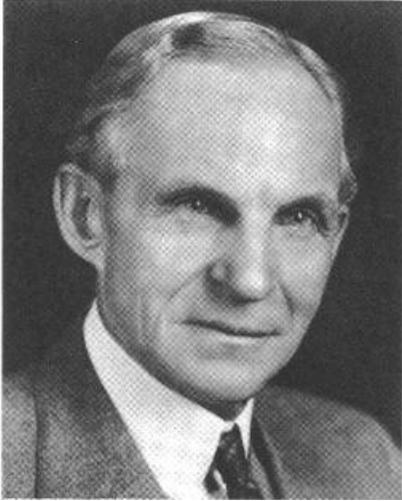


annual report 1955

the Ford  
Foundation

to advance human welfare





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



**the Ford Foundation**  
**annual report**

**October 1, 1954 to September 30, 1955**

# the Trustees

chairman\*



**Henry Ford II**  
President, Ford Motor Company, Detroit, Michigan



**Frank W. Abrams**  
30 Rockefeller Plaza, New York, New York



**James B. Black**  
Chairman of the Board, Pacific Gas and Electric Company  
San Francisco, California (effective December 9, 1955)



**James F. Brownlee**  
Partner, J. H. Whitney and Company, New York, New York



**John Cowles**  
President, Minneapolis Star and Tribune Company  
Minneapolis, Minnesota



**Donald K. David**  
Vice Chairman of the Trustees and Chairman, Executive Committee,  
The Ford Foundation, New York, New York



**Mark F. Ethridge**  
Publisher, The Courier-Journal, Louisville, Kentucky

\* *Mr. Ford retired as Chairman on May 8, 1956, but continues to serve as a Trustee. Mr. Gaither was elected to succeed him and will serve both as Chairman and President, pending selection of his successor as President.*



**Benson Ford**  
Vice President, Ford Motor Company, Detroit, Michigan



**H. Rowan Gaither, Jr.**  
President, The Ford Foundation, New York, New York



**Laurence M. Gould**  
President, Carleton College, Northfield, Minnesota



**John J. McCloy**  
Chairman of the Board, Chase Manhattan Bank  
New York, New York



**Julius A. Stratton**  
Vice President and Provost, Massachusetts Institute of Technology  
Cambridge, Massachusetts (effective September 30, 1955)



**Charles E. Wilson**  
Chairman of the Board, W. R. Grace and Company  
New York, New York



**Charles E. Wyzanski, Jr.**  
Judge, United States District Court, Boston, Massachusetts

### **Executive Committee**

Donald K. David, chairman

(elected member and chairman, September 30, 1955)

Frank W. Abrams

John Cowles

Henry Ford II

H. Rowan Gaither, Jr.

Charles E. Wyzanski, Jr.

