

THE FORD FOUNDATION  
ANNUAL REPORT

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# **THE FORD FOUNDATION**

**ANNUAL REPORT FOR 1953**

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**DECEMBER 31, 1953**

## **THE TRUSTEES**

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PRESIDENT, FORD MOTOR COMPANY  
DETROIT, MICHIGAN

•

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JUDGE  
UNITED STATES DISTRICT COURT  
BOSTON, MASSACHUSETTS

NOTE: This list of Trustees of the Foundation is as of December 31, 1953. Frederick Lewis Allen died on February 13, 1954. The election of Mark F. Ethridge, publisher of **The Louisville Times** and **The Courier-Journal**, and Laurence M. Gould, President of Carleton College, as Trustees was announced on April 4, 1954.

## FREDERICK LEWIS ALLEN

The Trustees and officers of The Ford Foundation note with profound sadness the death of their colleague, Frederick Lewis Allen, and join in expressing their sympathy to his wife and son.

He was welcomed to the Board as a distinguished editor and writer; but the public record of a man's life, however rich in accomplishment, is no measure of the human qualities that make him uniquely himself and that are most acutely missed at his passing.

His interests were wide-ranging, his approach to them enthusiastic, tolerant and wise. These elements of background and temperament enabled him to appraise, better than most men, the interlocking problems of peace, democracy, education, economic well-being and the nature of man which were our joint concern.

We feel privileged to have worked with him, to have shared his companionship and his counsel, and to have incorporated into our efforts the principles he served so honestly and ably throughout his life.

## **THE OFFICERS**

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**WALDEMAR A. NIELSEN**  
ASSISTANT TO THE PRESIDENT

NOTE: This list of officers of the Foundation is as of December 31, 1953. Mr. Chester C. Davis resigned as Associate Director on July 1, 1953. Mr. Katz resigned as Associate Director on January 15, 1954; he will continue to serve the Foundation as Program Counselor. Mr. Hutchins resigned as Associate Director on May 31, 1954.

The Trustees voted in May, 1954, to discontinue use of the terms "Director" and "Associate Director." Mr. Gaither's title is now President, and Messrs. Brown, Carroll, McPeak and Price are Vice Presidents.

### **FOUNDATION OFFICES**

477 Madison Avenue, New York, N. Y.

• 3331 Greenfield Road, Dearborn, Mich.





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## THE PRESIDENT'S REVIEW

**D**URING 1953 The Ford Foundation's operations were marked by four major developments.

The Trustees re-examined and reaffirmed the philosophy and program objectives announced by them in September, 1950.

Policies governing the formulation of programs and the making of grants were reassessed and modified or reformulated to meet new operating conditions.

The program reached its highest level of activity, reflected by gifts of \$60,555,703.

Changes in administration, in personnel and location of Foundation headquarters were effected.

No development during the year was more important than the re-examination of the goals and program of the Foundation. The contribution of any foundation to society is measured by the soundness and value of its program. A program is sound if it is directed toward the basic and pressing problems of society. It is valuable if it supports institutions, talents and ideas that can contribute significantly to the solution of those problems.

## THE PRESIDENT'S REVIEW

But no program can remain frozen. A foundation must remain alert to the fact that the needs and problems of human welfare are ever changing, and it must stand ready to readjust its plans and activities accordingly.

As the program of The Ford Foundation develops, the means for realizing its objectives are continuously reshaped and refashioned. But the Trustees, after three years of operating experience and after thorough re-examination, remain convinced that the basic objectives originally determined should stand unchanged. In brief, the Foundation continues to support activities that have as their objective:

The promotion of international understanding and world peace, for without them the very bases of civilization are placed in jeopardy.

The strengthening of democratic institutions and processes, for these are fundamental to any meaningful concept of human welfare.

The advancement of economic well-being, for economic strength is essential to man's pursuit of his larger goals.

The expansion and improvement of education, for education is vital to a free society.

The enlargement of scientific knowledge and understanding of man, for man himself is the basic element in a democratic society.

In reaffirming these objectives, the Trustees also gave renewed affirmation to a basic concept which underlies them all. This is the deep-rooted conviction that human welfare and freedom ultimately are synonymous; that freedom can best be preserved, and progress best assured, through adherence to basic democratic principles. Moreover, it is the conviction of The Ford Foundation that these principles are universally applicable, although their forms may differ, and that until they are applied far more widely, civilization will remain in peril. Coupled with this conviction is the faith that democracy can meet successfully the challenges it faces. A foundation, thanks to its resources and its traditional freedom from pressures, restrictions and private interests, is one of the means by which democracy can protect and enrich the future.

## PROGRAM

In 1953, The Ford Foundation expended the largest sum in its history to support activities in the five areas of human welfare on which it has chosen to concentrate. Grants made to other institutions and expenditures for projects administered by the Foundation itself totaled \$60,555,703. This sum almost equals the total of the previous two years of the Foundation's expanded program.

I should like to comment briefly on the work carried on in each of those five selected areas. Detailed accounts of gifts made and a complete financial statement appear in later sections of this report.

### I. WORKING TOWARD PEACE

Today, the people of the United States are carrying a burden that probably is without precedent among efforts to establish peace and promote justice. These efforts reflect our traditional interest in helping others to help themselves, our recognition of the responsibilities of power and leadership, our faith in democratic ideals.

Foundation resources are infinitesimal when compared to all those provided by governments in world-wide efforts to avoid the catastrophe of war and better the condition of humanity. Nevertheless, a foundation can make significant contributions toward solving some of the problems that beset the path to peace.

For generations, the American people have seen significant examples of what private philanthropy can achieve outside our borders. The Ford Foundation, when it supports activities, here and abroad, that are designed to contribute toward world peace, is working within this great tradition. Moreover, in many of the opportunities for improving international and intercultural relations and for increasing world understanding, private philanthropic assistance is more appropriate and sometimes more effective than governmental action. Similarly, many opportunities for enlarging our knowledge and understanding of world affairs, particularly as they relate to the United States, are as much the concern of private groups as of government. In its international programs, the Foundation attempts to select and fill a few of

## THE PRESIDENT'S REVIEW

the more important needs and opportunities.

A principal aim of American philanthropy abroad is to demonstrate the humane and sincere concern of Americans for people of other lands. Foundations can help build bridges of understanding and communication which may prove of inestimable value in advancing freedom and extending democratic ideals. And in carrying out such activities, the unofficial status of a foundation can be a great advantage, particularly during a period when hundreds of millions of people are poised precariously between democracy and totalitarianism, and distrust any governmental effort to win their support.

One major part of The Ford Foundation's international programs is devoted overseas to aiding countries which seek to reduce poverty and extend education in order to increase economic and political stability. Although they recognize that there are many areas of the world that are important to peace and where the needs are great, the Trustees decided that the Foundation's relatively small resources would produce the greatest benefits if concentrated in the Near East, South and Southeast Asia. In 1953, these projects emphasized the training of local personnel in methods and techniques for increasing food production, training for public administration and improvements in educational systems.

In all these projects the Foundation sought to support institutions and activities which might help strengthen the economic, social and political fabric of nations whose welfare is of unusual significance to the Free World. The Foundation supports undertakings only in those nations whose political philosophy and objectives, if sustained or achieved, are incompatible with Communism. In this manner, the Foundation is joining with governments and many other private philanthropic organizations in efforts that are aimed at increasing the power and dignity of free men and women.

In another major element of its international programs, the Foundation endeavored to broaden the base of public understanding of international problems, both in the United States and overseas. At the same time, it sought to improve the talents and information available for the solution of such problems — partly through support of research and training with respect to areas of particular significance to the United States. Grants were given to

MILLIONS

## YEARLY ALLOTMENT OF GRANTS TO PROGRAMS 1951-1953

DOLLAR TOTAL: \$119,057,019

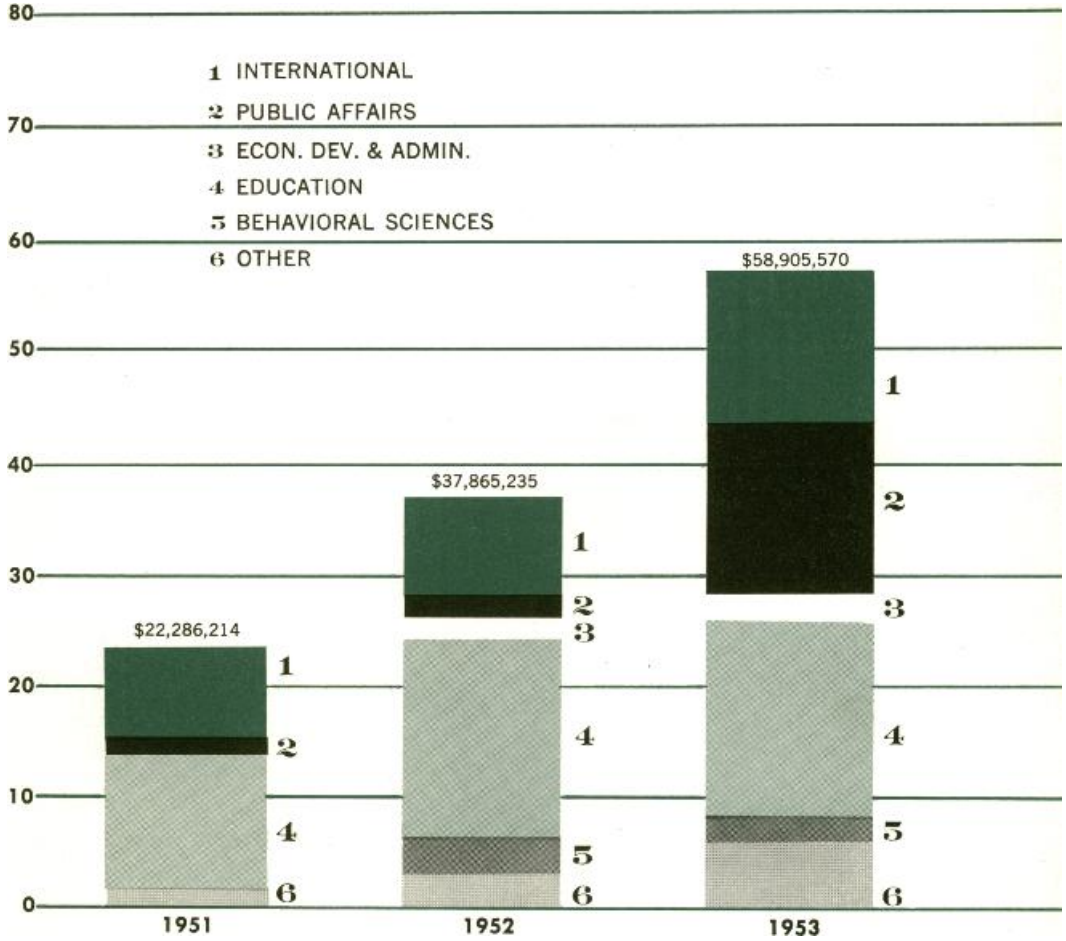


Chart shows the gradual growth of major programs in relation to each other and to past years. "Other" covers isolated grants to special, non-program projects

## **THE PRESIDENT'S REVIEW**

individuals and institutions for work both here and in other countries. These research and training activities should prove of assistance to government, to business, to our educational institutions and to our friends overseas; and it is the judgment of the Trustees that they should continue to receive emphasis in the period ahead.

### **2. STRENGTHENING DEMOCRATIC INSTITUTIONS**

In 1950 the Trustees announced that one of their major objectives would be to encourage efforts to strengthen our democratic institutions and processes. It seemed then, as it does now, particularly appropriate for a foundation to help strengthen freedom and democracy within the United States. Perhaps at no time in our history have our political ideals been subjected to greater challenge. Since 1950 we have become justifiably preoccupied with threats to our security. But we have not been equally alert to the threats to our democratic ideals of freedom.

Unless these ideals are understood, and the institutions and processes by which they are translated into action are protected, the individual rights which long have been a main source of our strength will suffer progressive attrition. At the same time, our capacity for leadership in a world in ideological conflict will be severely weakened.

The Foundation's adherence to this major objective was reaffirmed during 1953 by its grant to the Fund for the Republic, by its support of the United Negro College Fund and in other ways.

The Foundation often finds that its purposes in this area are misunderstood. Nevertheless, the Foundation's Trustees have believed consistently in the support of nonpartisan and objective activities designed to strengthen our democratic institutions. For a democratic society needs objective and scientific analysis and nonpartisan education, as well as political debate and partisan controversy, to insure orderly progress. To this process a foundation can make a contribution for which it is well worth risking the transitory criticism that may be encountered.

### **3. STRENGTHENING THE ECONOMY**

In its review of program and activities, the Foundation decided that



it should give increased emphasis to activities in economic development and administration. Developments both here and abroad have tended to reinforce the Trustees in this judgment. The defense of our freedoms and progress toward other goals depend largely upon maintaining and even accelerating our economic growth. Nor can our own material well-being be isolated from that of the rest of the Free World. The pursuit of our economic aims, however, gives rise to numerous problems of great complexity — problems which in turn provide unusual opportunities for a foundation, particularly in support of research, education and guides to action.

The Ford Foundation, in considering how it might best be of service in economic development and administration, has concluded that it should concentrate on research and education directed toward certain specific ends. Among these are such matters as improving the means by which economic and other knowledge is brought to bear on problems of business and government; broadening public understanding and support of the conditions necessary for a healthy economic development; and expanding the supply of trained executives, competent teachers and able researchers who are so essential to further progress in our economic life.

At the end of 1953 the Foundation was active in developing plans for assistance in these and related subjects. During the year, too, the Foundation undertook the creation of a new independent agency, Resources for the Future, Inc., which is concerned with promoting a wise use of the nation's natural resources. One of the early activities of this agency was the convening of the Mid-Century Conference on Resources which gave a new impetus to discussion and research on many of the problems that exist in this field.

#### **4. IMPROVING EDUCATION**

Support for education, in the broadest sense of the term, encompasses most of the activities of the Foundation. Much of the Foundation's assistance for research and training in world affairs, for broader understanding and better functioning of free institutions, for work on problems of economic development and administration, for study in human behavior, has constituted aid to education in this broad sense.

In the field of formal education, the Foundation continued annual grants

## **THE PRESIDENT'S REVIEW**

to the Fund for the Advancement of Education to the end of 1953. These grants, which amounted to \$11.1 million during the year, support a program which has tended to concentrate on improving teaching, curriculum and educational management; on reducing inequalities in educational opportunities for young people; and on clarifying the aims, functions and relationships of schools, colleges and universities.

During the year, the Foundation also undertook to develop other opportunities for service to formal education. It intensified its study of the financial plight of higher education; it considered the strengths and needs of various parts of our educational system; and, throughout its entire program, foreign and domestic, the Foundation sought out research and training projects that would add to knowledge and increase competence in many aspects of the education process.

The Ford Foundation's program in education is not confined to schools and colleges alone. It is also concerned with adult education — its content, methods and media. The Foundation believes that an educated and informed public will, by the democratic process, shape successfully the discussions which help to preserve freedom and ensure progress. In this belief, the Foundation continued to support the Fund for Adult Education, established in 1951, with grants totaling \$9 million in 1953. To the same end, the Foundation also gave assistance to a variety of other activities contributing to adult education, ranging from the exchange of agricultural leaders among countries to a study of the role of the press in improving the international flow of news.

Through the Fund for Adult Education, the Foundation continued to support educational television. Similarly, it recognized the growing influence of commercial television as an educational, cultural and entertainment medium; and through its Television-Radio Workshop, the Foundation was responsible for the production of two major programs, OMNIBUS and EXCURSION, each designed to help in raising the standards of television.

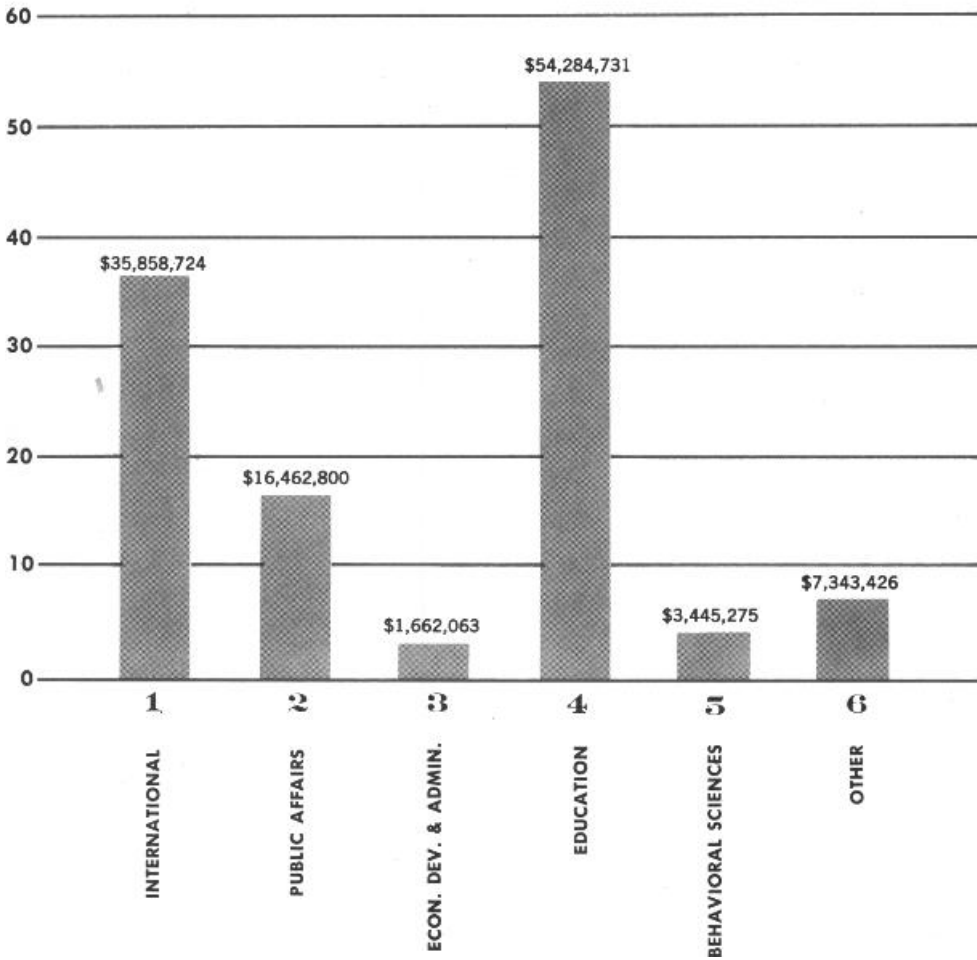
### **5. INCREASING THE KNOWLEDGE OF HUMAN BEHAVIOR**

Man and his behavior are concerned in almost every aspect of The

MILLIONS

### TOTAL GRANTS BY PROGRAMS 1951-1953

DOLLAR TOTAL: \$119,057,019



Breakdown shown here suggests predominance of the International and Education Programs, but fails to indicate the multipurpose application of many grants

## THE PRESIDENT'S REVIEW

Ford Foundation program. The success of efforts to eliminate the causes of war, to strengthen the fabric of free societies, and to lift civilization to higher levels, depends in countless ways upon man's understanding of himself and of his fellow men. The Foundation's program recognizes that our present knowledge of human behavior is inadequate, and that there is a meager supply of capable manpower devoted to a conscious effort to expand and apply that knowledge.

