Yugoslavia. Harvard University. One year.

**Alfred Meyer**

*Cambridge, Mass. Acting Assistant Professor of Political Science, University of Washington.*

Social and political structure of Russia, 1917 to 1923. University of Washington. One year.

**Sidney Monas**

*Arlington, Mass. Graduate student, Harvard Russian Research Center.*

The Russian political police in the 19th century. Harvard University and research libraries in the United States. One year.

**Stanley Moore**

*Piedmont, Calif. Professor of Philosophy, Reed College, Portland, Ore.*

Soviet political thought and philosophy. Columbia University. One year.

**Egon Neuberger**

*Washington, D. C. Economic intelligence analyst, U. S. Department of State.*

East European international economics. Harvard University. Nine months.

**Mark Neuweld**

*Cleveland Heights, Ohio. Instructor of Political Science, Western Reserve University.*

Central organization of the Communist Party in the U.S.S.R. Harvard University. One year.

**Mark Patterson**

*Bellevue, Idaho. Student, University of Oregon.*

History and Russian area studies. Harvard University. Nine months.

**George Perry**

*Richmond Hill, N. Y. Student, Cornell University.*

Political science and Russian area studies. Columbia University. Nine months.

**Boris Pesek**

*Chicago, Ill. Graduate student, University of Chicago.*

The economy of Czechoslovakia, 1945 to 1953. University of Chicago and research libraries in New York and Washington, D. C. Nine months.

**Richard Plunkett, Jr.**

*Burlingame, Calif. Student, Columbia University.*

Political science and Soviet area studies. Columbia University. Nine months.

**George Putnam**

*St. Louis, Mo. Assistant engineer, Missouri, Kansas and Texas Railroad Company.*

Russian literature and social thought. Harvard University. Nine months.

**Francis B. Randall**

*New York, N. Y. Graduate student, Columbia University.*

Russian political history. Columbia University and the U.S.S.R. Eleven months.

**Alfred Rieber**

*Yonkers, N. Y. Graduate student, Columbia University.*

East European history. Columbia University. Nine months.

**Spencer Roberts**

*Catawissa, Pa. Graduate student, Columbia University.*

Soviet and Czechoslovakian literature and history. Columbia University. One year.

Ruth Roosa

*Mt. Vernon, N. Y. Lecturer in Russian Studies, Barnard College.*

The economic thought of industrial leaders in Russia. Columbia University and Library of Congress. One year.

Burton Rubin

*Bronx, N. Y. Graduate student, Columbia University.*

Slavic languages and literature. Columbia University. One year.

Helen Schmidinger

*New York, N. Y. Graduate student, Columbia University.*

Slavic literature. Columbia University. Nine months.

James G. Sheldon

*Bloomington, Ind. Student, Indiana University.*

The theology of the Russian Orthodox Church. Columbia University and St. Vladimir Theological Seminary. One year.

George Sherman, Jr.

*North Haven, Conn. Graduate student, Columbia University.*

Soviet-German relations. Oxford University. One year.

Frank Silbajoris

*New York, N. Y. Graduate student, Columbia University.*

Literature of the Baltic States and Soviet Russia. Columbia University. Nine months.

William Slany

*Ithaca, N. Y. Graduate student, Cornell University.*

18th century Russian political institutions. Cornell University. One year.

Jack A. Smith

*Grants Pass, Ore. Graduate student, Columbia University.*

Soviet foreign relations in East Asia. Columbia University. Nine months.

Nathan Smith

*Chicago, Ill. Graduate student, University of Illinois.*

Democratic political thought in Russia prior to 1905. University of Illinois and research libraries in the United States. One year.

Leon Smolinski

*Cincinnati, Ohio. Graduate student, Columbia University.*

Soviet and Mid-European economics. Columbia University. Nine months.

Edward Stankiewicz

*Cambridge, Mass. Research fellow, Harvard University.*

Political impact on the Russian language. Harvard University and research libraries in the United States. Fifteen months.

Esther Stevens

*East Troy, Wis. Graduate student, University of California.*

Soviet influences on Iran. Columbia University. One year.

Howard Swearer

*Wichita, Kan. Student, Princeton University.*

Political science and Slavic studies.  
Harvard University. One year.

Franklin Walker

*Ithaca, N. Y. Graduate student, Cornell University.*

Russian language and religious history.  
Columbia University and Union Theological Seminary. One year.

Benjamin Ward

*Berkeley, Calif. Research assistant, University of California.*

Economics and Russian area studies.  
University of California. One year.

Irwin Weil

*Washington, D. C. Social science research analyst, Library of Congress.*

Russian literature and history. Harvard University. One year.

Lydia Weston

*Brookline, Mass. Graduate student, Columbia University.*

Slavic language and literature. Columbia University. Nine months.