### **Finance Committee**

Charles E. Wilson, chairman

James F. Brownlee

H. Rowan Gaither, Jr.

John J. McCloy

### **Investment Advisers to the Finance Committee**

William R. Biggs

Donald B. Smith

### **General Counsel**

Cravath Swaine & Moore

### **Special Counsel to the Finance Committee**

Eli Whitney Debevoise

# **Foundation Offices**

477 Madison Avenue, New York 22, New York  
3331 Greenfield Road, Dearborn, Michigan

# the Officers

**H. Rowan Gaither, Jr.**  
President

**Dyke Brown**  
Vice President

**Thomas H. Carroll**  
Vice President

**F. F. Hill**  
Vice President (effective October 17, 1955)

**William McPeak**  
Vice President

**Quigg Newton, Jr.**  
Vice President (effective November 22, 1955)

**Don K. Price**  
Vice President

**Joseph M. McDaniel, Jr.**  
Secretary

**Ernest J. Perry**  
Comptroller

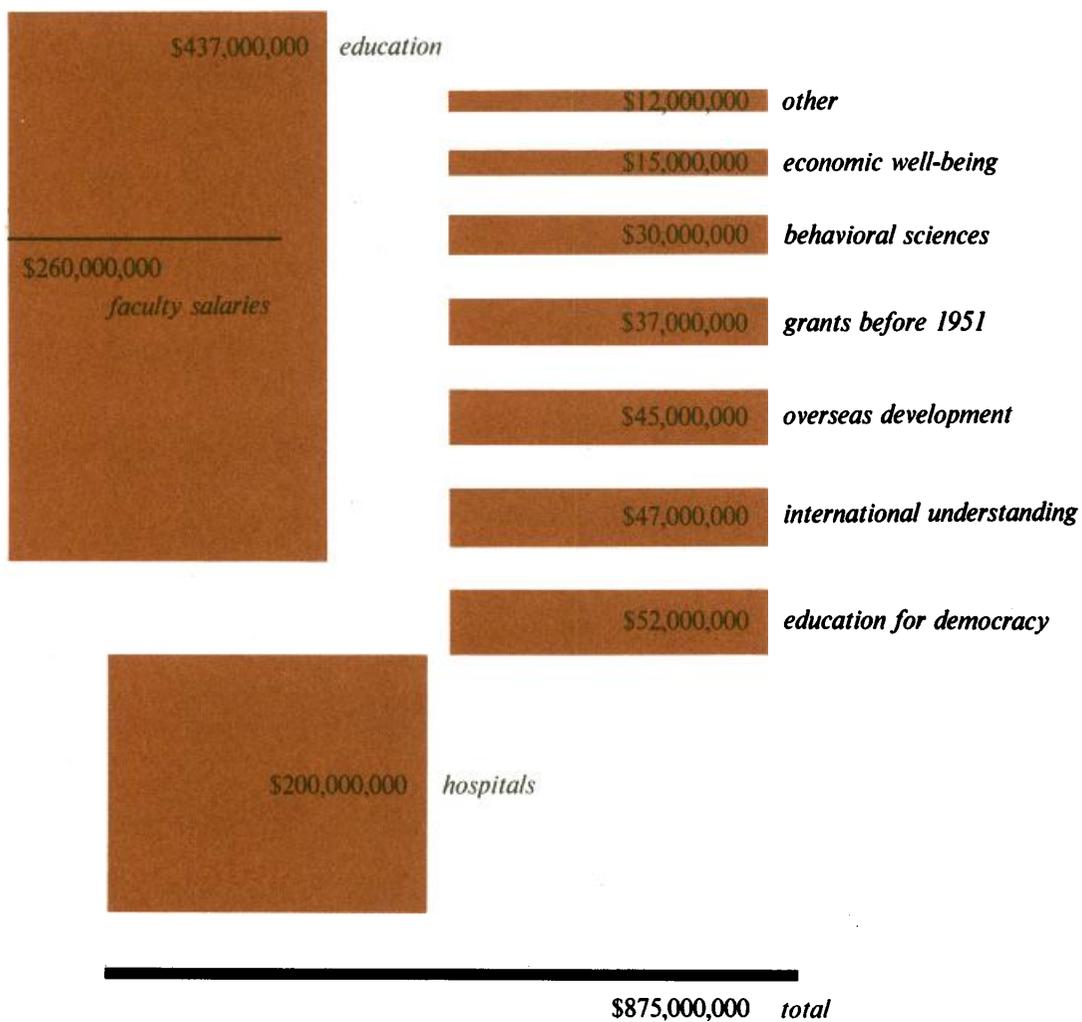
*Library of Congress Card Number 52-43167*

# contents

<b>The President's Review</b>	1
<b>The Advancement of Education</b>	11
<b>The Behavioral Sciences</b>	27
<b>Economic Development and Administration</b>	41
<b>Education for Democracy</b>	57
<b>Increasing International Understanding</b>	71
<b>Overseas Development</b>	89
<b>Fellowship Lists</b>	113
<hr/>	
<b>Financial Statements</b>	129
<b>Appendix</b>	167

# The Ford Foundation, grants and appropriations

1936 to December 31, 1955



# the President's Review

Looking back, from a perspective which weaves daily activities into patterns of development, The Ford Foundation fiscal year – October 1, 1954, through September 30, 1955 – appears divided into three predominating and distinct segments.

First, the planning of Special Appropriations of \$500 million to raise college faculty salaries, improve medical education, and expand the services of hospitals to their communities.

Second, preparation for the diversification of Foundation assets, which resulted in eventual sale of 10,200,000 shares of Ford Motor Company stock, representing twenty-two per cent of the Foundation's holdings in the Company.

Third, approval of grants and appropriations for activities in the general areas of Foundation interest of \$137,063,164 – an all-time high.

The Special Appropriations and the stock sale leading to diversification of assets perhaps commanded most public attention: the first was, in the aggregate, the largest sum appropriated at one time in the history of American philanthropy, and the second opened a great American business corporation to public investment.

Grants and appropriations made within the fiscal period may seem overshadowed by the dramatic qualities of these two events, but the Trustees and officers believe that large opportunities for public service occurred during the year and that the many actions described in the body of this Report stand as substantial, if less spectacular, efforts to contribute to the solution of urgent problems.

Final action on the Special Appropriations and on diversification, and public announcement of them, occurred after the close of the fiscal year and thus outside the boundaries of this Report. Because the planning for them consumed much of the thought and time of the Foundation's Trustees and staff, however, a summary of them is included in this preface. A more detailed presentation will be made in the next Annual Report.