The Foundation's interest in this field is in no sense diminished by the difficulties which men and institutions face in the advance toward scientific knowledge of behavior, nor by the fact that quick results are most unlikely. But, for these very reasons, this area of effort appears peculiarly appropriate for a foundation. Societies progress when their members have the ability to invest in the acquisition of knowledge and in the training of scientists and scholars, and retain their faith in the investment even when worthwhile returns are not immediately forthcoming. Like many others, The Ford Foundation has this faith and, in promoting the study of man, it has confidence that the institutions, scientists and scholars it supports will in the long run contribute to the solution of many of man's problems.

One of the major efforts made by the Foundation in 1953 to assist in this field was the progress toward establishing a Center for Advanced Study in the Behavioral Sciences near Palo Alto, California. The Center will begin operation in the autumn of 1954.

## POLICIES

During 1953, The Ford Foundation also reviewed the major policies guiding the formulation of its program, the selection of institutions, talents and ideas for its support, and the maintenance of flexibility in its operations. The major operating policies may be summarized as follows:

1. Foundation funds can be given only for scientific, educational and charitable purposes. The Foundation, therefore, restricts its gifts to those institutions and organizations which further one or more of these three purposes and, in the case of domestic grantees, are exempt from Federal income taxation. The Foun-

dation does not engage in or make gifts for propaganda or for efforts to influence legislation.

2. The Foundation has developed its program around what it regards as five of the most important problems affecting human welfare. By thus defining its program, the Foundation is better able to select from among the numerous proposals before it and achieve more effective use of its resources. In addition, the Foundation favors those proposals for which funds from other sources are either inadequate or unavailable; and which, if successful, will attract continuing support from others.
3. The Foundation attempts to administer its funds in ways that strengthen its grantees and enhance their ability to accomplish the purposes for which the grants were made.
4. The Foundation strives to remain alert to new opportunities for service arising from changing needs and conditions. Therefore, it must examine continuously its program or plans. And in its arrangements with its grantees, it must retain the freedom and flexibility to alter, or to shift emphasis within, its program.

The Foundation in the past year continued its extensive use of consultants and advisers. In this and other ways the Foundation sought to test its program, to evaluate proposals before it, and to infuse new ideas into its operations. The Foundation acknowledges its debt to the many men and women who gave such consultation during 1953.

In the light of the major policies which guide it, the Foundation acted in a number of ways in 1953 to insure greater flexibility. It maintained a reasonable reserve of uncommitted resources; it established budgets for major parts of its program; and in some parts of its program it fixed dates beyond which it would make no commitments. The Foundation reaffirmed its policy of making grants whenever possible to existing institutions. It will establish new institutions, or engage directly in research or other operations, only when there is no other practicable or promising course open to it. In these and other ways the Foundation seeks to maintain its flexibility to move in new directions whenever compelling opportunities for service arise.

But the principle of flexibility must be applied judiciously. A foundation's

## THE PRESIDENT'S REVIEW

contribution to society is directly related to the strength of the institutions it supports and the wisdom and efficiency with which they expend the funds they receive. The grant should add to rather than detract from the independence of the institution which has the responsibility for success or failure. The amount of the grant and time allotted for its expenditure should be sufficient to accomplish the stated purposes. Making an inadequate grant is like under-capitalizing a business and may result in diverting the grantee's efforts to further fund-raising. Moreover, competent personnel are unlikely to be attracted to undertakings of uncertain duration, and it is necessary, particularly in research, to sustain the undertaking long enough to produce useful results.

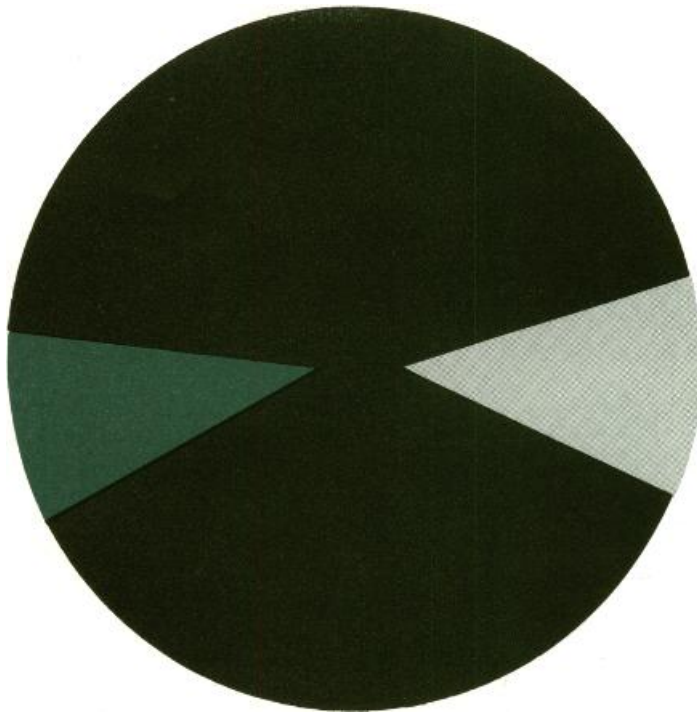
The broader dimension of these principles is program concentration and stability. During 1953 the Foundation acted to concentrate on some of the most promising parts of its existing programs. It was decided, for example, to invest most of the funds to be spent overseas in Western Europe, the Near East and South and Southeast Asia, even though this prevents substantial investment in other areas of similar need. Steps were also taken to clarify the Foundation's relationships with some of the organizations it had previously established.

## EXECUTIVE AND ADMINISTRATIVE DEVELOPMENTS

In February, 1953, Paul G. Hoffman, under whose imaginative leadership the Foundation had taken form, resigned as President and Director and as Trustee. As one privileged to serve under him, and honored by the duty to act as his successor, I wish to record here, for all of us, our gratitude to Mr. Hoffman.

During 1953 Frederick Lewis Allen, James F. Brownlee, John J. McCloy and I became Trustees of The Ford Foundation. The great misfortune of Mr. Allen's death on February 13, 1954, has deprived this organization of a most creative and resourceful mind.

Dyke Brown, Thomas H. Carroll, William McPeak and Don K. Price, all of whom had served with me in the preparation of the 1949 Study for



- U.S.A. 73.5%
- U.S. ABROAD 16%
- FOREIGN 10.5%

## FOUNDATION GRANTS 1951-1953

Foundation grants in 1951-1953 totaled approximately \$119,000,000. Of this sum, about \$87,500,000 was expended in the United States, \$19,000,000 went to American agencies operating abroad, and \$12,500,000 went to foreign grantees

## **THE PRESIDENT'S REVIEW**

The Ford Foundation on Policy and Program, were elected Associated Directors. Joseph M. McDaniel, Jr., formerly assistant to Mr. Hoffman, was elected Secretary of the Foundation.

The Foundation also consolidated its offices in New York City and made the organizational and administrative changes indicated by consolidated operations and the review of program and policies.

## **THE ROLE OF PHILANTHROPY TODAY**

There are widespread public misconceptions and misunderstandings about American philanthropy. I believe that the attitudes toward American philanthropy in many quarters constitute a serious, though perhaps unintended, threat to an important element of a free and democratic society. The right and duty of individuals to give for charitable and humanitarian purposes are as old as civilization itself. The right of individuals to associate for worthwhile purposes is a part of our cultural and political heritage. The resources of our private educational institutions are derived largely from private benefactions. These facts have often become obscured in our preoccupation with the internal threat of Communist strategies and tactics and the self-scrutiny into which that preoccupation has led us. A public understanding of the role and importance of private giving and private philanthropy is vital to the progress of America. The alternatives are statism or a pervasive bureaucracy.

Public reporting by the large scientific, educational and charitable organizations is not, in the opinion of this Foundation, enough to remove existing misconceptions. Until there is greater public understanding of the role of voluntary, nonprofit organizations in a free society, support for all such organizations, including colleges, universities and schools, will be seriously handicapped.

Today, timidity characterizes too much of our current corporate and individual giving. Misunderstanding of voluntary associations and their importance to our way of life impairs our progress and restrains worthwhile citizen activity in many ways. There is an unfortunate tendency for donors to select the safe and sure — safe in the sense that few will criticize



the gift; sure in that the result of the gift may be predicted. This tendency, if it persists, will create a philanthropic imbalance by withholding support from areas which must be developed if we are to advance on a broad front. For progress requires the breaking of new and uncertain ground, and often it is surrounded by debate and controversy. It is the antithesis of the safe and the sure.

An American foundation which supports research and education on subjects which have economic, political or social implications quite often finds itself subject to criticism. This has always been so. But in the recent past such criticism has exceeded normal expectations and has become increasingly vocal and vehement. Criticism itself is welcomed as in keeping with the concept that a foundation is a public trust, that it must account to the public for the administration of the trust, and that it must explain on all appropriate occasions its purposes and activities. But criticism which is based on a willful misconception of the purposes of a foundation, or which is motivated by partisan or selfish consideration, does a distinct disservice to the public welfare.

The Trustees of the Foundation are confident that the conditions now obscuring the role and importance of private philanthropy are but temporary. They also join with those who condemn the misuse or abuse of philanthropic forms and organizations.

The Trustees reaffirm their faith in private philanthropy. They regard it as one of the nobler aspects of our free society. They believe private philanthropy is a manifestation in America of the spiritual values, the dedication to the dignity of the individual human being, and the economic and political principles which have made our country strong at home, and influential abroad for its free ideals as well as its material strength.

H. Rowen Gauthier

## INTERNATIONAL PROGRAMS

**T**HE FOUNDATION continued in 1953 to support projects in the United States and abroad which promise a contribution to world peace. These projects can be grouped under the general headings of Overseas Development, Overseas Training and Research, International Affairs, and Exchange of Persons. Together they make up the Foundation's International Programs.

### OVERSEAS DEVELOPMENT

The peoples and governments of a number of Near Eastern and Asian countries have been engaged since the war in a vast effort to liberate themselves from the grip of poverty, ignorance and disease. The Foundation, one of many outside organizations contributing to this endeavor, has made grants not only to stimulate economic growth but also to strengthen other institutions and processes which can contribute to the betterment of living conditions, the growth of democratic ways of life and the improvement of international relations.

In carrying on this work, the Foundation cooperates with both governmental and private institutions. Support is given principally to two types of activities: those designed to develop new patterns and procedures which, if successful, can be applied on a larger scale by the nation and people concerned, and those which help train the leaders and technicians necessary for effective dissemination of the new methods and ideas. Incidental expenses for some material items are provided by the Foundation, but its funds do not permit the large capital expenditures which would be required, for example, for irrigation or power developments. Where the activities supported are of a continuing nature, the Foundation's aid is concentrated in the initial phases, when encouragement is most needed.

In selecting development projects which the Foundation can most appropriately support, the primary criterion is the character and extent of the participation by the country concerned. A project must be more than merely acceptable to the people of the country. Able and responsible local leaders must share in the judgment of the urgency of the problem and in the formulation of methods for dealing with it, and they must agree to assume responsibility for carrying through the activity. The Foundation does not regard its assistance to overseas development projects as the infusion of a new force in a foreign land, but as a catalyst which helps to set desired changes in motion.

In South and Southeast Asia, the Foundation supported the development programs of India, Pakistan, Burma and Indonesia; in the Near East, those in Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Syria and Turkey. The Foundation maintains resident overseas representatives in each of the four countries in South and Southeast Asia, and one in Beirut, Lebanon.

Some of the grants characteristic of the Foundation's 1953 assistance to overseas development activities are described below. A list of all grants by the Foundation in 1953 is given in the Financial Statements, Page 73.

## **RURAL VILLAGE DEVELOPMENT AND AGRICULTURAL PROJECTS**

During 1953 the Government of India assumed full financial responsibility for the fifteen village development pilot projects which the Founda-

## INTERNATIONAL

tion assisted it to establish the year before as the first step in a now rapidly expanding rural improvement program. Through this educational enterprise, Indian leaders hope within a decade to bring techniques and tools to the nation's 300 million rural villagers which they can both understand and afford for the improvement of their farms, their homes and their communities.

Basic to the village development plan is the training of thousands of skilled "multi-purpose" extension workers who will live and work directly with the villagers, demonstrating and teaching a variety of new farming methods. The training of these extension workers is conducted at thirty-four centers operated by the Indian states and the Government of India, and supported by the Foundation in cooperation with the United States Foreign Operations Administration. The Foundation also supported three new centers for the training of administrative personnel for the rural development program and a recently established national extension service. A grant was also made for the strengthening of extension departments in a number of Indian agricultural colleges.

One consequence of the improvement program has been the villagers' increased need for, and receptivity to, what the Indians call "social education," a term which goes beyond formal schooling into such matters as community organization and techniques of self-help. Foundation support here was given for the organization of writing workshops which will develop techniques for communication with newly literate villagers, and for the launching of a farm journal edited in terms of the needs and interests of the small village farmer.

Typical of a number of other projects related to the India development program were consultative services to the Government of India to assist it in establishing rural credit facilities, and a survey by an international team of experts on methods of encouraging village and other small-scale industries.

In Pakistan, the Foundation, again in cooperation with the Foreign Operations Administration, assisted the Government of Pakistan's Village Agricultural and Industrial Development Program. Foundation grants have

been principally for the support of eight training centers which will provide the multi-purpose village workers needed to carry out the program.

In the Near East, assistance was given to expansion of the Near East Foundation's village improvement program in Syria, and to a similar American Friends Service Committee project in Jordan. The Foundation also made a grant to the American University of Beirut for the establishment of a new experimental farm and an applied research program under the auspices of its agricultural school, which serves not only Lebanon but the Near East generally. In Israel, the Foundation gave financial support to a country-wide, coordinated research effort by Israeli scientists to develop natural resources.

#### **VOCATIONAL TRAINING AND OTHER EDUCATIONAL PROJECTS**

In addition to grants for rural or agricultural education and training, the Foundation supported other educational and vocational activities in these same countries in 1953.

To increase the number and the efficiency of workers with industrial and mechanical skills, for example, assistance was given to training programs in Pakistan, Indonesia, Iran, Egypt, Jordan, Lebanon and Israel. Grantees in some instances were governments but included local private and semi-private institutions as well. Projects were for the training of technical teachers, assistance in reorganizing and strengthening vocational training schools, and increasing short-term industrial-training courses.

There has been a growing tendency in the newly independent Moslem countries toward greater participation by women in areas of social and economic life from which they have traditionally been excluded. Local expressions of this tendency were supported in 1953 by Foundation assistance to projects for training women and girls in home economics, nursing and other vocational skills in Pakistan, Egypt, Iraq and Syria. Grants were made in all cases to existing institutions. They provided for training and study in the United States, and for the expansion of training courses and the broadening of curricula in schools of the countries concerned.



Overseas development programs have been concentrated for maximum

In Indonesia, one of the government's first steps toward unification was to establish a modern version of an ancient Malay tongue as the new country's first language, to be taught in all public schools throughout the islands. For purposes of communication with the outside world, however, the government has chosen English as the nation's second language but faces a shortage of native English teachers. The Foundation is assisting the government to train such teachers.

An experimental step in yet another direction was taken in Burma. The leaders of this nation have defined its educational and developmental needs in a general context of national unity, in the cementing of which they believe the Buddhist tradition can play a dominant role. The Foundation has made a grant to the Government of Burma to support establishment of a Center for Oriental Studies which will provide a meeting ground for Eastern and Western scholars interested in Buddhism and the philosophies and cultures of the East. Work on the Center was well under way by the end of 1953.



effect in South and Southeast Asia and countries of the Near East

## OVERSEAS TRAINING AND RESEARCH

The growing participation of the United States in international affairs has not been accompanied by a proportionate increase in the number of American foreign-area specialists and has revealed serious gaps in America's store of knowledge about many regions of the world. The Foundation's Overseas Training and Research Program is aimed at reducing these deficiencies through fellowships and by grants in support of foreign-area research projects and institutions. The program, on which the Foundation has been advised by its Board on Overseas Training and Research, includes African and Slavic as well as Asian and Near Eastern countries.

In 1953, fellowships were granted by the Foundation to 104 young Americans for studies, at home or abroad, relating to countries in Asia and the Near East. Twenty-five fellowships were for studies on the Far East; fifty-one on South and Southeast Asia, and twenty-eight on the Near and

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Middle East. Nineteen were extensions of fellowships awarded the previous year. Among the subjects selected for study were: Indonesian foreign policy, contemporary religion in Turkey, Middle Eastern public law and government, communications in Southeast Asia, Chinese minorities in Southeast Asia, contemporary Indian painting, Islamic political theory, effects of modern technology in Indian village life, the role of foreign investment in India and Pakistan, the Japanese labor movement since World War II, and contemporary Japanese literature.

A fellowship program for Soviet and East European studies also was inaugurated in 1953. First awards were made in the spring of 1954.