Nancy Whittier

*North Windham, Mass. Student, Syracuse University.*

Russian area studies, with emphasis on Russian language and literature. Harvard University. One year.

Suzanne Williams

*Columbus, Ohio. Graduate student, Columbia University.*

Soviet relations with Eastern Europe.  
Columbia University. Nine months.

Diana Wintsch

*Irvington, N. J. Methods analyst, Prudential Life Insurance Company.*

Russian international relations. Columbia University. Nine months.

Rev. James Zatko

*Epworth, Iowa.*

Slavic and East European area studies.  
Harvard University. One year.

Carl Zoerb

*La Crosse, Wis. Graduate student, Harvard University.*

The economics of Soviet agriculture.  
Harvard University and Library of Congress. One year.

## Africa

For study and research pertaining to Africa south of the Sahara.

David E. Apter

*Princeton, N. J. Research fellow, Center of International Studies, Princeton University.*

Political institutional transfer in British Africa. British East Africa and Uganda. Fourteen months.

Margaret Bates

*Rockford, Ill. Instructor of History, Rockford College.*

British imperial history. Oxford University. Two years.

St. Clair Drake

*Chicago, Ill. Associate Professor of Sociology, Roosevelt College of Chicago.*

African studies with emphasis on media of mass communications. Accra and London. Fourteen months.

Clarence E. Glick

*Honolulu, Hawaii. Professor of Sociology, University of Hawaii.*

The sociology of race relations. Northern and Southern Rhodesia. Nine months.

Peter B. Hammond

*Oberlin, Ohio. Graduate student, Northwestern University.*

Adjustment of a West African people, the Mossi, to European economic organization and planning. Paris, Dakar, French Sudan, Upper Volta. Eighteen months.

Paula Hirsch

*Evanston, Ill. Graduate student, Northwestern University.*

The effect of culture change on the

status and role of women among the Acholi Tribe. Uganda. Eighteen months.

J. Gus Liebenow, Jr.

*Berwyn, Ill. Social Science Research Council Fellow and graduate student, Northwestern University.*

Political and economic leaders in British East Africa. British East Africa. Fifteen months.

Carl Rosberg, Jr.

*Cambridge, Mass. Graduate student, St. Anthony's College, Oxford, England.*

The introduction of parliamentary government in territories having a multi-racial society. British East Africa. One year.

Jo W. Saxe

*Philadelphia, Pa. Assistant economic commissioner, U. S. Foreign Operations Administration.*

African economics, with emphasis on Morocco and French West Africa. Oxford University. Two years.

William B. Schwab

*Ardmore, Pa. Lecturer in Sociology, Haverford College.*

Urbanization and acculturation in Northern Rhodesia. Northern Rhodesia, Uganda and United Kingdom. One year.

Robert L. West

*East Haven, Conn. Assistant Instructor of Economics, Yale University.*

African economics. Kenya, Uganda, Tanganyika. One year.

# Behavioral Sciences Fellowship Awards

The Foundation awarded twenty-three fellowships in 1954 for graduate study in the behavioral sciences. Designed to attract more talent into these fields, the fellowships were granted to students who did not concentrate in the behavioral sciences as undergraduates. These grants are for the first year of graduate study and are not renewable. The list below includes each recipient's name, place of study at the time of the award, and subject of study for which the award was made.

Charles M. Brodie, *Carleton College, clinical psychology*  
Gladys J. Carr, *Brooklyn College, clinical psychology*  
Morris Davis, *Harvard University, political behavior*  
Frieda Denenmark, *New York University, cultural anthropology*  
Peggy J. Golde, *Antioch College, cultural anthropology*  
Arnold L. Green, *Antioch College, social anthropology*  
Mae Belle Guyer, *University of Michigan, social psychology*  
Jane W. Haseltine, *Reed College, anthropology*  
Alice J. Holloway, *College of Wooster, clinical psychology*  
Laurence Jacobs, *Harvard University, clinical psychology*  
Walter B. Klink, *Columbia University, social psychology*  
Marvon I. Levine, *University of Chicago, social psychology*  
Richard L. Lysaker, *University of Minnesota, theoretical psychology*  
Wendy McAneny, *Smith College, cultural anthropology*  
Stanley Milgram, *Queens College, social psychology*  
Frank C. Miller, *Carleton College, cultural anthropology*  
David Peretz, *City College of New York, social psychology*  
Saul H. Sternberg, *Swarthmore College, sociology*  
Thomas N. Tentler, *Harvard University, social psychology*  
Iija Wachs, *Columbia University, cultural sociology*  
Nina E. Weingarten, *Vassar College, social psychology*  
Joseph L. Zinnes, *University of Michigan, general psychology*  
Doris J. Zuidema, *College of William and Mary, general psychology*