## Special Appropriations

### *Raising College Faculty Salaries*

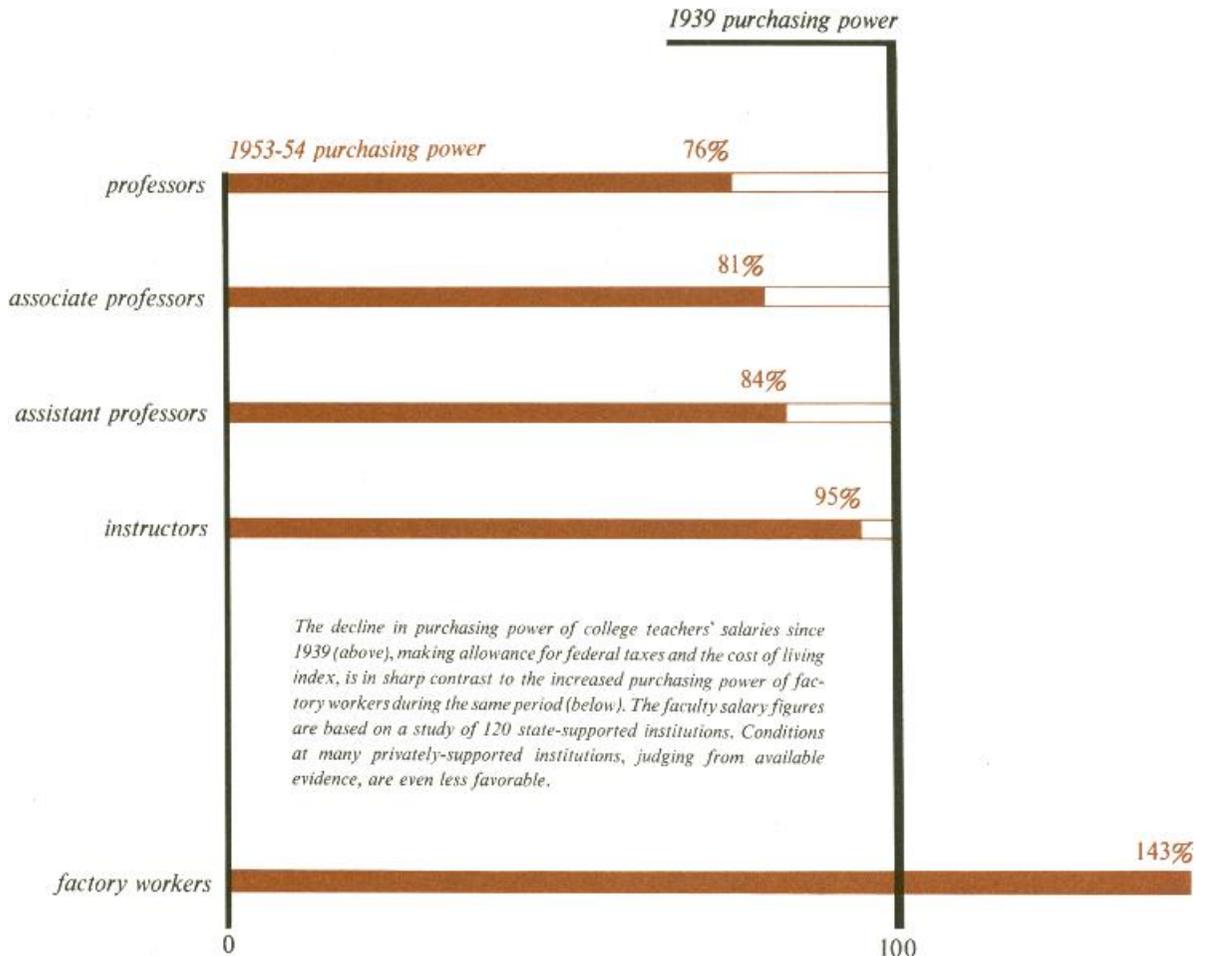
Fifty million dollars was set aside in fiscal 1955 to make an initial approach to the formidable task confronting the American people of raising college faculty salaries to a realistic level. The appropriation was designed to assist liberal arts colleges and universities, and was motivated by the deeply held belief within the Foundation that good teaching is a supreme need in a democracy, and that the profession must attract increasing numbers of competent men and women.

"The objectives of higher education ultimately depend upon the quality of teaching," Henry Ford II, Chairman of the Trustees, said in March, 1955, when the appropriation was announced. "The Trustees of The Ford Foundation want to do everything they can to emphasize the cardinal importance of the college teacher in our society."