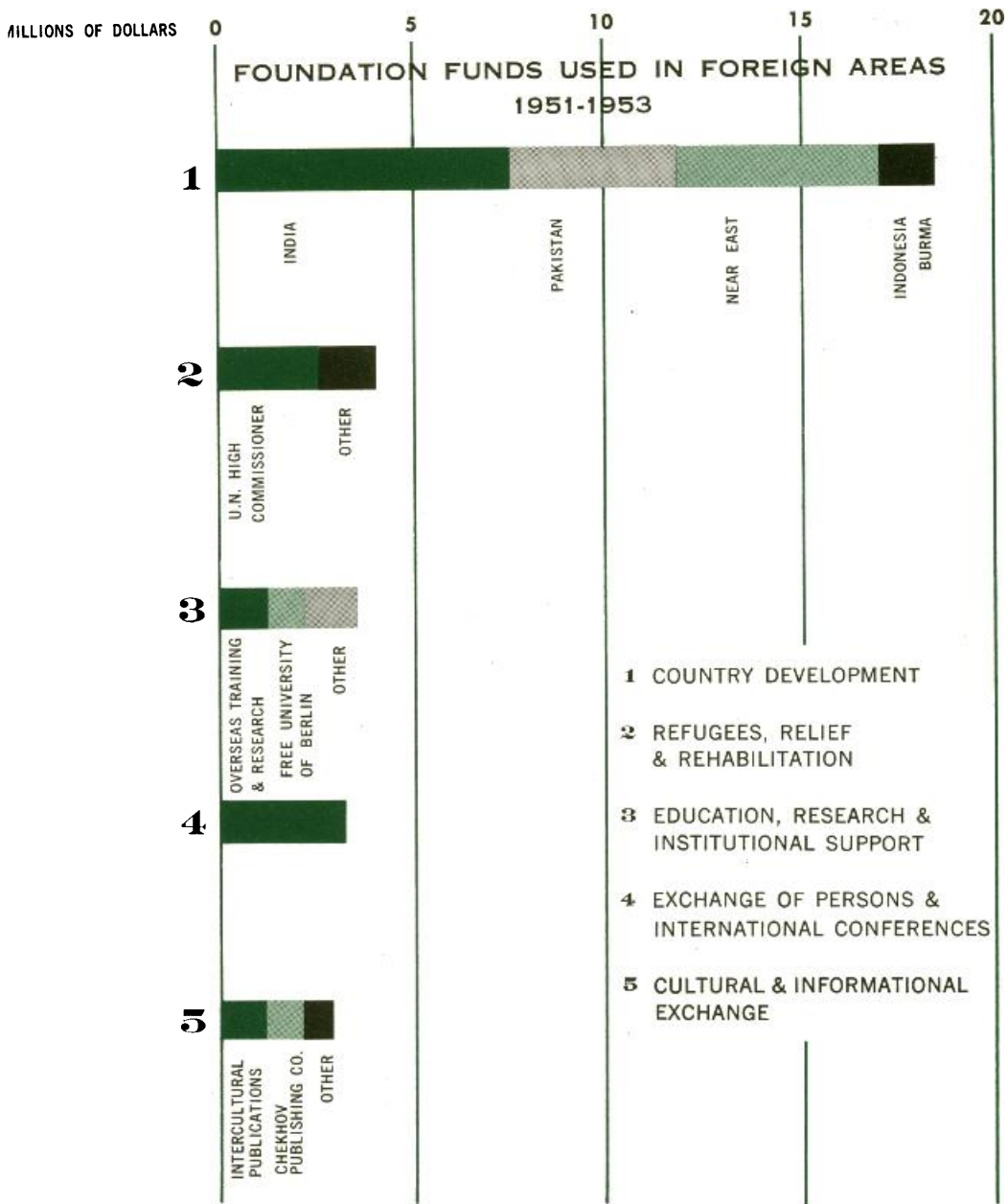
The amount of \$755,675 was made available for the support of Foundation-administrated fellowship programs in all geographic areas.

Another series of Overseas Training and Research grants was devoted to the strengthening of foreign-area training programs in the United States. Columbia University received \$150,000 for the improvement of its Near and Middle East Studies Program. The University of Michigan was given \$35,000 for a project under which graduate students were taken to the Near and Middle East for field training under faculty supervision. A grant of \$500,000 was made to the American Universities Field Staff (AUFS) for a program which gives American specialists in foreign areas a one- or two-year refresher period in the field, then brings them back to American universities for student and faculty seminars on the results of their studies. In addition, these specialists' periodic reports are made available, on a subscription basis, to editors and leaders in business and government. The grant represented partial support for the AUFS program over the five-year period beginning with the academic year 1953-54.

The improvement of research and training facilities was supported by a grant of \$225,000 to Stanford University to enable the Hoover Institute and Library to bind, classify and catalog a collection of materials relating to Asia and the Near and Middle East, and to make the collection more accessible to students and researchers.

Two grants also went to the Library of Congress: one to make Slavic materials available to American researchers, and another to facilitate completion of the Library's central subject catalog of pre-1917 publications in





Foundation funds applied to foreign areas and projects total nearly \$32 million in three-year period. Most of sum was granted under the International Programs

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the Cyrillic alphabet for use by specialists in Slavic studies.

### **EVALUATION OF PROGRAM AND METHODS**

In order to obtain maximum value from its accumulating experience, the Government of India has set in motion a systematic, large-scale, continuing evaluation of the methods and results of its village development program. Foundation grants helped establish this assessment mechanism in 1952, and further support was given to it in 1953.

In addition to grants for India's over-all evaluation plan, the Foundation made a grant of \$260,000 to Cornell University for a more intensive study of selected Indian villages. The project calls for a joint team of American and Indian social scientists to study the impact of the rural improvement program in two or more communities over a three-year period. In the process of studying patterns of acceptance and resistance to technical change in these villages, the project will complement the larger evaluation effort and will train Indian personnel in Western research methods and techniques. American members of the team will receive training in problems which are central to the whole Indian experiment in social change. Cooperating with Cornell in carrying out this project is Lucknow University, Lucknow, India.

## **INTERNATIONAL AFFAIRS**

Grouped under this heading are Foundation grants made to a number of organizations whose activities are aimed at increasing public understanding of international issues and augmenting the effectiveness of American participation in world affairs. Included also under this heading are the activities of the East European Fund and of Intercultural Publications, Inc.

To stimulate a wider range of thinking on United States foreign problems, a grant was made to the Council on Foreign Relations, Inc., for a study group on United States-Soviet Union relations. The group is composed of scholars, scientists and business and industrial leaders, many of whom have experience in government. It has been analyzing issues in the conflict between the free nations and the Soviet Union.

The Foundation continued to support the Free University of Berlin, which received additional aid for increased exchange of professors with Columbia and Stanford Universities. In Western Germany, the University of Frankfurt was aided in maintaining its partnership with the University of Chicago in the exchange of professors and students and in joint research projects.

A major and concluding step was taken by the Foundation to assist European refugees. Most of the \$2.9 million appropriated in 1952 for refugee aid in Western Europe was converted in 1953 to grants for more than 200 specific projects recommended by the United Nations High Commissioner for Refugees. The High Commissioner reported near the end of 1953 that European governmental and private agencies had been stimulated to contribute several times the amount of Foundation support for the same projects and to seek permanent rather than temporary solutions to the problems of refugees. In view of the massive proportions of the problem, the Foundation felt that its resources would permit no more than demonstration projects. Accordingly, with the successful conclusion of these pilot projects, the Foundation decided to terminate its assistance to the refugee program in Europe.

An expenditure of \$50,000 was authorized to enable the United Nations High Commissioner to conduct a survey of the problems of anti-Communist Chinese refugees in Hong Kong, in order to develop methods by which governments and private agencies could alleviate their plight.

Other grants were made, particularly in support of cultural and educational activities, in an effort to strengthen democratic institutions abroad and to increase international understanding. Several of these were projects sponsored by the American Friends Service Committee, notably its community development and literacy work in Southern Italy, and the International Leadership Conference for young diplomats conducted at Clarens, Switzerland.

A Foundation grant was made to the Carnegie Endowment for International Peace for partial support of a study of national policies and attitudes concerning the United Nations. Research was under way at the end of the year in the twenty-one countries involved in the study. In addition, the

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Carnegie Endowment was given financial aid toward the preparation of research material on the United Nations Charter.

During the year the Foundation also supported the technical studies of disarmament being carried on as an independent project by Grenville Clark, and some of the work of the International Press Institute in Zurich. The Institute's report on "The Flow of the News" among nations, for which it received a grant in 1952, was completed and published in December, 1953.

## **THE EAST EUROPEAN FUND**

The East European Fund was established as an independent organization by the Foundation in 1951 to help ex-Soviet refugees toward a fuller participation in American life and to enable them to contribute to the general fund of American knowledge about Soviet Russia. Grants of \$1,173,000 were made to the Fund in 1953.

To help these newcomers adapt themselves to life in America, the Fund worked during 1953 chiefly through twelve Community Integration Projects set up the year before in major centers of refugee settlement. In addition, the Fund continued to give modest support to other national and local programs which complement the twelve major projects. This support included aid to youth groups and other nationality organizations formed for mutual aid, and to educational, literary and scientific activities developed by the exiles themselves. Foundation grants to the Fund for the support of these programs terminated in mid-1954, but many of the programs were expected to continue with local support.

The Fund's major effort to add to American knowledge of the Soviet Union has been made through its Research Program on the U.S.S.R., established in 1951 to draw on scholarly abilities in the exile group. More than one hundred consultants from American and Canadian universities, research institutes and learned organizations assisted the research program by interviewing applicants and appraising research projects. By the end of 1953, 261 grants had been made in support of research, and fifty-three of the more significant studies had been published and distributed. Publication of about 150 studies is planned before the program is terminated in 1955.

A third principal activity of the Fund has been to provide an outlet for creative literary talent in the Soviet exile group, as well as to sponsor Russian-language editions of books hitherto available only in Western languages. This has been done through a subsidiary of the Fund, the Chekhov Publishing House, established in 1951. By the end of 1953 this organization had published seventy-six titles and marketed them among readers of Russian throughout the Free World. This list included translations of Western books representative of democratic thought and experience, books by contemporary Russian authors whose works are banned in the Soviet Union, and new books written by Russian writers in exile. A terminal grant made in 1953 provides Foundation support for the Chekhov program until 1956.

A detailed account of these programs is available in the East European Fund's own annual reports.

#### **INTERCULTURAL PUBLICATIONS, INC.**

In an attempt to increase understanding among the peoples of the world and to advance mutual appreciation of differing cultural and intellectual backgrounds through the exchange of ideas and literary and artistic productions, the Foundation established Intercultural Publications, Inc., in 1952. Support for this activity in 1953 amounted to \$258,800.

Intercultural Publications produces a quarterly magazine, *Perspectives, USA*, which appears simultaneously in American, English, French (*Profils*), German (*Perspektiven*) and Italian (*Prospetti*) editions. The magazine presents to readers abroad, particularly students and intellectuals, a selection of contemporary American arts and letters.

As a supplement to *Perspectives*, Intercultural Publications is also experimenting with a series of anthologies of American arts and letters to be published in translation by publishers abroad. The first such anthology appeared in 1953 as a special number of the Polish-language magazine *Kultura*, which is published in Paris by a group of exiled Polish intellectuals.

A series of supplements which Intercultural Publications is publishing in cooperation with the *Atlantic Monthly* was inaugurated with *Perspective of India*. These are designed to help the American reader become better

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acquainted with the work of contemporary writers, artists, philosophers and critics of other countries.

In a more specialized field, Intercultural Publications supported the Anglo-American edition of *Diogenes*, the international review of the International Council for Philosophy and Humanistic Studies of the United Nations Educational, Scientific and Cultural Organization. Edited in Paris by an international board of distinguished professors, *Diogenes* provides a forum in which scholars of many nations and representing a variety of specialties can discuss their views on the nature of man.

In addition, support was continued in 1953 for a project under which nearly 800 foreign libraries in sixty-nine countries are enabled to subscribe to representative American scholarly and cultural magazines.

Two grants also were made to Harvard University to support the publication of *Confluence*, a quarterly which offers European and American intellectual leaders an opportunity to compare their views on contemporary problems.

In the field of visual arts, Intercultural Publications, in cooperation with the American Federation of Arts, arranged to send a collection of representative American paintings to the Second International Contemporary Art Exhibition sponsored by the All-India Fine Arts and Crafts Society in New Delhi. The paintings were on tour for more than six months and were shown in the major cities of India.

## EXCHANGE OF PERSONS

The exchange of persons is employed by the Foundation primarily as a means of supplementing its International Programs. In 1953 exchanges of persons were carried out through Foundation grants to a number of private organizations, particularly in support of programs in Asia and the Near East. Many have already been mentioned in the preceding pages. Some others are described below.

At the request of the Foundation, the National 4-H Club Foundation developed a special India exchange as part of its International Farm Youth Exchange program. This permitted young farmers from India to live and

work for three months on farms in the United States, while young American farmers spent a similar period on Indian farms.

Under a grant to the University of Illinois, and with the cooperation of the Turkish Ministry of Education, ten Turkish secondary school teachers are spending a year in the United States studying educational methods.

A special fellowships project was established to train, or secure the services of, individuals whose work was directly related to a Foundation-sponsored program but for whom no group exchange project existed. Twenty awards were made to foreign and American specialists initially recommended by the Foundation's overseas representatives. The specialists undertook study, teaching assignments, consultation, or short-term training visits in connection with specific Foundation projects.

In addition to these and other projects which were an integral part of the Foundation's overseas programs, a number of exchange grants was made in recognition of the general need in all areas for leadership training, the encouragement of citizen participation in community activities, and a better understanding of common problems. The Foundation continued its support of the International Farm Youth Exchange program throughout the world and contributed to the YWCA and YMCA Leadership Training Programs under which foreign leaders of these organizations were brought to the United States. Continued financial assistance was given to the African Scholarship Program of the Institute of International Education.

Grants in support of actual exchange projects totaled \$860,560 in 1953. In addition, to strengthen the mechanism of exchange itself, Foundation grants amounting to \$484,775 were made for the administrative support of such organizations as the Institute of International Education, the National Association of Foreign Student Advisers, and the YMCA's Committee on Friendly Relations Among Foreign Students. And as a contribution to fuller understanding and more efficient use of the technique, a small grant was made for the continuing evaluation of the growing exchange experience in the United States and abroad.

Grants and fellowships approved in 1953 for International Programs amounted to \$14,462,344.

## PUBLIC AFFAIRS PROGRAM

**T**HE UPHEAVALS and tensions of the twentieth century have made it a formidable task for a foundation, no less than for the individual citizen, to determine how best to contribute to the defense of freedom and democracy. Under its evolving Public Affairs Program, the Foundation in 1953 supported five different approaches to the solution of problems facing democratic institutions in the United States. They were:

A new organization concerned with problems of freedom and security arising from new world conditions.

Efforts toward greater tolerance of, and equality of opportunity for, minority groups.

Projects aimed at strengthening the judicial system and making legal counsel accessible to those who cannot afford it.

The work of three private organizations to improve the practice of government administration.

Studies of the American heritage to increase public understanding of its meaning for the present generation.



## SECURITY WITH FREEDOM AND JUSTICE

In recent years the United States has been confronted with unprecedented threats to its security. Clearly, these threats must be met. Equally clear is the fact that present world conditions do not make it easy to meet them in ways which preserve a maximum of individual freedom. Yet a democracy cannot assure its security by having recourse to the methods of nondemocratic societies. Its methods must assure the survival of freedom and justice, for these are among democracy's principal goals and are a principal source of its strength.

In the search for security, therefore, answers must be found to a fundamental question: How can freedom and justice best be safeguarded while we are building the strongest defenses for our free society?

It was the importance and the difficulty of finding answers to this question which led the Foundation to establish the Fund for the Republic.

The Foundation believed that an independent, nonpartisan organization might be able to make a significant contribution to the search for solutions. Accordingly, a group of distinguished citizens was invited in 1952 to form the Fund for the Republic for the purpose of supporting activities directed toward the elimination of restrictions on freedom of thought, inquiry and expression in the United States, and the development of policies and procedures best adapted to protect these rights.

A planning committee composed of members of the board of directors of the Fund, under the informal chairmanship of Erwin N. Griswold, Dean of the Harvard Law School, developed suggestions on areas of activity, policies and operating procedures. Early in 1953, the board of the Fund announced the election of Paul G. Hoffman as its Chairman and the selection of Bethuel M. Webster, President of the Association of the Bar of the City of New York, as Counsel.

The announcement also stated: "The major factor affecting civil liberties today, in our opinion, is the menace of Communism and Communist influence in this country. Coupled with this threat is the grave danger to civil liberties in methods that may be used to meet the threat. We propose to

## **PUBLIC AFFAIRS**

undertake research into the extent and nature of the internal Communist menace and its effect on our community and institutions. We hope to arrive at a realistic understanding of effective procedures for dealing with it."

At the same time, the Trustees of The Ford Foundation made a grant of \$14,800,000 to the Fund to assure it several years of wholly independent operation and to enable it to attract a highly qualified staff. In September, 1953, Clifford P. Case resigned as a member of the United States House of Representatives to become President of the Fund.

In addition to Messrs. Case, Griswold and Hoffman, the board included, at the end of 1953:

Charles W. Cole, President, Amherst College, Amherst, Mass.

Russell L. Dearmont, attorney, St. Louis, Mo.

Richard Finnegan, Consulting Editor, *Chicago Sun-Times*, Chicago, Ill.

William H. Joyce, Jr., Chairman, Joyce, Inc., Pasadena, Calif.

Meyer Kestnbaum, President, Hart, Schaffner & Marx, Chicago, Ill.

M. Albert Linton, President, Provident Mutual Life Insurance Co., Philadelphia, Pa.

John Lord O'Brian, attorney, Washington, D. C.

Jubal R. Parten, President, Woodley Petroleum Co., Houston, Texas

Elmo Roper, marketing consultant, New York, N. Y.

George N. Shuster, President, Hunter College, New York, N. Y.

Eleanor Bumstead Stevenson, Oberlin, Ohio

James D. Zellerbach, President, Crown Zellerbach Corporation, San Francisco, Calif.

## **INTERRACIAL RELATIONS**

Prior to the initiation of the program of the Fund for the Republic, the Foundation made several grants to assist the improvement of interracial relations.

Opportunity for education is a key element in the economic, social and cultural advancement of the nation's Negro population. The number of young Negroes seeking higher education is increasing rapidly and, in many cases, facilities available to them are inadequate. The thirty-one independent

Negro colleges represented by the United Negro College Fund, Inc., sought special assistance to meet this situation. The Foundation responded in 1953 with a grant to the Fund of \$1 million.

The Foundation also made a grant of \$20,000 to the Southern Regional Council, Inc., to support its fact-finding and educational approach to the South's interracial problems, and one of \$12,000 to Tuskegee Institute to make possible a report on the progress of the Southern Negro farmer since 1906. The report is being written by Thomas M. Campbell, the first Negro county agent of the United States Department of Agriculture.