In formulating the plans for grants under the appropriation, however, the Foundation and its Advisory Committee became increasingly concerned over the extent to which the problem of inadequate income was afflicting teachers in all private colleges and universities. Real salary income has suffered a substantial decline, slipping below the level of 1939-1940; student enrollment in colleges and universities throughout the country has risen steeply and unremittingly, and the combination of these opposing forces may in the near future exert a deleterious effect on the crucial role of education in American life.

In December, 1955, shortly after the end of the fiscal year, the Trustees approved Special Appropriations, part of which increased the original faculty salary appropriation by an additional \$210 million. This sum makes possible

## The Relative Purchasing Power of teachers' salaries and those of factory workers



grants to every private, regionally accredited, four-year liberal arts and sciences college and university in the United States, a total of more than 600 schools.

The grant to each institution will approximate its 1954-1955 payroll for teachers of undergraduate programs generally and of graduate programs in the

arts and sciences. It is to be considered an endowment grant, the income from which must be used to increase faculty salaries for at least ten years. At the end of the period, either the endowment or the income from it may be used for any academic need.

The original \$50 million will be distributed to 126 privately supported, liberal arts colleges and universities which have significantly improved the status and compensation of their teachers since World War II. These gifts may therefore be regarded as Accomplishment Grants, and will be given in amounts roughly equal to one-half of the institutions' 1954-1955 instructional payroll.

In recommending this group, the Foundation's Advisory Committee emphasized that it had not attempted to evaluate the *caliber* of the colleges, or their general excellence or reputation. "Indeed," it said, "our study confirms the belief so widely held that variety of excellence is a healthy aspect of our entire system of higher education, whether publicly or privately supported. This variety cannot readily be reduced to mathematical comparisons or scores."

Liberal arts institutions receiving the Accomplishment Grants may spend either principal or income for faculty salary raises or any other pressing academic need. Grants are to be paid in two installments, the first by July 1, 1956, and the second by July 1, 1957. The largest grant – Endowment plus Accomplishment – to any one educational institution will be \$5 million.

The Trustees and officers are fully aware that these appropriations are only an approach to, not a solution of, the problem. It is hoped that the grants will be interpreted as a challenge by the thousands of alumni, friends and institutions whose support is vital to private education and to our society.

### *Medical Education*

Medical training is the most expensive field of education. Enrollments in medical schools constitute less than ten per cent of the full student bodies, but may absorb as much as thirty-six per cent of a university's budget. The total cost per year of training a medical student is about four times that for a liberal-arts student.

In the medical schools begins the upward process of transmitting and applying medical sciences to the many health services, including hospitals, upon which the American people depend so heavily.

Unless larger funds are available to meet the broadening requirements of medical education, present high standards in the United States may be lowered, or our remarkable rate of progress in medical science impaired.

As a contribution toward meeting this need, the Foundation appropriated \$90 million for endowment grants to privately supported medical schools to help

strengthen their instruction. The recipient institutions, and the amounts of their grants, will be determined by the Foundation after further study of the problem.

### *Hospital Aid*

A growing population, swift advances in medical knowledge, and rising costs have placed increasingly heavy burdens upon the facilities of the nation's hospitals. While many of them manage to operate without deficits, they frequently do so only through sacrifice or curtailment of services important, if not essential, to the health of their communities.

To help in improving or extending their services, the Foundation appropriated \$200 million for grants to approximately 3,500 voluntary, nonprofit hospitals in the United States and its territories. The grants will range from \$10,000 to \$250,000 and may be applied, at the discretion of the governing authority of each hospital, to any program for improving hospital service to the community. This would include improvement of or addition to facilities or services, additions to or training of personnel, and the conduct of research. In particular, it is hoped that the grants will assist hospitals which desire full accreditation with the Joint Commission on Accreditation of Hospitals to achieve this status.

### **Total Grants**

Including these Special Appropriations, funds committed by the Foundation for all purposes since its establishment in 1936 now total approximately \$875 million.

### **Diversification of Investments**

The Ford family gifts which provided the assets of the Foundation were made almost entirely in nonvoting stock of the Ford Motor Company. Despite the increasing return on these holdings, the Trustees have felt for some years that it would be prudent to reduce the high concentration of the Foundation's assets in the securities of one company in one industry.

Accordingly, the Finance Committee of the Trustees was charged with considering means of diversifying the Foundation's investments. The desire to offer only voting stock to the public and other considerations required a reclassification of stock of the Ford Motor Company. A statement by the Trustees, issued in November, 1955, which outlines the plan for such reclassification and relates to negotiations with the Ford family, is reprinted as an Appendix on page 167.

In January, 1956, the plan of reclassification was put into effect and the Foundation sold 10,200,000 shares of new common stock of Ford Motor Com-

pany, representing twenty-two per cent of its holdings in the Company, to underwriters for public offering. The Foundation received \$642,600,000 from the sale, before deduction of expenses. Through arrangements worked out in advance by the Finance Committee, the Foundation was able to invest the net proceeds of the sale on the day the check was received.

Diversification of its holdings will give the Foundation greater financial flexibility in carrying on its program, including possible expenditure of principal when deemed appropriate by the Trustees.

## **Program Evolution**

The Foundation embarked on its expanded program in 1950, after its resources were greatly increased by additional gifts from its founders, Henry and Edsel Ford.

This program, as delineated by the Trustees, has five broad objectives. These are the expansion and improvement of education, the enlargement of scientific knowledge of human behavior, the advancement of economic well-being, the strengthening of democratic institutions and processes, and the promotion of international understanding and world peace.

In the five years that have passed since this program got under way, the Foundation has sought to translate these objectives into effective and responsible grant actions, and to establish an orderly yet flexible pattern of development. It has been a period of crises and change in the contemporary scene, requiring frequent evaluation of the needs and opportunities confronting the Foundation.

However, one of the significant virtues of a voluntary philanthropic organization with a general purpose is that it can adapt itself promptly to new circumstances. Accordingly, the Foundation has been able to expand the range of its activities and to develop improved methods of working toward its goals.

From 1951 to 1953, the Foundation directed its attention primarily to American education and to its international activities, in which efforts were centered on agricultural, industrial and educational developments in countries of South and Southeast Asia and the Near East. Modest beginnings were made in the realm of public affairs, as a principal expression of democratic institutions and processes; in economic development and business administration; and in the academic disciplines concerned with the study of human behavior.

From 1953 to the present time, educational and international activities have continued to grow, and work in the other fields has been accelerated.

With this experience in program development, the Foundation found new ways to make grants consistent with its aims, yet wider in scope. Specifically, it

undertook during the fiscal year to make large-scale applications of its resources to problems affecting institutions and services basic to American life.

### *Establishment of National Merit Scholarships*

Twenty million dollars was granted by the Trustees during the year to demonstrate support of the conviction that American high school students of great promise should not be cut off from college training for financial reasons. Currently, less than half of the top quarter of high school graduates – in terms of scholastic standing – enter college, many because of lack of funds. Obviously, no single voluntary source can supply the sums needed to make higher education available to all outstanding, but financially handicapped, young men and women. As an approach to the problem, The Ford Foundation joined with the Carnegie Corporation to create a new, independent agency – The National Merit Scholarship Corporation – which will administer not only the grants of the two founders, but also the contributions of business firms, individuals and other philanthropic organizations desiring to have funds dispensed for this purpose and through this new scholarship organization.

In addition to scholarships, the plan provides for cost-of-education grants to the colleges selected by the students. These will amount to four years' tuition, and are intended to reduce the gap between the fee students pay for instruction and the over-all institutional cost of their education.

In helping to establish and support the National Merit Scholarship Corporation, The Ford Foundation acted in accordance with one of its basic tenets: that education is an essential source of America's strength, and that better-educated citizens will sustain and invigorate our country in an increasingly complex world.

### *Support of Research in Mental Health*

Fifteen million dollars was appropriated to finance promising research programs over a five-to-ten-year period, in an effort to enlarge or open new approaches to the understanding of mental illness and emotional maladjustment. The number of persons affected, the heavy cost to society, the anguish and suffering inflicted on the victims and their families all underscore the lack of basic knowledge and the need for funds to flow into a research area which may be on the threshold of notable discoveries.

The Foundation's program was established on a broad base. The total human being is involved in mental health problems and our present knowledge is insufficient to predict the direction from which the most significant research results may come. Accordingly, the Foundation is prepared to support studies

of biological, physiological, somatic and medical factors, as well as of social and psychological factors.

#### *Support for International Legal Studies*

The sum of \$7,825,000 was granted to seven law schools for the training of lawyers, both as professional men and as citizens to work with increased understanding across national boundaries. The growing complexity of international relationships, both public and private, brought about by the rapid development of many international organizations, the multitudinous and varying transactions between governments, the intricacies of international trade and investment, all insistently call for swift and expanding development of academic courses to keep pace with hurrying events.

It is hoped that these grants, providing substantial endowment funds to make professorships possible and assuring support for fellowships, teaching materials and research for a full decade ahead, will help to stabilize the formation and development of law school programs in this field.

#### *Support of Education for Administration*

Grants totaling \$3,073,899 were made to support advanced graduate training and research in business administration. These reflected the Foundation's awareness that the strength of the free world's economy is dependent, in no small measure, on the vigor of business leadership. In order to increase the number and quality of business administrators, the Foundation has emphasized improved training for teachers of business administration, particularly at the doctoral level. Concomitantly, it has lent its support to institutions developing new approaches to fundamental business and economic problems.