## IMPROVING JUDICIAL PROCESSES

The need for strengthening the administration of criminal justice has led the American Bar Association to establish a special committee to examine each stage of this process, from the time an offense becomes known to the punishment of the offender. To assist the committee in its work, the American Bar Foundation is undertaking an intensive study of the actual operations of law enforcement agencies and criminal justice machinery in selected states and in the Federal system. The study, which is expected to take several years, will concentrate on four areas: the police function, criminal prosecution and defense, the courts, and probation, sentence and parole. For the preparation of a comprehensive plan for carrying out this study, the Foundation made a grant of \$50,000 to the American Bar Foundation.

To ease problems arising from the increasing costs of legal services, the Foundation granted \$120,000 in 1953 to the National Legal Aid Association. With these funds, the Association is undertaking to help local citizens establish legal aid societies to provide inexpensive or free legal assistance in many large communities, and improve existing but inadequate services in others.

## IMPROVING GOVERNMENT ADMINISTRATION

Three groups seeking to improve the day-to-day functioning of municipi-

## **PUBLIC AFFAIRS**

pal, state and national government and of international organizations were aided by the Foundation during the past year through earlier grants.

The National Civil Service League, which has been working for a better civil service since 1881, was supported in its efforts to improve the methods of selection, training and management of public employees.

The National Municipal League, which has been operating since 1894, was aided in its efforts to provide citizens and citizen organizations with knowledge they need to achieve better state and local government. During 1953, the League worked on producing such materials as model city and county charters, model fiscal laws, and manuals on how to organize non-partisan citizen agencies and conduct civic campaigns.

The Public Administration Clearing House continued to receive support for its assistance to public officials. The Clearing House facilitates the interchange of information, points of view, ideas and experience among the twenty-one professional organizations of government officials associated with it, and among other groups working to improve the administrative techniques of government. It also performs such services as providing technical advice to United States and United Nations officials on organizational, personnel and administrative problems.

## **THE AMERICAN HERITAGE**

The Advertising Council, Inc., completed in 1953 the American Round Table discussions which it had sponsored as "a procedure to develop a re-statement, in modern terms, of the ideals, beliefs and dynamics of the American society" and which were supported in part by an earlier Foundation grant.

Henry M. Wriston, President of Brown University, served as moderator of the discussions, which dealt with the moral and religious basis of American society, American concepts of civil and political liberties, the American economic system, and cultural aspects of American society. Summaries of the discussions, prepared by the Council, have been distributed in the United States and abroad. Books, transcriptions and discussion guides are now being produced from the material.

The Foundation also sought to increase understanding of the American heritage by a grant of \$75,000 to the Institute for Creative Research for the completion of studies of the philosophic basis and workings of free society.

Grants approved in 1953 under the Public Affairs Program totaled \$15,077,000, not including the grant of \$1 million to the United Negro College Fund, Inc., which is carried in the Education Program total.

## PROGRAM IN ECONOMIC DEVELOPMENT AND ADMINISTRATION

**T**HE FOUNDATION increased its grant-making in economic development and administration in 1953 and began to develop a more specific framework for this activity.

The Foundation was assisted in the latter undertaking by a temporary advisory group of distinguished economists and students of business administration, whose recommendations put special emphasis on four general fields:

Improving the organization, administration and performance of economic units.

Achieving growth, development and economic opportunity without undue instability.

Clarifying the appropriate role of government in economic life.

Improving economic relations among nations.

The group was composed of:

Robert D. Calkins, President, The Brookings Institution (Chairman)

G. L. Bach, Dean, Graduate School of Industrial Administration, Carnegie Institute of Technology

Kenneth E. Boulding, Professor of Economics, University of Michigan  
J. M. Clark, Professor Emeritus of Economics, Columbia University  
R. A. Gordon, Professor of Economics, University of California  
Walter E. Hoadley, Economist, Armstrong Cork Company, Inc.  
John Lintner, Associate Professor of Business Administration, Graduate  
School of Business Administration, Harvard University  
Howard B. Myers, Director of Research, Committee for Economic  
Development  
Lloyd G. Reynolds, Professor of Economics, Yale University  
Edward S. Shaw, Professor of Economics, Stanford University  
C. Gordon Siefkin, Dean, School of Business Administration,  
Emory University  
R. Miller Upton, Dean, School of Business and Public Administration,  
Washington University

The Foundation envisages an integrated program of support for research, for dissemination and utilization of economic knowledge and for training of personnel who will be better equipped to deal with problems of economic development and administration.

The Foundation assisted a number of efforts to resolve economic problems under the International and Behavioral Sciences Programs during 1953. In addition, under the expanding Program in Economic Development and Administration, it made grants for eight projects aimed at achieving an increasingly productive economy.

## NATURAL RESOURCES

The extraordinary economic growth of the United States has depended, to a large extent, on its possession of abundant natural resources. But the demands of an increasing population and an industrial economy, as well as considerations of national security, raise questions as to the proper utilization, development and preservation of these resources.

In 1952, an independent nonprofit corporation, Resources for the Future, Inc., was established with Foundation support to carry on research

## ECONOMIC DEVELOPMENT AND ADMINISTRATION

and education concerning the nation's resources problems. The Foundation granted \$147,000 in the past year to support the program of this organization, which is directed by Reuben G. Gustavson, former Chancellor of the University of Nebraska.

The organization's first major activity was the Mid-Century Conference on Resources for the Future, held in Washington, D.C., late in 1953 under the chairmanship of Lewis W. Douglas, Chairman of the Board, Mutual Life Insurance Company of New York. Special grants, totaling \$175,000, were made to Resources for the Future during the past two years for support of this conference.

More than 1,500 persons, constituting a cross-section of national leadership in nearly all aspects of natural resources, participated in the conference. It was designed as an open forum for exchange of viewpoints on resources issues, both domestic and international, which promise to be significant for at least the next generation. The conference had two objectives. In addition to stimulating wide interest in resources problems, it aimed at providing basic material for the guidance of future programs, both public and private.

The conference was divided into eight working sections, each devoted to a major subject: competing demands for use of land, use and development of land resources, water resource problems, domestic problems of nonfuel minerals, energy resource problems, United States concern with world resources, problems in resources research, and patterns of cooperation. A report summarizing discussions at the conference is to be published in the fall of 1954.

The Foundation made one other grant in 1953 in the interest of wise use of natural resources. Harvard University was granted \$40,000 for the Conservation Seminar at the Littauer School of Public Administration. Established in 1950, the seminar has aimed at promoting effective conservation practices in agriculture and forestry. It is staffed by faculty members of the Departments of Economics and Government and of the Law School. During the 1953-54 academic year, emphasis was on integrating Federal government programs with state and county activities in such matters as land tenure, credit and taxation.



## MANPOWER

Inefficient use of manpower represents a major drain on the peacetime economy; in a period of preparedness, a nation has even more need for making maximum use of the capacities and capabilities of its people. In 1951, the National Manpower Council was established to provide an appraisal of manpower problems arising from the nation's economic and military mobilization. The Council was sponsored by Columbia University and supported by a grant from the Foundation. Dwight D. Eisenhower, then President of the University, invited James D. Zellerbach of San Francisco to serve as chairman of a group of leading citizens who were to be the members of the Council.

The Council's first report, published in 1952, was entitled "Student Deferment and National Manpower Policy." Its second, "A Policy for Scientific and Professional Manpower," published in 1953, dealt with developing more reliable knowledge about the nation's human resources, strengthening the institutions which educate and train its scientists and professional people, expanding the opportunities for capable young persons to secure a higher education, and improving the use of the available supply of scientific and professional personnel. The Council next undertook a study on technical and skilled manpower.

The Council also sponsored conferences on student deferment and on scientific and professional manpower problems. Each conference brought together some fifty persons from government, the military, industry, education and the professions, drawn from all sections of the country. The conferences served to increase interest in these matters and provided the Council with valuable commentaries on its tentative conclusions.

The Foundation granted \$280,000 to Columbia University in 1953 to assist the Council's program for two more years.

## ECONOMIC DEVELOPMENT

The economic development of a nation is necessarily bound up with its political, social and cultural environment. A better understanding of the interplay of all these forces is necessary for effective application of tech-

## **ECONOMIC DEVELOPMENT AND ADMINISTRATION**

nology and capital to underdeveloped areas.

A contribution to this understanding is the aim of a research program in economic development and political stability of the Center for International Studies at Massachusetts Institute of Technology. The program constitutes a study of the interrelationship of relevant forces in a changing society, using the techniques of the several social sciences. Comparative studies of India, Indonesia and Italy are being undertaken in an effort to isolate those general factors in development which can be affected by private groups and governments. (In Indonesia, data also are being collected for the Center's research in international communications, which has received support under the Foundation's Behavioral Sciences Program.) This information is expected to be useful not only to the three countries directly concerned, but also to international organizations and national governments interested in assisting less-developed countries.

The major topics being studied are: the process of capital formation, social aspects of agricultural development, emergent alignment of political forces with special reference to their effect on economic development, and sources of political and social disaffection.

Following a grant for planning and initial research in 1952, the Foundation granted \$225,000 to Massachusetts Institute of Technology in 1953 for the Center's program.

The Committee on Economic Growth of the Social Science Research Council received a grant of \$32,200 to improve and expand research on long-term changes in the size and structure of nations and economic regions.

The Committee has identified several lines of activity which it believes would provide insight into the problems of economic growth. It suggests frequent, small conferences of specialists to develop and keep current an inventory of work in progress and to identify more sharply the needs and promising opportunities for further work. It urges exploration of possibilities for cooperative research by scholars in other countries in order to speed up the accumulation of data regarding growth in those countries. It suggests examining foreign-language materials covering the economic growth of several European countries to determine their validity and usefulness.

## INTERNATIONAL ECONOMIC RELATIONS

Attempts to deal with problems of international economic relations are handicapped at present by inadequacies in the organization of data on world trade and payments. These inadequacies stem from national differences in methods of compiling and reporting data and from the absence of an accounting method which recognizes the interdependence of the world's regional economies.

The National Bureau of Economic Research is developing a body of statistical materials and a technique of analysis designed to trace more accurately the impact of governmental and private trade programs and policies on the world economy. It is intended that the techniques developed in this project will be suitable for adoption by governments throughout the world and by an international economic agency.

The Foundation granted \$15,000 to the National Bureau of Economic Research to initiate this project and later made available an additional \$250,000 to continue the study over the next three years.

## IMPROVEMENT OF BUSINESS ADMINISTRATION AND PERFORMANCE

The Foundation made two grants designed to foster the development of modern business administration methods and to improve business performance on the European continent.

Assistance was given to the training of future faculty members of the *Istituto Post-Universitario Di Studi Per L'Organizzazione Aziendale* (Graduate Institute of Business Administration) in Turin, Italy, through a grant of \$13,000 to the Harvard Graduate School of Business Administration. Prospective teachers at the Turin Institute will study at the University of Chicago, Massachusetts Institute of Technology and the Harvard Business School under the grant.

A grant of \$7,400 to the Committee for Economic Development enabled a group of its officers to travel to a meeting of the European Committee for

## **ECONOMIC DEVELOPMENT AND ADMINISTRATION**

Economic and Social Progress. Both organizations, composed of leaders of industry and commerce, are dedicated to the promotion of better living standards through high levels of employment and greater productivity. The European group, founded in 1952, has national units in Western Germany, Italy, France and Belgium. It is engaged in promoting cooperation between businessmen and scholars for economic research and policy formulation. The grant enabled the officials of the Committee for Economic Development to discuss their activities with leaders of the European Committee and thus make some contribution to the developing program of that organization.

Grants approved in 1953 under the Program in Economic Development and Administration totaled \$1,034,600.

## EDUCATION PROGRAM

**E** DUCATION in its broadest sense is viewed by the Foundation as perhaps the single most promising means for improving human welfare and has been supported in various ways by almost every grant made during the past year. Much of this support has been for the acquisition and dissemination of knowledge that promises to contribute to peace, democracy, economic well-being or an understanding of human behavior. A large share also has been given in support of education that encourages the informed, critical thinking a democracy requires of its citizens and that assists men to carry on satisfying and purposeful lives.

In 1953 the major grants in education were made to two independent agencies which the Foundation established in 1951: the Fund for the Advancement of Education, whose purpose is to encourage and improve formal, or institutional, education; and the Fund for Adult Education, which seeks to encourage and improve the education of persons whose formal schooling has ended. Each of these Funds is headed by a distinguished board of directors. Chairman of the Fund for the Advancement of Educa-

## **EDUCATION**

tion is Owen J. Roberts, former Associate Justice of the Supreme Court of the United States. Its President is Clarence H. Faust, former Dean of Humanities and Sciences at Stanford University. Chairman of the Fund for Adult Education is Clarence Francis, Chairman of the Board of General Foods Corporation. C. Scott Fletcher, former President of Encyclopedia Britannica Films, is its President.

In addition to the two Funds, some individual projects received assistance from the Foundation under the Education Program during the year. Also as part of this Program, the Foundation continued to operate the TV-Radio Workshop, which is producing experimental commercial television programs.

## **THE FUND FOR THE ADVANCEMENT OF EDUCATION**

In 1953 the Foundation granted to the Fund for the Advancement of Education a total of \$11.1 million for continued general support. These funds were granted on the basis of the Fund's prior activity in five areas of education in which it planned to continue to operate:

Clarification of the function of the various parts of the educational system and the improvement of the articulation of these parts.

Improvement of the preparation of teachers at all levels of the educational system.

Improvement of opportunities for education in the armed services of the country.

Development of financial support for educational institutions.

Equalization of educational opportunity.

## **IMPROVEMENT OF TEACHING**

More of the Fund's resources have been concentrated on problems of improving the quality of teaching than on any others.

Through two fellowship programs, the Fund enabled, prior to 1953,

nearly 700 college and high school faculty members to spend a year away from their regular classroom work. High school teachers were encouraged to use this leave to broaden their knowledge and experience as educated persons; college teachers, to increase their competence in undergraduate instruction.

To improve the preparation of future elementary and secondary school teachers, the Fund supported a number of institutions in experiments to include the best from both liberal and professional education in their teacher-training programs. The general pattern has been to provide four years of liberal arts or general education, followed by one year of intensive study and practice in teaching.

The Fund also made grants to a number of colleges and universities to explore possible improvements in the program for the Ph.D. degree for future teachers of college students.

## **CLARIFICATION OF FUNCTIONS**

The Fund gave support to several approaches to a better-integrated progression from high school to college, in which more than fifty schools and colleges have cooperated. Twelve institutions of higher education, for example, have waived their normal entrance requirements for selected youths who have not completed high school but are judged ready, both academically and in personal maturity, to undertake college work.

The Fund also gave assistance to a study to clarify the functions of liberal arts colleges. Faculty members of twenty-one colleges, under a national committee of prominent educators, have been appraising their institutions' educational philosophies and the extent to which current practices reflect them.

To help meet the shortage of teachers for the nation's growing school population, the Fund supported a project to develop teachers' aides, who would function in the schools somewhat as nurses' aides do in many hospitals, relieving teachers of nonprofessional duties and releasing them for additional classroom work. It also gave support for an investigation of the uses of television as a classroom aid.

## **EDUCATION**

### **FINANCIAL SUPPORT FOR EDUCATIONAL INSTITUTIONS**

With respect to the problems of financial support for educational institutions, the Fund's program has taken two courses:

Participation in the formation of a National Council on Financial Aid to Education, a nonprofit organization formed to deal with financial problems of educational institutions and to aid particularly in stimulating corporate gifts to education.

Assistance to a number of educational institutions to obtain surveys of their management practices with a view to better utilization of money already available.

### **EDUCATION IN THE ARMED SERVICES**

Soon after the Fund was established, it was asked by the Department of Defense for assistance in improving the armed services' orientation programs. The Fund supported an over-all survey of these programs, as a result of which the Department later asked it to assist in the preparation of a revised set of orientation materials. The Fund has since supported this work.

### **EQUALIZATION OF EDUCATIONAL OPPORTUNITY**

To help it develop a program to reduce inequalities of educational opportunity, the Fund called several conferences of people experienced in the education of minority groups. These conferences stressed the importance of support for three types of activity: recruiting and preparing teachers for underprivileged groups and areas, developing better methods of teaching English to students ignorant of it, and stimulating community concern for providing better educational opportunities.

Meanwhile, the Fund explored the matter of scholarship assistance to capable students who cannot otherwise continue their education. A grant was made for experimental scholarships for able high school graduates who had previously made no plans for going to college.

Information concerning the projects which received support from the Fund in 1953 will be found in the Fund's own annual report.



## THE FUND FOR ADULT EDUCATION

The Foundation made grants totaling \$9 million in 1953 to the Fund for Adult Education.

As in the case of the Fund for the Advancement of Education, these grants were made on the basis of the Fund for Adult Education's previous activity and in response to its request for continued general support. The program of the Fund has centered on the liberal education of adults and has consisted of five groups of activities: research and fact-finding, discussion programs and materials, coordination of national and local adult education activities, development of adult education leadership, and educational radio and television.

### RESEARCH AND FACT-FINDING

To gain a broad view of the nature, extent and effectiveness of liberal adult education in the United States, the Fund for Adult Education supported a number of studies and surveys by such organizations as the Association of Land-Grant Colleges and Universities, the National University Extension Association, the American Management Association, the National Education Association, and the American Library Association.

### DISCUSSION PROGRAMS AND MATERIALS

The Fund considers individual study combined with the small discussion group as the most satisfactory technique for the liberal education of adults and has placed major emphasis on extending and improving its use.

Fund grants helped a number of national organizations to develop new discussion programs and to extend their use to many American communities. These programs are concerned with political principles and institutions, American history, economic affairs, international affairs and the humanities. The organizations include the American Foundation for Political Education, the American Library Association, the American Labor Education Service, the Committee for Economic Development, the Council on Foreign Relations, the Great Books Foundation, and the Center for the Study of Liberal Education for Adults.

## **EDUCATION**

The Fund also conducted its own experimental discussion project to develop and test new materials and techniques for the use of groups without professional leadership. Tested programs are made available to interested community groups throughout the country.

### **COORDINATION OF ADULT EDUCATION ACTIVITIES**

The Fund believes that opportunities for liberal adult education in the United States will be adequate and lasting only when adult education councils or similar bodies are active in thousands of communities. Its Test Cities Project is designed to develop organizational patterns of liberal adult education in a few selected communities which might serve as models for others.

In each of ten "test cities" a professional adult educator has been appointed by local citizens. These educators are helping to establish local adult education councils, providing programs, facilitating coordination of interested groups, and seeking to stimulate wider community interest in liberal adult education. Seven communities in western Texas also were participating as a "test region."