#### *Development of International Activities*

The Foundation's international activities have shared in the steady development of the past five years. Their basic objective is unchanged; they, too, are concerned with education as it applies to economic, social and cultural development, and with the contribution that broader international understanding can make to world peace.

Education continues as the bedrock need, but by "education" is implied a wide spectrum of applications, ranging from teaching simple agricultural practices and hygiene to preparation for the professions.

In countries throughout the world, educational needs far exceed the capacity

of existing institutions to meet them. This is particularly true of the countries in South and Southeast Asia and the Near East. To build democratically upon their newly won independence, these countries require greatly enlarged educational opportunities. Only through education and training at all levels of society can they develop the latent talents for realizing their political, economic and cultural aspirations in harmony with the development of the democratic world.

At the same time, the Foundation has sought to increase the knowledge and competence of Americans in international relations. Our awareness of the world and ability to discharge leadership in its affairs depend as much on what we are willing to learn as on what we know. As Americans, we need generally to grasp the facts of our involvement with the rest of the world and to increase our understanding of remote and varied countries. We also need an adequate number of Americans who are trained in the language, histories, cultures and current problems of foreign countries in order that our relationships with them can reflect both skill and insight. The Foundation has supported programs designed to help meet these requirements.

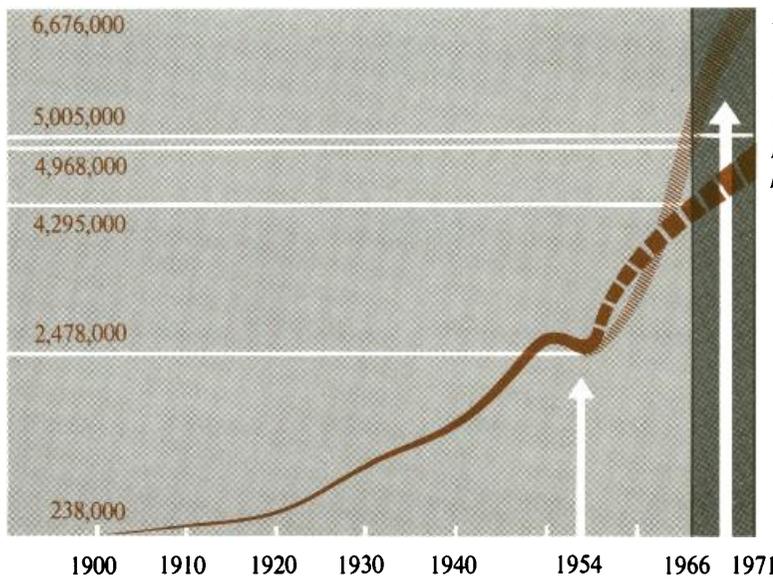
Completion of five years of activity is a chronological milestone for the Foundation, but the period is too short to permit definitive – and in many cases even tentative – evaluations of the impact of the hundreds of grants that have been made. Nevertheless, the time span is long enough for Trustees and officers to have attained better perspective on their efforts, and on the Foundation's potentialities and limitations as one element in the framework of American philanthropy.

Over the five years, a pattern of continuity has developed. There are now fixed points in our past which contribute to judgment of the pertinence and worth of current proposals and future possibilities. Whatever feeling of achievement there may be is balanced by a healthy uncertainty in the face of the complex problems of human existence with which our programs are involved.

We share with other grant-making organizations the knowledge that the value of money depends on the wisdom of the men who use it. Where past actions have been original in conception or have led to fresh approaches in dealing with situations, the Foundation here records the debt it owes its consultants and grantees. Their resourcefulness and responsibility have helped to solve past problems and to quicken our anticipation of future opportunities.

H. ROWAN GAITHER, JR.

## College Enrollment 1900-1955 and projected to 1971



Based on two factors:  
Increase in total population and  
continuation of trend for increasing  
proportion of young people to  
attend college.<sup>1</sup>

Based only on increase in total  
population.<sup>2</sup>

<sup>1</sup> Source: Fund for the Advancement  
of Education.

<sup>2</sup> Source: U. S. Office of Education.

On whatever basis  
the future increases  
are measured, the  
1954 college enroll-  
ment total (arrow,  
left) will be at least  
doubled between  
1966 and 1971  
(arrow, right).

# the Advancement of Education

## General Faculty Support

Of the many problems facing higher education in America today, perhaps none is so serious as the depressed level of faculty salaries. In an increasing number of colleges and universities, the profession of teaching has become almost intolerably unrewarding financially, even as the demand for more instructors mounts.