The Fund also supported the Adult Education Association of the United States, which is working with national and local organizations interested in adult education; the Foreign Policy Association, which is helping communities to establish local world affairs councils, and the Film Council of America, which is encouraging wider use of educational films by community groups.

### **TRAINING OF LEADERS IN ADULT EDUCATION**

The Fund for Adult Education believes that one of the chief factors limiting the expansion of discussion programs is the shortage of people trained in organizing groups and conducting discussions. Through its grants to organizations with discussion programs, the Fund helped to train leaders for this work.

To strengthen adult education generally, the Fund awarded experimental "internships" for field work and made plans for scholarships and fellowships for advanced academic study, field work or combination programs. These plans included training in adult education and mass media.

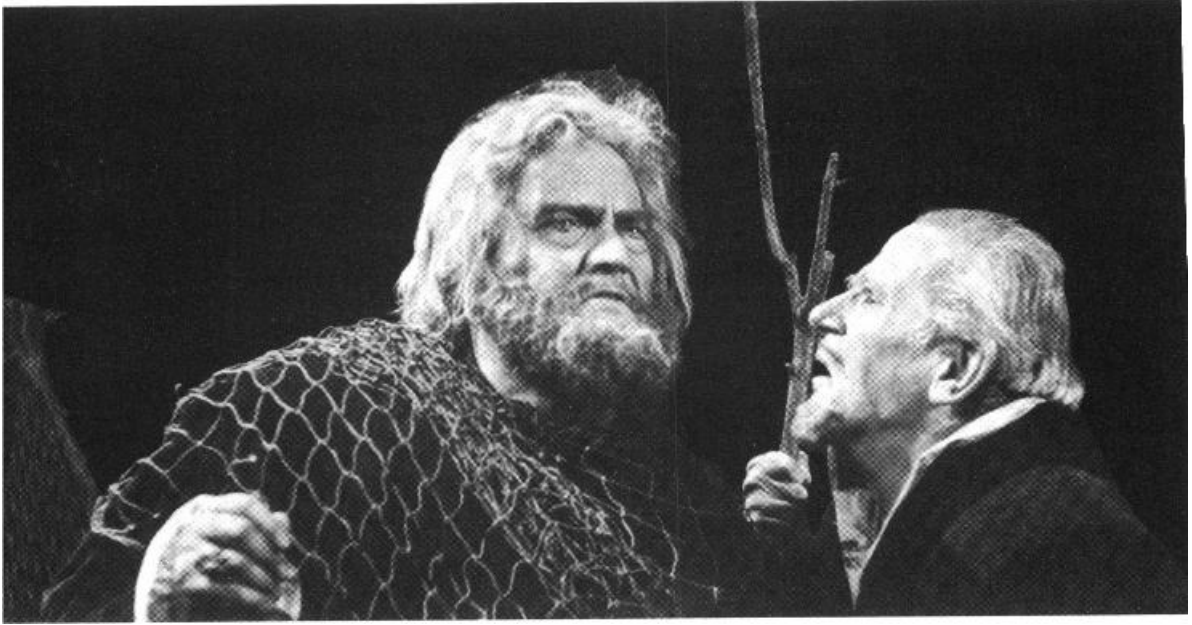
## **EDUCATIONAL RADIO AND TELEVISION**

In addition to the group discussion approach, the Fund for Adult Education assisted the development of educational radio and television. It offered grants of \$100,000 to \$150,000 for the construction of educational television stations to selected metropolitan and university centers, provided the communities could raise two-thirds of the total funds necessary for initial capital outlay. By the end of 1952, matching funds had been set aside for twenty-one stations.

The Fund also supported the establishment of the Educational Television and Radio Center at Ann Arbor, Michigan. The Center is designed to help provide the large amount of program material that will be needed as the number of educational television stations on the air increases, and to provide a system of exchange among the stations of programs acquired from outside sources or developed by the stations themselves.

The details of the Fund's projects will be found in the Fund's own report for 1952-1953.

Grants approved under the Education Program in 1953 totaled \$21,124,151. This includes the grant of \$1 million to the United Negro College Fund, Inc.



Orson Welles (left) as Lear and Frederic Worlock as the Earl of Gloucester in the Omnibus adaptation of Shakespeare's "King Lear," directed by Peter Brook

## THE TV-RADIO WORKSHOP

**T**HE FORD FOUNDATION TV-Radio Workshop produced two television series, OMNIBUS and EXCURSION, during 1953. Through them, it sought to demonstrate that television programs with educational and cultural content can achieve audiences of a size and character — and at a cost — commensurate with the requirements of commercial sponsorship. It also experimented with ways to free television from the limitations of fixed and repetitious structure and rigid time specifications.

The efforts of the TV-Radio Workshop reflect certain underlying assumptions by the officers and Trustees of the Foundation. The first is that more effective use of mass communications for non-academic education constitutes an important and appropriate object of foundation action. The second, that it is desirable to place emphasis upon television because its potential influence is so great and its present stage of development provides special opportunities for constructive action. Finally, that the Foundation's efforts along these lines should include action affecting standard, or commercial, television since the bulk of television in the United States has been and presumably will remain in this category.



Leopold Stokowski conducted Haydn's "Toy Symphony" for Omnibus; Excursion presented Helen Hayes and Raymond Massey in a program on children's books

## THE TV-RADIO WORKSHOP

### OMNIBUS

The Workshop's initial television venture was OMNIBUS, which completed its first season and started a second during 1953.

In its first season, which ran for the twenty-six weeks ending May 3, 1953, OMNIBUS was on the air for ninety minutes each Sunday over fifty-nine stations of the Columbia Broadcasting System's television network. Resuming on October 4, it was broadcast over seventy-nine stations of the CBS television network. Its unduplicated monthly audience<sup>1</sup> reached 27 million people in its first season and 34 million in its second. The series had full sponsorship from four advertisers at the close of the year.

The series was designed to bring to the public a wide range of material. The 136 individual features presented on thirty-one OMNIBUS programs during 1953 included dramas, operas, documentary films, ballets, and experimental productions in a great many fields. Each was introduced by Alistair Cooke, the program's master of ceremonies.

The dramas ranged from Thornton Wilder's *The Happy Journey* to the medieval morality play *Everyman*.

Four full ninety-minute programs were used for the presentation of single features: George Bernard Shaw's *Arms and the Man*, Shakespeare's



Alistair Cooke with Richie Andrusco, star of the film "The Little Fugitive"; (right) editorial conference in Omnibus' documentary on *The New York Times*

*King Lear*, and the Metropolitan Opera Company's first productions done especially for television, Johann Strauss' *Die Fledermaus* and Giacomo Puccini's *La Boheme*.

On one program, Ernest Hemingway's *The Capital of the World* was presented first as a play and then as a ballet to show how different art forms might treat a single theme.

A new design for live dramatic presentation of factual material provided a glimpse of life in present-day India in *Village Incident: India*.

Recognition of OMNIBUS' work in 1953 included seven national awards.

## EXCURSION

EXCURSION, a thirty-minute weekly program, was introduced by the Workshop on Sunday, September 13, 1953. It was telecast over forty-seven stations of the National Broadcasting Company's television network, and its unduplicated audience averaged 15.5 million people monthly in 1953.

Designed primarily for young people, EXCURSION attracted many adults as well. It was the intention of the program to stimulate its audience to explore further such fields as science, literature, history, the arts, government and sports.

In a series designed to bring leading personalities before young people, EXCURSION presented the nation's two living ex-Presidents, the Honorable Herbert Hoover and the Honorable Harry S. Truman. Each gave a talk on public affairs.

In one of several programs on careers, EXCURSION took a teen-age girl, aspiring to be an actress, through the arduous routine of voice, fencing and drama lessons and endless memory training that study for the stage requires.

EXCURSION demonstrated dances of many countries to indicate how this art transcends international boundaries and language barriers. It also presented a "March of Books," which included a discussion of the meaning of books for young people. Excerpts from old and new classics were read by Helen Hayes, Raymond Massey, and Burgess Meredith, EXCURSION's master of ceremonies.

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<sup>1</sup> Standard basis for an audience rating, showing the number of persons seeing a program one or more times a month.

## BEHAVIORAL SCIENCES PROGRAM

**C**ONSTRUCTIVE action to advance human welfare presupposes a broad basis of verified knowledge. The Foundation's Behavioral Sciences Program is designed to contribute to the development of such a body of knowledge through grants for the scientific study of man.

Originally, two objectives were assigned to the program: to increase scientific knowledge of human behavior, and to facilitate the application of such knowledge to human affairs. In order to reach these ends, the Foundation has recognized an intermediate objective, that of supporting the technical development of the behavioral sciences. The Foundation's use of the term "behavioral sciences" is not equivalent to the usual definition of the social sciences as a certain group of academic disciplines. Rather, it denotes those intellectual activities that contribute to the understanding of individual behavior and human relations, no matter where they may be located academically.

Behavioral sciences grants in 1953 covered all three of the program's basic objectives. As in 1952, major emphasis was given to grants for technical development.



## IMPROVING THE COMPETENCE OF BEHAVIORAL SCIENTISTS

The Foundation continued to support efforts to improve the quality and range of training for behavioral scientists. A major element in this support has been the development by the Foundation of an independent Center for Advanced Study in the Behavioral Sciences. By the end of 1953 a director for the Center had been appointed and had taken up his duties, detailed planning was proceeding, and a site was being chosen. Operation of the Center is scheduled to begin in the fall of 1954.

The history of the Center began with preliminary conferences in the fall of 1951 and with a meeting in March, 1952, of an ad hoc group of fourteen behavioral scientists and academic administrators, representing seven disciplines and nine universities, brought together to advise the Foundation on the best means of meeting the problem of advanced training. Their recommendation that a center be organized was followed by the establishment of a planning group which submitted concrete proposals in June, 1952. "What is needed," this group said in its report, "is an institutional innovation to provide a setting in which promising young behavioral scientists can be brought abreast of the highest level of knowledge, insight, research experience, and scholarship available at present, but now unavoidably scattered among the faculties of many universities."

An appropriation for the creation of such an institution was made by the Foundation in July, 1952, providing \$3.5 million for one year of planning and five years of operation.

The board of directors of the Center was appointed by the Foundation in the fall of 1952 and met for the first time in January, 1953. Six months later it announced the appointment of Ralph W. Tyler, Dean of the Division of the Social Sciences, University of Chicago, as Director of the Center.

Members of the board of directors are:

Frank Stanton (Chairman), President, Columbia Broadcasting System  
Paul Buck, former Provost, Harvard University  
F. F. Hill, Provost, Cornell University  
Clark Kerr, Chancellor, University of California (Berkeley)

## BEHAVIORAL SCIENCES

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

Theodore O. Yntema, Vice-President—Finance, Ford Motor Company

As stated in the report of the planning group, "the major purpose of the Center is to develop the general field of the behavioral sciences as fully and as richly as possible over a relatively short period of time by concentration upon the advanced study of highly creative and productive behavioral scientists of established reputation and of highly promising young scholars with their professional careers ahead of them. If the level of competence of a considerable number of behavioral scientists can be markedly improved in this way, the program will make a major contribution to the universities, which over the long run must bear the responsibility for developing the behavioral sciences."

More specifically, the objectives of the Center are these: to provide a greater number of highly qualified scholars in the behavioral field for the staffs of the universities where they are now urgently needed; to increase advanced training opportunities for present faculty members; to help in the development of more comprehensive, better-integrated content and methods in the behavioral sciences; to provide new designs and materials for advanced research training.

The Center will consist primarily of two groups: a corps of from ten to fifteen outstanding senior scholars, both American and foreign, on leave from their home institutions for periods normally of one year, and a group of thirty to forty promising junior men, typically at the early post-doctoral level, who will be in residence at the Center for periods of from one to two years. In addition, there will probably be a small group of special members, such as governmental personnel and foreign scholars, in attendance for relatively short periods. Participants will be drawn from the widest range of academic disciplines which contribute to the scientific study of human behavior.

Attracting new talent to the behavioral sciences is another approach to

the improvement of personnel, and in 1953 the Foundation continued two projects of this nature. Summer research apprenticeships for college seniors were awarded, under a grant to the Social Science Research Council, to forty-one students out of 325 applicants from more than a hundred colleges. Graduate fellowships for students who had not majored in the behavioral sciences in their undergraduate work were awarded by the Foundation to seventeen out of ninety-one applicants.

The recruitment and training of a larger number of specialists in population problems are needed in areas of growing population pressure, and qualified demographers to direct such training are in short supply. A World Population Conference will be held in Rome in 1954 under the auspices of the International Union for the Scientific Study of Population, and the Foundation has granted \$40,000 to help specialists from population-pressure areas to attend it.

## IMPROVING THE CONTENT OF THE BEHAVIORAL SCIENCES

Of importance to the intellectual development of the behavioral sciences is the problem of improving their relationship with such disciplines as history, social and political philosophy, humanistic studies and certain phases of economics. Today this relationship is distinguished perhaps as much by recrimination and doctrinal dispute as by scholarly collaboration. In the conviction that valuable contributions to the understanding of man can be made by both sides, the Foundation announced in 1952 and put into effect in 1953 a program of support for interdisciplinary research and study.

Under this program a total of sixty-six applications was received from thirty-seven colleges and universities and from them six awards were made. Recipients were:

Columbia University, for a study of the ways in which economic activities have been institutionalized in various cultures.

The University of Toronto, for work in the changing patterns of language and behavior in the new media of communication,

## BEHAVIORAL SCIENCES

The University of Michigan, for analysis of theory construction in the behavioral sciences and in the humanities.

Stanford University, for a study of the processes by which moral decisions and value-judgments are arrived at.

The University of Chicago, for studies of urbanization and cultural change.

Clark University, for a study of figurative and nonrational language as contrasted with the literal meaning and use of language.

In each of these projects, scholars from the behavioral sciences are working with specialists from other fields.

A grant of \$16,500 was made to the Social Science Research Council for a review of current needs and work done to date in the field of emotional growth and mental health. The review was carried out by a working staff headed by Ernest Hilgard, Dean of the Graduate Division of Stanford University, supported and advised by a larger committee under the chairmanship of John Romano, of the School of Medicine and Dentistry, University of Rochester. The staff's report, "A Planning Proposal for Research in Emotional Growth and Mental Health," was submitted to the Foundation at the end of the year.

Studies dealing with the higher mental processes, such as the formation and change of concepts, techniques of problem-solving, and the organization of memory, are being supported by a grant of \$20,000 to the Department of Social Relations at Harvard University. This work is under the direction of Jerome Bruner.

## IMPROVING METHODS IN THE BEHAVIORAL SCIENCES

Widespread interest in the United States in learning more about child-rearing is now reflected in scientific studies of patterns of child development in cultures other than our own. This interest in looking for uniformities and differences that cut across cultural boundaries requires improved methods

of collecting and reporting data. Preliminary work toward the establishment and standardization of procedures valid for a variety of cultures was supported by a grant of \$24,000 to the Social Science Research Council for a project carried out at Harvard under the direction of John Whiting, at Yale under Irvin L. Child, and at Cornell under William W. Lambert.

The support of a training program in mathematics for behavioral scientists was announced last year. In the summer of 1953 a training session was held at Dartmouth College with about forty pre- and post-doctoral scholars from various disciplines in attendance, selected from a total of some 250 applicants. This program was also organized and administered by the Social Science Research Council, under the direction of a group headed by William Madow.

Major contributions to the measurement of attitudes and emotions have been made over the past twenty-five years by L. L. Thurstone, formerly of the University of Chicago and now at the University of North Carolina. A grant of \$75,000 for three years was made to the latter institution to aid Dr. Thurstone and his associates in preparing a unified exposition of methods of psychological measurement.

## **COMMUNICATIONS RESEARCH**

Payments were also made in 1953 for projects initiated in previous years. One of the more substantial of these was made to the Center for International Studies at the Massachusetts Institute of Technology, for support of the Center's inquiries in the field of international communication. The original grant for this project was made in 1952 for one year of planning and three years of operation. This research program deals with the problem of how people's behavior and attitudes toward foreign countries are affected by the international transmission of information and ideas. The Center, under the direction of Max F. Millikan, is also engaged in studies of economic development and political stability, described on Page 49 of this report. The field of investigation in which specific projects

## BEHAVIORAL SCIENCES

are being developed includes: "what information reaches various kinds of people in foreign countries, the channels — formal and informal, direct and indirect — by which it is conveyed, and the factors — cultural, psychological, institutional, political, economic, philosophical — which affect the interpretation they place upon it and the way they react to it."

An advisory committee under the chairmanship of Dr. Hans Speier was appointed by the Center to help develop a research program in this field and carried on its deliberations over several months in 1952-53. The group designated three broad topics within which studies should be conducted: the East-West conflict, the integration of Europe, and the rise of new nationalisms. On the technical side, it also indicated three neglected areas of research: communication among opinion leaders; the extent to which the radius and impact of mass-media communications are amplified by gossip, rumor, personal contact and other informal processes; and communications studies in which selected individuals or groups are observed continuously over a protracted period of time. The group recommended a coherent series of studies combining these two sets of criteria.

In April, 1953, the Center appointed Ithiel De Sola Pool as director of the program, and by the end of the year planning had been completed and field work begun.

## DEVELOPING INSTITUTIONAL RESOURCES

There have been too few opportunities in this country for students and scholars in the behavioral sciences to work at institutions other than their own. The American tradition of graduate study ordinarily limits the doctoral candidate to the faculty and the range of courses available at his home university. There is little movement from one university to another to take advantage of unique facilities or to gain supplementary instruction. In 1953, grants of \$5,000 each were made to ten universities in an effort to set in motion, on an experimental basis over two years, an exchange of graduate students and faculty members. The funds will be devoted to the need of graduate students or faculty members for a period of study at another

institution to gain a special competence, and the need of an institution for a visiting faculty member who can contribute to a particular training or research development. At the end of two years, the combined experiences of the participating universities will be appraised for guidance in future efforts of this kind. Included in this program are research centers at Columbia, Cornell, Harvard, Michigan, Minnesota, New York, North Carolina, Pennsylvania, Stanford and Yale Universities.

Strengthening university resources for graduate training and research in the behavioral sciences is one of the Foundation's long-term goals. Toward this end, a program of University Surveys in the Behavioral Sciences was initiated in an announcement made to fifteen universities. The program provides for thorough reviews of the state, the problems and the needs of the behavioral sciences at each institution, to be prepared in each case by two committees: a "home" committee made up of local faculty members and a "visitors" committee composed of specialists from other universities and of qualified laymen. Such reviews are now under way at Chicago, Harvard, Michigan, North Carolina and Stanford, the five universities to which grants were made. A staff office for the coordination of these surveys was established under the direction of W. Allen Wallis, on leave from his position as Chairman of the Committee on Statistics at the University of Chicago. Grants and project expenses for the program were \$287,500 in 1953, including grants of approximately \$50,000 to each of the universities.

Grants and fellowships approved in 1953 under the Behavioral Sciences Program amounted to \$1,350,475. In the four years 1950 through 1953, the Foundation has appropriated an average of approximately \$2.5 million annually in the behavioral sciences field.





THE FORD FOUNDATION  
A Michigan Nonprofit Corporation

OPINION OF  
INDEPENDENT PUBLIC ACCOUNTANTS

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 December 31, 1953 and its income, grants and expenses for the year then ended. Our examination of such statements and the underlying records was made in accordance with generally accepted auditing standards.*

*Price Waterhouse & Co.*

New York, February 10, 1954

# THE FORD FOUNDATION

A MICHIGAN NONPROFIT CORPORATION

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## ASSETS

CASH . . . . .	\$ 2,495,311
U.S. GOVERNMENT SECURITIES, at amortized cost including accrued interest of \$178,989 (market value \$97,304,000) . . . . .	97,101,873
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 \$543,000) . . . . .	284,054
REAL ESTATE (at cost or appraised value) . . . . .	2,806,019
RECEIVABLES, DEPOSITS AND OTHER ASSETS . . . . .	<u>407,251</u>
	<u>\$520,232,088</u>

STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCE

DECEMBER 31, 1953

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LIABILITIES AND FUND BALANCE

UNPAID GRANTS . . . . .		\$ 41,101,560
ACCOUNTS PAYABLE AND OTHER LIABILITIES . . . . .		592,564
FUND BALANCE:		
Balance, December 31, 1952 . . . . .	\$493,818,778	
Deduct:		
Excess of grants and expenses over income for the year 1953 . . . . .	\$15,369,377	
Less — Adjustments in 1953 of assets acquired from the Estate of Edsel B. Ford . . . . .	<u>88,563</u>	<u>15,280,814</u>
Balance, December 31, 1953 (Note) . . . . .		<u>478,537,964</u>
		<u>\$520,232,088</u>

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NOTE—Of the fund balance at December 31, 1953, \$466,350,342 remained unallocated after taking into account appropriations of \$11,170,495 for grants which may be made for stated purposes on final determination by the officers of the Foundation, and of \$1,017,127 for projects.

**THE FORD FOUNDATION**  
**STATEMENT OF INCOME, GRANTS AND EXPENSES**  
**FOR THE YEAR ENDED DECEMBER 31, 1953**

<b>INCOME:</b>	
Dividends . . . . .	\$46,361,853
Interest . . . . .	1,768,649
Other . . . . .	<u>117,504</u>
	<u>\$48,248,006</u>
<b>GRANTS AND EXPENSES:</b>	
Grants . . . . .	\$58,905,570
Projects . . . . .	1,650,133
Program expenses:	
International Programs . . . . .	622,462
Behavioral Sciences . . . . .	106,463
Economic Development and Administration . . . . .	28,916
Public Affairs . . . . .	9,594
General administrative expenses:	
Compensation and employee benefits . . . . .	\$1,138,106
Furniture, equipment and leasehold improvements . . . . .	238,441
Travel . . . . .	174,941
Legal and accounting . . . . .	126,144
Rent . . . . .	105,358
Postage, telephone, telegraph, printing and other . . . . .	<u>511,255</u>
	<u>2,294,245</u>
	<u>\$63,617,383</u>
<b>EXCESS OF GRANTS AND EXPENSES OVER INCOME . . . . .</b>	<u><u>\$15,369,377</u></u>

# THE FORD FOUNDATION

## STATEMENT OF GRANTS

FOR THE YEAR ENDED DECEMBER 31, 1953

	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
<b>AGRICULTURAL MISSIONS, INC.:</b>			
To support a program of cooperation with U.N. organizations and constituent agencies, and to assist its work in rural development . . . . .	\$ 60,000	\$ 25,000	\$ 35,000
<b>ALBERT SCHWEITZER FELLOWSHIP OF AMERICA, THE:</b>			
To assist Dr. Schweitzer in continuing his philosophical and literary work . . . . .	10,000	10,000	
<b>ALL PAKISTAN WOMEN'S ASSOCIATION:</b>			
For a women's college of home economics and associated rural training centers . . . . .		18,000	482,000
<b>ALLAHABAD AGRICULTURAL INSTITUTE, INC.:</b>			
For training extension leaders and conducting a three-year pilot extension project . . . . .		120,000	120,000
<b>AMERICAN ACADEMY OF ARTS AND SCIENCES:</b>			
To bring several scientists (Rumford Medalists) from Europe to U.S. to attend conference in the field of physics . . . . .	2,032	2,032	
<b>AMERICAN BAR FOUNDATION:</b>			
To plan a study of the administration of U.S. Criminal Justice . . . . .	50,000	50,000	
<b>AMERICAN BOARD OF COMMISSIONERS FOR FOREIGN MISSIONS:</b>			
To assist the American Academy for Girls, Scutari, Turkey, to reconstruct its buildings, strengthen its faculty and inaugurate a scholarship program . . . . .	100,000	100,000	

*continued*

**UNPAID  
GRANTS AT  
DECEMBER  
31, 1953**

	GRANTS	PAYMENTS	
<b>AMERICAN BRANCH OF THE INTERNATIONAL SOCIAL SERVICE, INC.:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	31,656	31,656	
<b>AMERICAN COLONY CHARITIES ASSOCIATION:</b>			
To provide operating-room equipment and expenses for one year for the Anna Spafford Baby Nursing Home, Jerusalem, Jordan . . . . .	33,000	33,000	
<b>AMERICAN COUNCIL OF LEARNED SOCIETIES:</b>			
For a report appraising personnel resources in the U.S. for African and Asian studies . . . . .	2,500	2,500	
<b>AMERICAN FRIENDS SERVICE COMMITTEE, INCORPORATED:</b>			
For a consultant in the field of race relations to visit South Africa . . . . .	4,675	4,675	
To support summer seminars in Japan, India and Pakistan and give limited assistance to the European office . . .	30,000	30,000	
To support a program of aid to refugees, primarily in Europe . . . . .	242,790	242,790	
To support a village development program in Jordan . . .	145,000	48,000	97,000
To support a continuing program of humanitarian, cultural and educational projects . . . . .	210,059	210,059	
<b>AMERICAN HOSPITAL OF ISTANBUL, INCORPORATED:</b>			
For support of a nurses' training program at Admiral Bristol Hospital, Istanbul, Turkey . . . . .		10,000	20,000
<b>AMERICAN JEWISH JOINT DISTRIBUTION COMMITTEE, INCORPORATED, THE:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	320,190	310,190	10,000
<b>AMERICAN ORT FEDERATION, INC.:</b>			
To support a program for training 20 Israeli students at the ORT Central Teachers' Institute in Switzerland . . .	44,000	44,000	
To support a program of aid to refugees, primarily in Europe . . . . .	10,000	10,000	

	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
<b>AMERICAN UNIVERSITIES FIELD STAFF, INC.:</b>			
For development and maintenance of a field corps to participate in international education programs of universities and colleges . . . . .	500,000	50,000	450,000
<b>AMERICAN UNIVERSITY OF BEIRUT, THE TRUSTEES OF THE:</b>			
To strengthen its liberal arts college . . . . .			200,000
For establishment of a Research Institute of Economic Development . . . . .		72,000	68,000
To support a three-year nursing program at Altounyan Hospital . . . . .	25,000	25,000	
For development and support of agricultural college . . . . .	500,000	500,000	
<b>AMERICAN UNIVERSITY AT CAIRO, THE:</b>			
To establish a Social Research Institute . . . . .			55,730
<b>ARAB DEVELOPMENT SOCIETY, THE:</b>			
To support development of an agricultural-vocational school in the Jordan Valley for refugee boys . . . . .	149,000	114,400	34,600
<b>ARAB NATIONAL HOSPITAL, THE:</b>			
For the purchase of hospital equipment . . . . .		35,000	
<b>ASSOCIATED STUDENTS OF THE UNIVERSITY OF CALIFORNIA:</b>			
For a study tour of Indonesia . . . . .	18,500	5,000	13,500
For a study tour of Pakistan, India and Ceylon . . . . .	10,000	10,000	
<b>ASSOCIATION CATHOLIQUE POUR LES ECOLES D'EGYPTE:</b>			
To help establish a rural village vocational school in arts and crafts . . . . .		81,760	30,240
<b>BOARD OF FOREIGN MISSIONS OF THE UNITED PRESBYTERIAN CHURCH OF NORTH AMERICA, THE:</b>			
For a livestock improvement and agricultural extension program at Assiut College, Assiut, Egypt . . . . .			55,072
For a home economics training center at American College for Girls, Cairo, Egypt . . . . .	200,000	161,335	38,665

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	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
<b>BUCKNELL UNIVERSITY:</b>			
For special seminar on Burma . . . . .	1,000	1,000	
<b>BURMA, GOVERNMENT OF THE UNION OF:</b>			
For development of an educational center for Oriental studies and related subjects . . . . .	250,000	20,000	230,000
<b>CALIFORNIA INSTITUTE OF TECHNOLOGY:</b>			
To support the Committee for Aid to War-Stricken Scientific Libraries . . . . .	10,000	10,000	
To support a conference with Massachusetts Institute of Technology on educational and administrative policies and procedures . . . . .	5,151	5,151	
<b>CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE:</b>			
To assist a two-year program of studies of national policies and attitudes toward the United Nations . . .	100,000	100,000	
For preparation of research topics in United Nations Charter revision . . . . .	3,300		3,300
<b>CHICAGO, UNIVERSITY OF:</b>			
For study of intercultural relations . . . . .	192,000	60,000	132,000
For exchange of professors and students, and continuance of joint research projects with the University of Frankfurt . . . . .		30,000	30,000
For a study of urbanization and cultural change with special reference to economic development . . . . .	22,800	22,800	
For a study of its behavioral sciences program . . . . .	50,000	50,000	
For the program of the Committee on Social Thought in coordinating the humanities and social sciences . . .	7,000	7,000	
<b>CHICAGO COUNCIL ON FOREIGN RELATIONS:</b>			
For strengthening and support of its organization . . . .	10,500	10,500	
<b>CLARK UNIVERSITY:</b>			
For a study of metaphorical language . . . . .	18,000	18,000	
<b>COLUMBIA UNIVERSITY:</b>			
To support for two years activities of the National Manpower Council and related research . . .	280,000		280,000



	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
To study manpower in the defense economy . . . . .		56,000	
To study economic aspects of institutional growth . . . . .	52,000	52,000	
For advanced research training in the behavioral sciences of graduate students and faculty members through a program of institutional exchange . . . . .	5,000	5,000	
To assist development of a three-year program of Near and Middle East Studies . . . . .	150,000	150,000	
For Slavic studies fellowships for foreign students . . . . .	19,000	19,000	
<b>COMMITTEE FOR ECONOMIC DEVELOPMENT:</b>			
For expenses of C.E.D. delegation at a meeting of the European Committee for Economic and Social Progress . . . . .	7,400	7,400	
<b>COMMON COUNCIL FOR AMERICAN UNITY, INC.:</b>			
To strengthen its administration and program of integrating nationality groups into American life . . . . .			75,000
<b>CORNELL UNIVERSITY:</b>			
For an intensive three-year field evaluation of the Indian village development program . . . . .	260,000	86,700	173,300
For a survey of training requirements in public administration in Indonesia . . . . .	17,500	17,500	
For advanced research training in the behavioral sciences of graduate students and faculty members through a program of institutional exchange . . . . .	5,000	5,000	
<b>COUNCIL ON FOREIGN RELATIONS, INC.:</b>			
For a study group and research on U.S.-U.S.S.R. relations . . . . .	100,000	100,000	
<b>DETROIT LEAGUE FOR THE HANDICAPPED:</b>			
For the purchase of a building for its operations . . . . .	250,000	250,000	
<b>DETROIT SYMPHONY ORCHESTRA, INC.:</b>			
For reorganization and operating expenses 1951-1953 . . . . .			10,000
<b>EAST EUROPEAN FUND, INC.:</b>			
For research on the U.S.S.R. and to assist the orientation of recent emigres from the Soviet Union now in the U.S. . . . .	558,000	1,213,000	148,500
For support of Chekhov Publishing House through September, 1956 . . . . .	615,000		615,000

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	GRANTS	PAYMENTS	
<b>EDUCATIONAL FOUNDATION FOR NUCLEAR SCIENCE, THE:</b>			
For partial support of the "Bulletin of the Atomic Scientists" . . . . .	35,000	35,000	
<b>EXPERIMENT IN INTERNATIONAL LIVING, INC., THE:</b>			
To support Community Ambassador programs . . . . .	20,000	20,000	
<b>FEDERAL MISSIONARY COUNCIL OF THE DUTCH REFORMED CHURCHES OF SOUTH AFRICA:</b>			
To support an inter-racial conference of Church leaders . . . . .	10,000	10,000	
<b>FORD HOSPITAL, HENRY:</b>			
For completion of its Diagnostic Clinic Building . . . . .	5,500,000	5,500,000	
<b>FREE UNIVERSITY OF BERLIN:</b>			
For construction, academic materials, personnel and general operations of the university . . . . .			76,486
<b>FRIENDS OF THE WORLD COUNCIL OF CHURCHES, INC.:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	431,841	431,841	
<b>FUND FOR THE ADVANCEMENT OF EDUCATION, THE:</b>			
For its general program to improve formal education in the U.S. . . . .	11,100,000	10,100,000	11,514,976
<b>FUND FOR ADULT EDUCATION, THE:</b>			
For organized discussion groups and related programs in adult education . . . . .	5,000,000	3,950,000	1,734,973
To help construct educational television stations and develop programs for educational television and radio . . . . .	4,000,000	3,450,000	4,775,000
<b>FUND FOR THE REPUBLIC, INC.:</b>			
For scientific, educational and charitable activities within the field of its interest . . . . .	14,800,000	2,900,000	12,000,000
<b>GREATER NEW YORK COUNCIL FOR FOREIGN STUDENTS:</b>			
For study of the adjustment of foreign students in the New York area . . . . .	10,000		10,000

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	GRANTS	PAYMENTS	
<b>HARVARD COLLEGE, PRESIDENT AND FELLOWS OF:</b>			
For Slavic studies fellowships for foreign students . . . . .	6,500	6,500	
For support of the magazine "Confluence" . . . . .	16,500		16,500
For the Conservation Seminar at the Littauer Center on changing uses of rural land . . . . .	40,000	40,000	
For the training of future faculty members of Istituto Post-Universitario Di Studi Per L'Organizzazione Aziendale, Turin, Italy . . . . .	13,000	13,000	
For a research project on cognition . . . . .	20,000	20,000	
For a study of its behavioral sciences program . . . . .	50,000	50,000	
For advanced research training in the behavioral sciences of graduate students and faculty members through a program of institutional exchange . . . . .	5,000	5,000	
Reduction of a previous grant for an inventory of knowledge on child development . . . . .	(28,000)		
<b>HAVERFORD COLLEGE:</b>			
Evaluation study of Foundation's Fulbright Supplementary Project . . . . .	6,139	6,139	
<b>HAWAII, UNIVERSITY OF:</b>			
For a proposed Institute on Race Relations in world perspectives to be held in Honolulu in 1954 . . . . .		69,000	
<b>INDIA, GOVERNMENT OF:</b>			
To assist in establishing five training centers for village extension workers and fifteen pilot village development projects . . . . .		29,000	559,140
To assist in establishing twenty-five additional training centers . . . . .		10,461	1,200,056
To establish three training centers for administrative personnel of the village development projects . . . . .	184,000		184,000
For evaluation of the village development program . . . . .		126,054	70,722
For a survey by an international team to assist implementation of the recommendations of the Secondary Education Commission for improving India's educational program . . . . .	88,000	88,000	
For a survey by a team of experts to assist the Government of India in planning a program of			

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	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
<b>INDIA, GOVERNMENT OF: <i>cont'd</i></b>			
village industrialization . . . . .	92,000	92,000	
To expand and strengthen the evaluation of the village development and training center programs . . . . .	235,000		235,000
<b>COMMUNITY PROJECTS ADMINISTRATION, PLANNING COMMISSION:</b>			
To assist in establishing and operating five centers to train specialists in social education work for the village development projects . . . . .	230,525	184,005	46,520
<b>MINISTRY OF COMMERCE AND INDUSTRY:</b>			
To undertake marketing surveys in West Bengal for village industrial development . . . . .	15,000	15,000	
<b>MINISTRY OF EDUCATION:</b>			
To assist in establishing four workshops to train people to write literature for new literates . . . . .	12,630	12,630	
<b>MINISTRY OF FOOD AND AGRICULTURE:</b>			
To support publication of a farm journal for village cultivators . . . . .	25,050	5,055	19,995
To assist a minimum of five agricultural colleges to establish extension departments . . . . .	331,250	280,276	139,724
To assist in establishing three centers to train public health staff of the village development projects in village sanitation and health education . . . . .	353,105	187,865	165,240
<b>INDONESIA, GOVERNMENT OF:</b>			
To assist a program of technical teacher training . . . . .	230,000	120,000	110,000
<b>INSTITUTE FOR CREATIVE RESEARCH, INC.:</b>			
Supplemental grant for study of the fundamentals, workings and problems of democratic society . . . . .	75,000	75,000	
<b>INSTITUTE OF CURRENT WORLD AFFAIRS, INC.:</b>			
For fellowships for African studies . . . . .	32,000	32,000	
<b>INSTITUTE FOR INTERCULTURAL STUDIES:</b>			
For a research study of Soviet Moslem societies . . . . .	7,800	7,800	