The demand has arisen largely from an upsurge in student enrollments, which now total some two-and-a-quarter million and are expected to reach five million by 1975.

The strain on existing facilities is already great and will grow, and the effects will be felt increasingly by both the public and private elements of

American education. In the past, the interaction of this dual system has served to strengthen the entire educational structure. Today, however, the private institutions face the problems of the future with resources potentially less ample than those of the publicly controlled colleges and universities.

The financial needs of the private institutions range across the board. And nowhere are they better illustrated than in the salaries paid to faculty, on whom all educational objectives finally depend. The college professor has hardly begun to share the benefits of the expanded productive power of this nation, and the whole educational system suffers from this fact.

In the 1953-54 academic year, salaries for all faculty ranks at private colleges and universities, adjusted for the rise in living costs, actually were twelve per cent lower on the average than in 1939-40. During the same period, however, real personal income for the nation as a whole rose an average of sixty-four per cent. Thus, even to restore faculty salaries to their 1939-40 purchasing power would still leave them far short of the general improvement in the national economy.

These percentages apply to dollar amounts which by professional standards are distressingly low. A survey of 173 colleges and universities completed in December, 1953, reported an average range of from \$3,227 for beginning instructors to \$7,256 for full professors. Instances of newly graduated college seniors whose first jobs paid more than their professors received after a decade of experience are commonplace.

The faculties of private universities suffer even by comparison with their colleagues in tax-supported institutions. A recent study by the American Association of University Professors has shown that, except for certain large Eastern universities and institutes of technology, academic salaries in private institutions fall below equivalent state university averages by at least \$1,000 a year, and in some cases by \$2,700. A similar, or greater, spread between public and private universities is noted in the salaries of associate and assistant professors.

The importance of this analysis goes beyond the material welfare of the present members of the faculties. It reaches into the future of higher education in the United States, threatening to reduce its capacity to attract young men and women of ability and initiative. Since a university is unquestionably a reflection of the quality of its faculty, the prospects in the years immediately ahead are sobering.

The Ford Foundation's study of ways by which to help stem this trend and to reaffirm the cardinal importance of the college teacher to American society began early in 1953. In March, 1955, the Trustees were requested to

appropriate \$50 million to help raise faculty salaries through endowment grants to private, regionally accredited colleges and universities.

In announcing the Trustees' approval of this proposal, Henry Ford II, Chairman of the Board, said: "Industry, commerce, government, the arts, the sciences and the professions—indeed, our whole way of life—depend heavily upon the quality of our education . . . Private and corporate philanthropy can make no better investment of its resources than in helping to strengthen American education at its base—the quality of its teaching."

Shortly thereafter, a special Advisory Committee was formed to recommend a list of colleges which should receive grants and to suggest a method by which the funds could be most effectively allocated. The Committee included: Devereux C. Josephs, Chairman, *Chairman of the Board of the New York Life Insurance Company*; Raymond B. Allen, *Chancellor, University of California at Los Angeles*; William M. Allen, *President, Boeing Airplane Company, Seattle, Washington*; James B. Black, *President, Pacific Gas and Electric Company, San Francisco, California*; Malcolm H. Bryan, *President, Federal Reserve Bank of Atlanta*; Victor L. Butterfield, *President, Wesleyan University, Middletown, Connecticut*; the Rev. Robert I. Gannon, S.J., *Rector, St. Ignatius Loyola Church, New York*; Mrs. John G. Lee, *Farmington, Connecticut, President, League of Women Voters of the United States*; Robert A. Lovett, *Brown Brothers Harriman and Company, New York*; John D. Millett, *President, Miami University, Oxford, Ohio*; James L. Morrill, *President, University of Minnesota*; Edgar B. Stern, *Chairman, WDSU Broadcasting Services, New Orleans, Louisiana*; Logan Wilson, *President, University of Texas*.

John J. Corson of McKinsey and Company, Washington, D.C., is serving as executive vice chairman of the Committee, and William C. Fels, on leave from his post as associate director of the College Entrance Examination Board, New York, as secretary.

In the course of its study, the Committee was asked by the Foundation to consider the problem on the assumption that additional funds might be made available for the program.

The Committee's recommendations culminated in action by the Trustees after the end of the fiscal year, which is reported in the President's Review on page 1.

## National Merit Scholarships

It has long been known that the United States each year loses large potential reserves of talent and leadership through the failure or inability of superior high school graduates to continue on to college. Today the problem is acute. In the face of marked, and even desperate, shortages of teachers, of various academic specialists and of scientists and technicians in many fields of industry, nearly half of the young people graduating in the top twenty-five per cent of their high school classes do not enter college. Many thousands of high school seniors are not even led to consider the prospect of higher education.