	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
<b>INSTITUTE OF INTERNATIONAL EDUCATION, INC.:</b>			
To strengthen its headquarters and regional services to agencies and individuals in the field of international exchanges . . . . .	425,000	425,000	
For administration of grants . . . . .		2,500	
Administrative fee for exploration of Yugoslav exchange of technical experts . . . . .	1,713	1,713	
To establish a central index of educational exchangees . . . . .			50,000
To continue the fellowship program for African students at U.S. universities . . . . .	27,000		27,000
To bring five women leaders from Pakistan, India and Egypt to conference of Associated Country Women in Canada and to U.S. to study rural women's programs . . . . .	28,335	28,335	
For return visit of Japanese Mayors to the Pacific Coast Conference of Mayors and tour of American cities to study municipal government . . . . .	50,000	50,000	
For individual exchanges in connection with the Foundation's overseas activities in Asia and Near East . . . . .	100,000	100,000	
To enable five women from Pakistan to undertake advanced studies in home economics and related subjects in the U.S. in preparation for teaching at Domestic Science College, Karachi . . . . .	26,018	26,018	
To enable ten Turkish teachers to spend approximately eight months at the University of Illinois studying secondary school curricula and administration . . . . .	40,000	40,000	
To enable two Indian farm couples to spend six months in United States observing U.S. rural life . . . . .	11,500	11,500	
To enable American English-language teachers to establish ten teaching institutes in Indonesia . . . . .	25,000	25,000	
Refunds on grants made in prior years for support of activities in the field of exchange of persons . . . . .	(31,874)	(31,874)	
<b>INTERCULTURAL PUBLICATIONS, INC.:</b>			
For the publication of "Perspectives, U.S.A." . . . . .	200,000	200,000	100,000
To assist the international exchange of cultural knowledge . . . . .	46,800	146,800	50,000
For support of the magazine "Confluence" . . . . .	12,000	12,000	

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	GRANTS	PAYMENTS	
<b>INTERNATIONAL FRIENDSHIP LEAGUE, INC.:</b>			
To support activities in handling and promoting correspondence between American and foreign school children and adults . . . . .	35,000	35,000	
<b>INTERNATIONAL PRESS INSTITUTE:</b>			
To support its program to advance understanding between peoples through free exchange and publication of accurate news . . . . .		50,000	
For a study of the flow of foreign news . . . . .		125,000	
<b>INTERNATIONAL RESCUE COMMITTEE, INC.:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	30,221	30,221	
<b>INTERNATIONAL UNION FOR THE SCIENTIFIC STUDY OF POPULATION:</b>			
For travel costs of delegates to attend World Conference in Rome in 1954 . . . . .	40,000		40,000
<b>IRAN FOUNDATION, INC., THE:</b>			
To assist in establishing a vocational crafts training school at Shiraz, Iran . . . . .	280,000		280,000
<b>ISRAEL FOUNDATIONS TRUSTEES:</b>			
To support a program of scientific research in Israel . . . . .	410,000	410,000	
<b>JORDAN EDUCATIONAL AND CULTURAL ASSOCIATION, THE:</b>			
To support activities of Bir-Zeit College and development of junior college studies . . . . .	109,500	95,000	52,000
<b>JORDAN, GOVERNMENT OF THE HASHEMITE KINGDOM OF:</b>			
For purchase of laboratory equipment and library material for primary and secondary schools . . . . .		36,000	
<b>LIBRARY OF CONGRESS:</b>			
To improve availability for American research of			

	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
Slavic research materials located in Western Europe and Finland . . . . .	22,500	22,500	
To improve the availability of Soviet publications for American research . . . . .	3,535	3,535	
To finance cataloging of pre-1917 Cyrillic publications . . . . .	61,000	61,000	
For counsel and planning of services at the American Memorial Library, Berlin . . . . .	10,000	10,000	
<b>MASSACHUSETTS INSTITUTE OF TECHNOLOGY:</b>			
For research in the international position and strategy of the U.S. . . . .		95,000	5,000
For support of the research program in economic and political development of the Center for International Studies . . . . .	175,000		175,000
For completion of the Indonesia field project involving a basic investigation of social structure and political force in Indonesia . . . . .	50,000		50,000
To support a conference with California Institute of Technology on educational and administrative policies and procedures . . . . .	9,000	9,000	
To support research on international communications . . . . .		250,000	500,000
<b>MENNONITE CENTRAL COMMITTEE:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	6,000	6,000	
<b>MICHIGAN, REGENTS OF THE UNIVERSITY OF:</b>			
For support of field training session in Near and Middle Eastern studies to be conducted in Syria . . . . .	35,000	35,000	
For a comparative study of theoretical development in behavioral sciences and the humanities . . . . .	25,000	25,000	
For a study of its behavioral sciences program . . . . .	50,000	50,000	
For advanced research training in the behavioral sciences of graduate students and faculty members through a program of institutional exchange . . . . .	5,000	5,000	
<b>MINNESOTA, REGENTS OF THE UNIVERSITY OF:</b>			
For advanced research training in the behavioral sciences of graduate students and faculty members through a program of institutional exchange . . . . .	5,000	5,000	

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	GRANTS	PAYMENTS	
<b>NATIONAL ASSOCIATION OF FOREIGN STUDENT ADVISERS:</b>			
To provide administrative support for its headquarters and field operations . . . . .	29,775	29,775	
<b>NATIONAL BUREAU OF ECONOMIC RESEARCH, INC.:</b>			
To undertake exploratory research on the structure of world trade and payments . . . . .	15,000	15,000	
For a three-year study of the structure of world trade and payments . . . . .	250,000	250,000	
<b>NATIONAL CATHOLIC RURAL LIFE CONFERENCE:</b>			
To support a program of cooperation with U.N. organizations and with constituent agencies, and to assist its work in rural development . . . . .	60,000	25,000	35,000
<b>NATIONAL CITIZENS' COMMITTEE FOR UNITED NATIONS DAY:</b>			
For support of program for 1953		30,000	
Refund on grant for special program on UN Day 1952 . . .	(581)	(581)	
<b>NATIONAL CIVIL SERVICE LEAGUE:</b>			
To support through 1955 study and education to improve the quality and effectiveness of public personnel		60,000	55,000
<b>NATIONAL 4-H CLUB FOUNDATION OF AMERICA, INC., THE:</b>			
For special India-Pakistan-U.S. International Farm Youth Exchange . . . . .	112,462	112,462	
For International Farm Youth Exchange program, 1954 . . . . .	100,000	100,000	
Refund on 1952 grant for International Farm Youth Exchange Program . . . . .	(21,998)	(21,998)	
<b>NATIONAL LEGAL AID ASSOCIATION:</b>			
To support its three-year program to establish new local organizations and to strengthen those already existing . . . . .	120,000	120,000	



	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
<b>NATIONAL LUTHERAN COUNCIL:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	474,845	494,845	10,000
<b>NATIONAL MUNICIPAL LEAGUE:</b>			
To support through 1955 study and education to assist citizens and citizen organizations to achieve better local and state government . . . . .		65,000	90,000
<b>NATIONAL PLANNING ASSOCIATION:</b>			
For an appraisal of technical assistance in Latin America . . . . .	440,000	230,000	210,000
<b>NEAR EAST FOUNDATION, THE:</b>			
For continuation of its development program in Syria . . .		50,000	50,000
For expansion of its development program in Syria . . .	76,681	76,681	
To expand the Varamin Plains training program of the Village Training School at Mamazan, Iran . . . . .		13,743	47,997
For general administrative support in New York and in Interarea office at Beirut . . . . .	20,000	20,000	
<b>NEW YORK UNIVERSITY:</b>			
For advanced research training in the behavioral sciences of graduate students and faculty members through a program of institutional exchange . . . . .	5,000	5,000	
<b>NORTH CAROLINA, UNIVERSITY OF:</b>			
For a study of its behavioral sciences program . . . . .	50,000	50,000	
For advanced research training in the behavioral sciences of graduate students and faculty members through a program of institutional exchange . . . . .	5,000	5,000	
For theoretical work in problems of psychological measurement . . . . .	75,000	75,000	
<b>PAKISTAN, GOVERNMENT OF:</b>			
To assist in establishing a combined polytechnic and industrial training center . . . . .		187,600	274,400
To assist the village aid program of the Government of Pakistan . . . . .	1,250,000	522,000	728,000
To aid victims of Karachi flood disaster . . . . .	10,000	10,000	

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	GRANTS	PAYMENTS	
<b>PENNSYLVANIA, THE TRUSTEES OF THE UNIVERSITY OF:</b>			
For advanced research training in the behavioral sciences of graduate students and faculty members through a program of institutional exchange . . . . .	5,000	5,000	
<b>POPULATION REFERENCE BUREAU:</b>			
To expand its services as a clearing house for population information . . . . .		20,000	15,000
<b>PUBLIC ADMINISTRATION CLEARING HOUSE:</b>			
To support study and education to improve over-all administrative management at top levels of city, state and national governments and of international organizations . . . . .		100,000	450,000
<b>RESOURCES FOR THE FUTURE, INC.:</b>			
To carry out research and education in the conservation of the nation's natural resources . . . . .	147,000	97,000	50,000
For support of the Mid-Century Conference on Resources For The Future . . . . .	25,000	125,000	
<b>SOCIAL SCIENCE RESEARCH COUNCIL:</b>			
For experiments to stimulate research in the field of economic growth . . . . .	32,200	32,200	
For a program of mathematical training for behavioral scientists . . . . .	120,000	120,000	
To develop methods for the study of child rearing in different cultures . . . . .	24,000	24,000	
For research in emotional growth and mental health . . .	16,500	16,500	
For undergraduate fellowships in the behavioral sciences . . . . .	420,000	420,000	
<b>SOUTH AFRICAN INSTITUTE OF RACE RELATIONS:</b>			
For general support of educational and research activities . . . . .	50,000	50,000	
<b>SOUTHERN CALIFORNIA, UNIVERSITY OF:</b>			
For research on political organizations and institutions in contemporary Japan . . . . .		61,000	

	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
<b>SOUTHERN REGIONAL COUNCIL, INC.:</b>			
To support and expand its activities in the field of race relations in 1953 . . . . .	20,000	20,000	
<b>STANFORD JUNIOR UNIVERSITY, THE LELAND:</b>			
For support of Hoover Institute and Library and to increase availability of its materials to other institutions . . . . .	225,000	75,000	150,000
For an inquiry into values, decisions and the rationality of choice . . . . .	23,425	23,425	
For a study of its behavioral sciences program . . . . .	49,500	49,500	
For advanced research training in the behavioral sciences of graduate students and faculty members through a program of institutional exchange . . . . .	5,000	5,000	
For an inventory of knowledge on child development . . . . .	28,000	28,000	
<b>SYRIA, GOVERNMENT OF:</b>			
For equipment for Syrian Government Hospital . . . . .		125,000	
To employ a surgeon, administrator, and supervisors, and establish a training program . . . . .	165,000	140,000	25,000
<b>TORONTO, UNIVERSITY OF:</b>			
For a study of changing patterns of language and behavior and the new media of communication . . . . .	44,250	44,250	
<b>TRUSTEES SOCIETY OF THE LEBANON COLLEGE OF SUK-EL-GHARB:</b>			
To enlarge the College's fields of study to include vocational training in agriculture, commerce and industry . . . . .	100,000	20,000	80,000
<b>TUSKEGEE INSTITUTE:</b>			
To complete a report on the progress and problems of the Negro farmer in the U.S. . . . .	12,000	6,000	6,000
<b>UNITARIAN SERVICE COMMITTEE, INC.:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	8,114	8,114	
<b>UNITED FOUNDATION, INC.:</b>			
Contribution to its 1954 fund drive . . . . .	100,000	100,000	

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	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
<b>UNITED NEGRO COLLEGE FUND, INC.:</b>			
For its development program . . . . .	1,000,000	1,000,000	
<b>UNITED UKRAINIAN AMERICAN RELIEF COMMITTEE, INC.:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	10,120	10,120	
<b>UNIVERSITY RELIGIOUS CONFERENCE:</b>			
To enable U.C.L.A. and Tuskegee Institute students to visit universities in India . . . . .	23,000	23,000	
<b>WAR RELIEF SERVICES, NATIONAL CATHOLIC WELFARE CONFERENCE:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	778,764	818,764	
<b>WILLIAM HOOD DUNWOODY INDUSTRIAL INSTITUTE, THE:</b>			
To enable two members of the Institute to visit Indonesia to continue discussions with the Government of Indonesia on the problems of vocational training . . . . .	14,811	14,811	
<b>WOMEN'S TEMPERANCE AND SOCIAL WELFARE SOCIETY, THE (IRAQ):</b>			
For support of a women's workshop for garment making and commercial education courses . . . . .	13,468	13,468	
<b>WORLD FEDERATION OF YMHA'S AND JEWISH COMMUNITY CENTERS, THE:</b>			
For community organization training in the U.S. of staff leaders from Europe and North Africa . . . . .			7,500
<b>WORLD STUDENT SERVICE FUND, INC.:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	10,000	10,000	
<b>WORLD UNIVERSITY SERVICE OF CANADA:</b>			
To support an Asian seminar on "The Human Implication of Development Planning" held in India . . . . .	40,000	40,000	

	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
<b>YALE-IN-CHINA ASSOCIATION, INCORPORATED:</b>			
To assist the development of a Chinese college . . . . .	200,000	200,000	
<b>YALE UNIVERSITY:</b>			
For advanced research training in the behavioral sciences of graduate students and faculty members through a program of institutional exchange . . . . .	5,000	5,000	
<b>YOUNG MEN'S CHRISTIAN ASSOCIATIONS, NATIONAL BOARD OF:</b>			
To support a program of aid to refugees, primarily in Europe . . . . .	100,433	100,433	
Continued support for the Committee on Friendly Relations among Foreign Students for its Port of Entry and Community Hospitality services . . . . .	20,000	20,000	
To support the Y.M.C.A. program of exchange of lay leaders and staff workers between countries of Asia, the Middle East and Africa, and the U.S. during 1954 . . . . .	70,000	70,000	
Refund on grant made in 1952 for program of exchange of lay leaders and staff workers between countries of Asia, the Middle East and Africa, and the U.S. . . . .	(13,499)	(13,499)	
<b>YOUNG WOMEN'S CHRISTIAN ASSOCIATION OF THE U.S.A., NATIONAL BOARD OF THE:</b>			
To support the Y.W.C.A. program of exchange of lay leaders and staff workers between countries of Asia, the Middle East and Africa, and U.S. during 1954 . . . . .	80,000	80,000	
Refund on grant made in 1952 for program of exchange of lay leaders and staff workers between countries of Asia, the Middle East and Africa, and the U.S. . . . .	(1,016)	(1,016)	
<b>FELLOWSHIP PROGRAMS:</b>			
Fellowships for foreign study and research in Asia and the Near and Middle East:			
For the academic year 1952-53 . . . . .		281,030	99,643
For the academic year 1953-54 . . . . .	55,675	276,332	279,343
For the academic year 1954-55 . . . . .	500,000		500,000
Fellowships and scholarships in Soviet and East European studies for the years 1954-55 . . . . .	200,000		200,000

*continued*

FELLOWSHIP PROGRAMS: <i>cont'd</i>	GRANTS	PAYMENTS	UNPAID GRANTS AT DECEMBER 31, 1953
Pre-doctoral graduate fellowships for students who have not previously concentrated in the behavioral sciences . . .	150,000	13,055	136,945
Grants-in-aid to behavioral scientists . . . . .		20,000	14,993
	<u>\$58,905,570</u>	<u>\$42,147,836</u>	<u>\$41,101,560</u>

# THE FORD FOUNDATION

## STATEMENT OF PROJECT EXPENSES

FOR THE YEAR ENDED DECEMBER 31, 1953.

TV-RADIO WORKSHOP . . . . .	\$2,422,915	
Less — Income from sponsors . . . . .	\$1,649,000	
		\$ 773,915
 <b>OVERSEAS OFFICES:</b>		
India . . . . .	\$ 230,889	
Pakistan . . . . .	242,824	
Near East . . . . .	100,957	
Indonesia . . . . .	23,958	
Burma . . . . .	48,753	
		647,381
 <b>ESTABLISHMENT OF A CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES . . . . .</b>		
		85,175
 <b>COMMISSION ON TELEVISION . . . . .</b>		
		63,612
 <b>STUDY OF UNIVERSAL DISARMAMENT . . . . .</b>		
		43,300
 <b>SURVEY OF CHINESE REFUGEE SITUATION . . . . .</b>		
		20,000
 <b>COORDINATION OF PROGRAM OF SELF-INQUIRY BY AMERICAN UNIVERSITIES IN THE BEHAVIORAL SCIENCES . . . . .</b>		
		14,813
 <b>COORDINATION OF INTER-DISCIPLINARY PROGRAM IN THE BEHAVIORAL SCIENCES . . . . .</b>		
		1,937
		\$1,650,133

Unexpended appropriations for projects amounted to \$1,017,127 at December 31, 1953 and consist of \$931,293 for TV-Radio Workshop expenses (before deduction of income from sponsors) and \$85,834 for other projects.

## **FOUNDATION FELLOWSHIP AWARDS**

**A**MONG THE fellowship programs supported or aided by the Foundation during 1953 were two under which the Foundation itself made awards directly to individuals. The awards — for foreign study and research, and for study in the behavioral sciences — are listed below.

### **FOREIGN STUDY AND RESEARCH FELLOWSHIP AWARDS**

The foundation made 104 fellowship awards in 1953 for study and research pertaining to the Near and Middle East, South and Southeast Asia, and the Far East. The following list includes each recipient's name and place of residence, position at the time of application, subject of study, place of study, and length of time covered by the award.



## NEAR AND MIDDLE EAST

WARREN ADAMS, Concord, California. Graduate Student, School of Advanced International Studies, Johns Hopkins University. Land development programs in Iraq. Iraq. Twenty-one months additional to present Foreign Study and Research Fellowship.

DORIS G. ADAMS, Concord, California. Graduate Student, School of Advanced International Studies, Johns Hopkins University. Land development programs in Iraq. Iraq. Twenty-one months additional to present Foreign Study and Research Fellowship.

JOSEPH McN. ALLERDICE, Wilmington, Delaware. Student, University of Michigan. Near Eastern geography. University of Michigan. One year.

HERBERT L. BODMAN, Jr., Glen Head, New York. Graduate Student, American University of Beirut, Lebanon. Eighteenth Century Arab urban society under Ottoman rule. Beirut, Lebanon and Paris, France. One year additional to present Foreign Study and Research Fellowship.

CECIL W. BOODEY, Jr., Yonkers, New York. Student, University of New Hampshire. History and institutions of the Near East. Princeton University. One year.

JOHN H. BRUNER, Levittown, New York. Assistant Secretary, Near East Foundation. A survey of current social, economic and political conditions in the Middle East. American University of Beirut, Lebanon, Iraq, Jordan and Iran. One year.

WILLIAM MORRIS CARSON, Chicago, Illinois. Research Fellow, Committee on Human Development, University of Chicago. Socio-anthropological studies. University of Chicago. One year additional to present Foreign Study and Research Fellowship.

EDWARD S. CHASE, Jr., Exeter, New Hampshire. U. S. Department of Defense. Middle Eastern history. Lebanon and Syria. One year.

**NEAR AND MIDDLE EAST *Cont'd.***

ROBERT W. CRAWFORD, Princeton, New Jersey. Graduate Student, Princeton University. Urban life in Aleppo, 1085 A.D. to 1259 A.D. Syria. One year.

RICHARD A. DEBS, Brooklyn, New York. Graduate Student, American University of Cairo, Egypt. Near Eastern studies. Princeton University. One year.

WILLIAM A. EDMONDS, Hamden, Connecticut. Graduate Student, McGill University, Montreal, Canada. Contemporary religion and religious practices in Turkey. Institute of Islamic Studies, McGill University. One year.

JAMES THEODORE HARRIS, Princeton, New Jersey. Graduate Student, Princeton University, and Consultant, Foundation for Youth and Student Affairs. Student organizations in the Near East. Egypt, Lebanon and Syria. Two years.

CLYDE G. HESS, Worcester, Massachusetts. Editorial Writer and News Analyst, *Worcester Telegram and Gazette*. Indigenous reform movements in the Middle East. Egypt, Lebanon and Syria. One year additional to present Foreign Study and Research Fellowship.

MARGARET C. HONEY, Ridgewood, New Jersey. Executive Director, Ridgewood Young Women's Christian Association. Vocational education for women in nonprofessional categories in the Middle East. Turkey, Lebanon and Egypt. One year.

JACOB C. HUREWITZ, New York, New York. Professor, Columbia University, and Consultant on Near and Middle East, Dropsie College. Current social science research being carried on in the Middle East and Pakistan. Near and Middle East and Pakistan. One year.

MALCOLM H. KERR, Beirut, Lebanon. Student, Princeton University. Near Eastern history and languages. American University of Beirut, Lebanon. One year.

NELSON C. LEDSKY, Forest Hills, New York. Student, School of International Affairs, Columbia University. Middle Eastern public law and government. Columbia University. One year.

FRED EMIL LUKERMANN, Minneapolis, Minnesota. Graduate Student and Teaching Assistant, University of Minnesota. Cultural and historical geography of Asia Minor. University of California and Turkey. Fifteen months.

RICHARD P. MITCHELL, Worcester, Massachusetts. Graduate Student, Princeton University. Reform movements in the Islamic world. Egypt. One year.

MARVIN SEVELY, New York, New York. Architectural designer, Carson & Lundin, Architects, New York. Rural Egyptian housing and the redevelopment of rural villages. United States and Egypt. Two years.

CHARLES F. STEWART, Berkeley, California. Graduate Student, University of California. Structure of the Moroccan economy. University of California, American University of Beirut, Lebanon, and Morocco. Two years.

ALBERT B. STRIDSBERG, Sharonville, Ohio. U. S. Department of Defense. Modern Middle Eastern culture. American University of Beirut, Lebanon. One year.

LOREN E. TESDELL, Los Altos, California. Graduate Student, Stanford University. Impact of technical cooperation programs in the Middle East. Stanford University. One year.

FREDERIC C. THOMAS, Jr., Easton, Maryland. Graduate Student, Harvard University. Political problems and patterns in the Arab World. School of Oriental and African Studies, London, England, and the Near East. Two years.

WILLIAM O. THWEATT, Walnut Creek, California. Assistant Professor of Economics, American University of Beirut, Lebanon.

### **NEAR AND MIDDLE EAST *Cont'd.***

Economic theory as applied to the underdeveloped areas of the Middle East. Oxford University, Oxford, England. One year.

ALFRED J. WADDELL, Cincinnati, Ohio. Graduate Student, Columbia University. Near Eastern studies. Columbia University. One year additional to present Foreign Study and Research Fellowship.

JEANNETTE W. WAKIN, New York, New York. Graduate Student, Columbia University. Contemporary Middle Eastern studies. Columbia University. One year additional to present Foreign Study and Research Fellowship.

CARLETON E. WEBB, Washington, D.C. Counsel, Export-Import Bank of Washington. Foreign investment programs in the Middle East. Yale University. One year.

### **SOUTH ASIA**

FREELAND KNIGHT ABBOTT, Medford, Massachusetts. Assistant Professor of History, Tufts College. Religious influences in Pakistan politics. Pakistan. Two years.

ALLEN C. ATWELL, Pittsburgh, Pennsylvania. Instructor in Painting and Drawing, Cornell University. Contemporary Indian painting. India. One year.

BARRON BIEDERMAN, Rockville Centre, New York. Graduate Student in Journalism, Columbia University. South Asian studies. School of Oriental and African Studies, London, England. One year.

LEONARD BINDER, Mattapan, Massachusetts. Graduate Student, Princeton University. Islamic political theory with special relation to Pakistan. Oxford University, Oxford, England. One year.

GEORGE BLYN, Philadelphia, Pennsylvania. Harrison Fellow, University of Pennsylvania. Indian agricultural economics and history. University of Pennsylvania and India. One year.

ROBERT W. DAVENPORT, Washington, D.C. Economist, U.S. Department of Commerce. Role of foreign investment in India and Pakistan. England, India and Pakistan. One year.

EDWIN J. EAMES, New York, New York. Teaching Assistant, Cornell University. Effects of modern technology on Indian villages. India. One year additional to present Foreign Study and Research Fellowship.

JOHN EAVES, Jr., New York, New York. Instructor in Government, Columbia University. Political institutions of India. School of Oriental and African Studies, London, England, and India. Two years.

JOHN CORBIN EDDISON, Ardsley-on-Hudson, New York. Graduate Student, Massachusetts Institute of Technology. Modern industry in India. India. One year.

SAM NORRIS GIBSON, Lincoln, Nebraska. Executive Secretary, University of Nebraska Young Men's Christian Association. Contemporary Indian culture. Yale University. One year.

EDWARD B. HARPER, San Bernardino, California. Teaching Assistant and Graduate Student, Cornell University. South Asian anthropological studies. Cornell University. One year.

STEPHEN N. HAY, Swarthmore, Pennsylvania. Graduate Student, Harvard University. India and China in the Twentieth Century. Harvard University. One year.

JOHN T. HITCHCOCK, Ithaca, New York. Teaching Assistant in Anthropology, Cornell University. Anthropological studies of the effect of industry on Indian villages. India. Eighteen months.

**SOUTH ASIA *Cont'd.***

JAMES S. KEAT, Flushing, New York. Financial and Business News Reporter, *New York Herald Tribune*. Economic changes now taking place in India and Pakistan. Harvard University, India and Pakistan. Two years.

URMILA VAMAN KOKATNUR, Whitestone, New York. U. S. Department of State. Indian village life. United States and India. One year.

FRENISE A. LOGAN, Cleveland, Ohio. Instructor in History, Bennett College. Indian press coverage of the United States. India. One year.

McKIM MARRIOTT, Chicago, Illinois. Graduate Student and Lecturer in Social Anthropology, University of Chicago. Indian peasant society. India and England. Twenty-seven months. (Postponed.)

JAMES T. McCRORY, Milwaukee, Wisconsin. Reporter and Feature Writer, *Milwaukee Sentinel*. Growth of democratic institutions in India. University of Pennsylvania and India. Two years.

WILLIAM S. METZ, Lansdowne, Pennsylvania. Fulbright and Social Science Research Council grantee. The Muslim League in India from 1906 to 1947. India and Pakistan. One year.

ARTHUR MICHAELS, New York, New York. Student, Columbia University. South Asian studies. School of Oriental and African Studies, London, England. One year.

BEATRICE MILLER, Mercer Island, Washington. Graduate Student, University of Washington. Religious institutions in northern India. India. Two years.

ROBERT MILLER, Mercer Island, Washington. Graduate Student, University of Washington. Religious institutions in northern India. India. Two years.

ESTHER MINKOFF, St. Louis, Missouri. Student, Washington University. South Asian studies. University of Pennsylvania. One year.

GENE DONALD OVERSTREET, East Lansing, Michigan. Instructor in Political Science, Michigan State College. Indian relations with the major powers. India. Fourteen months.

JACK M. PLANALP, Oregon, Missouri. Graduate Student, Cornell University. World-view concepts in India. India. Twenty-one months.

ALLENE MARY ROCHE, Old Lyme, Connecticut. Student, University of Connecticut. South Asian studies. University of Pennsylvania. One year.

THOMAS W. SHEA, Philadelphia, Pennsylvania. Graduate Student, University of Pennsylvania. Peasant political organizations in India. India. Two years additional to present Foreign Study and Research Fellowship.

JAMES W. SPAIN, Chicago, Illinois. U. S. Department of State. Political and social studies of the Northwest Provinces. Columbia University. One year.

PHILIP S. THOMAS, Ann Arbor, Michigan. Teaching Fellow, University of Michigan. Role of foreign investment in India. India and London, England. Fourteen months.

MYRON WEINER, New York, New York. Graduate Student, Princeton University. Minority parties in the Indian Parliament. India. One year additional to present Foreign Study and Research Fellowship.

GUY ARTHUR WIGGINS, Washington, D.C. U.S. Mutual Security Agency. Indian economic history. University of London, England, and India. Two years.

STANLEY ALBERT WOLPERT, Brooklyn, New York. Student, City College of New York. South Asian studies. University of Pennsylvania. One year.

### **SOUTHEAST ASIA**

KENT S. BENDER, Oshkosh, Wisconsin. Student, Oshkosh State College.

**SOUTHEAST ASIA *Cont'd.***

Southeast Asia regional studies. University of Pennsylvania. Two years.

DON C. BENNETT, Syracuse, New York. Graduate Assistant, Syracuse University. Agricultural geography of Indonesia. Indonesia. One year additional to present Foreign Study and Research Fellowship.

GLADYS KWA-FONG CHANG, Tuckahoe, New York. Assistant to Producer, "This I Believe" Program, Columbia Broadcasting System. Communications in Southeast Asia. Manila, Hong Kong and Singapore. One year.

HAROLD C. CONKLIN, New Haven, Connecticut. Graduate Student, Yale University. Malaysian ethnography and linguistics. Philippines and Yale University. One year.

ROBERT S. ELEGANT, New York, New York. Correspondent, International News Service, Tokyo, Japan. The position of Chinese minority groups in Southeast Asia. Hong Kong, Malaya and Indonesia. Two years.

DAVID HARRY FORTIER, Orangeburg, New York. Graduate Student, Columbia University. Overseas Chinese agricultural communities. Columbia University, Malaya and Borneo. Thirty months.

DONALD G. GILLIN, San Mateo, California. Graduate Student, Stanford University. Chinese in Southeast Asia. Stanford University. One year.

PETER R. GOETHALS, Brookline, Massachusetts. Graduate Student, Yale University. Social organization of an Indonesian village community. Yale and Indonesia. One year.

JAMES W. GOULD, Haverton, Pennsylvania. Graduate Student and Instructor, Fletcher School of Law and Diplomacy. Indonesian-American relations. Holland and the United States. One year.

STEPHEN T. HOSMER, Grosse Point, Michigan. Student, Yale University.



Southeast Asian area studies. Yale University. One year.

DUNNING IDLE IV, New Haven, Connecticut. Graduate Student, Yale University. Indonesian foreign policy. Indonesia. One year additional to present Foreign Study and Research Fellowship.

JOHN E. METCALF, Washington, D.C. Regional Specialist, Far East Division, U.S. Department of Agriculture. Economic development programs in the Philippines. Philippines and the United States. Eighteen months.

EDWARD W. MILL, Belvidere, Illinois. Fellow, Princeton University. Government and foreign relations of the Philippines. Philippines, Princeton and Washington, D.C. One year.

HARRISON SCHUYLER ROYCE, Jr., Orangeburg, New York. Student, School of International Affairs, Columbia University. Southeast Asian studies. Columbia University. One year.

STANLEY SPECTOR, Seattle, Washington. Graduate Student, University of Washington, and Instructor, University of California. Overseas Chinese in Southeast Asian political groupings. United States and Singapore. Eighteen months.

ROBERT BAYARD TEXTOR, Springfield, Ohio. Fellow, Cornell Southeast Asia Program, Bangkok, Thailand. Cultural attitudes and communications in Thailand. Thailand. Nine months.

JOHN A. ULINSKI, Jr., Alexandria, Virginia. Industry Advisor, Technical Cooperation Administration, U.S. Department of State. Comparative public administration in Indonesia. Indonesia. One year.

JAMES B. WATSON, Creve Coeur, Missouri. Associate Professor of Anthropology, Washington University. Attitudes of indigenous groups toward the Western world. Australia and New Guinea. Two years.

**SOUTHEAST ASIA *Cont'd.***

DAVID O. D. WURFEL, La Mesa, California. Graduate Student, Cornell University. Political problems of reform in the Philippines. Philippines. Fifteen months additional to present Foreign Study and Research Fellowship. (Postponed, now in U.S. armed services.)

**FAR EAST**

MORTON ABRAMOWITZ, Peabody, Massachusetts. Student, Stanford University. Chinese history and economics. Harvard University. One year.

RICHARD K. BEARDSLEY, Ann Arbor, Michigan. Assistant Professor of Anthropology, University of Michigan. Anthropological study of a Japanese rice-growing community. Japan. One year.

PAUL EMIL CALLAHAN, Cambridge, Massachusetts. Graduate Student, Harvard University. Modern Chinese intellectual history. Harvard University and Japan. Two years.

CECIL EARL CODY, Seattle, Washington. Research Fellow, Far Eastern and Russian Institute, University of Washington. Modern Japanese history. University of Washington, Stanford University and Japan. Eighteen months.

PAUL OSCAR ELMQUIST, Cambridge, Massachusetts. Graduate Student, Harvard University. Chinese historical geography. Harvard University and Library of Congress. One year.

ALBERT FEUERWERKER, Cleveland, Ohio. Graduate Student, Harvard University. Chinese economic and social history. Harvard-Yenching Institute, Harvard University. One year.

DONALD D. JOHNSON, East Orange, New Jersey. Graduate Student, Harvard University. Far Eastern studies. Harvard University. One year.

HATTIE M. KAWAHARA, Detroit, Michigan. Assistant Professor of Government, Wayne University. Legislative process in Japan. Japan. One year additional to present Foreign Study and Research Fellowship.

DONALD L. KEENE, Brooklyn, New York. Lecturer in Japanese and Korean, Cambridge University, Cambridge, England. Japanese literature. Japan. One year.

MELVILLE T. KENNEDY, Jr., Norwichtown, Connecticut. Graduate Student, Harvard University. Kuomintang Party development and control in China. Harvard University. One year.

SOLOMON B. LEVINE, Champaign, Illinois. Assistant Professor of Labor and Industrial Relations, University of Illinois. The Japanese labor movement since World War II. Japan. One year.

JOHN E. MANNING, Los Angeles, California. Graduate Student, Stanford University. Traditional and Communist values in China. Stanford University, Hong Kong, Japan and Singapore. Eighteen months additional to present Foreign Study and Research Fellowship.

FREDERICK W. MOTE, Seattle, Washington. Graduate Student, Hoover Library, Stanford University. Japanese puppet regimes in China, 1939-1946. Hoover Library and Japan. Three months additional to present Foreign Study and Research Fellowship.

JAMES I. NAKAMURA, Orangeburg, New York. Graduate Student, Columbia University. Industrialization in Japan. Columbia University. One year additional to present Foreign Study and Research Fellowship.

JOHN C. PERRY, Brooklyn, New York. Graduate Student, Yale University. Chinese history. Yale University. One year additional to present Foreign Study and Research Fellowship. (Postponed, now in U.S. armed services.)

ANN BAKER RASMUSSEN, Aberdeen, Maryland. Student, Vassar College. International economics with relation to Japan. East Asian Institute, Columbia University. One year.

**FAR EAST *Cont'd.***

EDWARD G. SEIDENSTICKER, Jr., Castle Rock, Colorado. Graduate Student, Tokyo University, Tokyo, Japan. Contemporary Japanese literature. Tokyo University. One year additional to present Foreign Study and Research Fellowship.

CHARLES D. SHELDON, Berkeley, California. Graduate Student, University of California. Japanese economic history. Japan. One year.

ICHIRO SHIRATO, New York, New York. Lecturer in Japanese, Columbia University. Socio-linguistic research. Japan. Fourteen months.

JACK ARNOLD SMITH, Grants Pass, Oregon. Graduate Student, Columbia University. Analysis of Soviet foreign policy in East Asia. Columbia University. One year.

KURT S. STEINER, Palo Alto, California. Graduate Student, Stanford University. Local self-government in Japan. Stanford University and Japan. One year.

CHARLES STRONG TERRY, Jr., New York, New York. William Bayard Cutting Traveling Fellow, Columbia University. Far Eastern history. Japan. One year.

BURTON DEWITT WATSON, Youngstown, New York. Graduate Student, Kyoto University, Kyoto, Japan. Six Dynasties period in China. Japan. One year additional to present Foreign Study and Research Fellowship.

ALLEN S. WHITING, Evanston, Illinois. Instructor in Political Science, Northwestern University. Research on the Chinese revolution. Hong Kong, Taiwan and the United States. Eighteen months.

VALDO VIGLIELMO, Ulster Park, New York. Graduate Student, Harvard University. Modern Japanese literature. Japan. One year.

## BEHAVIORAL SCIENCES FELLOWSHIP AWARDS

The Foundation awarded fifteen fellowships in 1953 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.

THEODORE ALLISON, Columbia University, psychology.

EDYTHE BLOCK, Antioch College, sociology.

LYNNE S. GILBERT, Reed College, anthropology.

RALPH N. HABER, University of Michigan, psychology.

DAVID B. HOFF, University of Wisconsin, psychology.

MARILYN KARLIN, Antioch College, psychology.

ALLAN M. KULAKOW,\* University of Wisconsin, anthropology.

MICHAEL E. LOURIE, California Institute of Technology, psychology.

HENRY W. MORRISON, Jr., Haverford College, social psychology.

LEON NOWER, City College of New York, psychology.

WALTER R. REITMAN, Harvard University, social psychology.

CORNELIA ROSE, Radcliffe College, political behavior.

**BEHAVIORAL SCIENCES FELLOWSHIPS** *Cont'd*

ROBERTA S. TORRANCE, Cornell University, testing theory.

HARRISON C. WHITE,\* Massachusetts Institute of Technology,  
anthropology.

BRIAN A. WILSON, Columbia University, anthropology.

*\*Postponed.*



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