In the years immediately ahead, America's colleges and universities will suffer no lack of students; enrollments are increasing prodigiously. Yet any stiffening of entrance requirements that this pressure may induce will refine only the group which applies for admission. It is essential that top-quality students among nonapplicants also be identified and encouraged, and their further education supported, as part of the process of insuring maximum development of the nation's resources of talent.

For most of the nonapplicants, insufficient finances seem to be an important reason for not attending college. The colleges, eager for able students, traditionally have attempted to overcome this problem through scholarships. Today, however, the economics of higher education are such that few colleges and universities have the resources with which to underwrite any increase in scholarships. Furthermore, the competition among schools for scholarship students has become exaggerated, costly and ultimately wasteful.

Many educators have felt that the condition called for considerably increased financial assistance and that much of it would have to come from new sources. At the same time, it has been evident that one such source—American business and industry—was ready to enlarge its contributions to education, either directly or through scholarships, but had not always found acceptable instruments through which to act.

Following more than a year's study and consultation on all aspects of this problem, the Foundation in 1955, with the cooperation of the Carnegie Corporation, established the National Merit Scholarship Corporation. This is an independent agency for the administration of one of the larger college scholarship programs in the history of American education.



*Screening test is taken by students at Chicago high school in first round of national competition for merit scholarship awards*

The new corporation, which was granted funds of \$20.5 million by the two founding agencies, has six general objectives. It will undertake to:

Place in colleges of their choice a number of the country's most able young men and women who do not have an opportunity for education commensurate with their abilities.

Disseminate among high school students of high aptitude information about the advantages and availability of college education.

Uncover able students wherever located and call them to the attention of interested colleges and universities, corporations and others.

Establish high standards for administration of scholarship funds generally.

Provide new sources of revenue to institutions of higher education.

Offer to corporations and others an acceptable method of helping young people, together with a self-administering way of channeling unrestricted financial aid to colleges and universities.

The Corporation's method for achieving these goals will center on an annual, nationwide competition, winners of which will be determined entirely on merit and will be awarded four-year scholarships based on their individual need. All of the approximately 25,000 secondary schools in the United States, public and private, will be invited to participate on an equal basis.

Since tuition alone rarely meets the over-all expenses of educating a student, each Merit Scholarship will carry with it a "cost-of-education" grant to the institution involved.

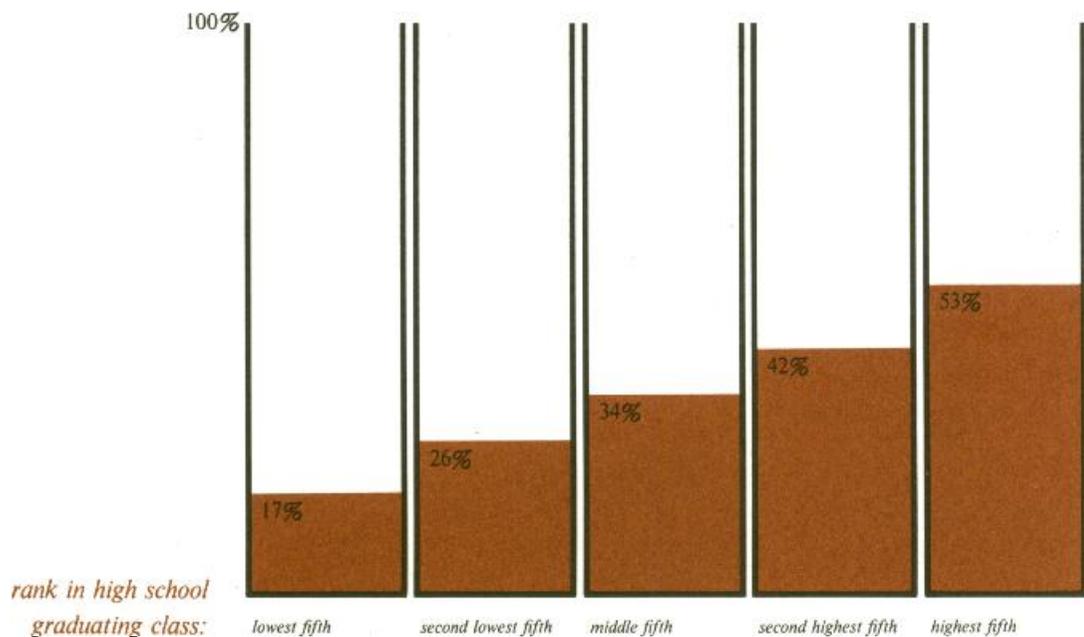
The \$20.5 million is earmarked for use as follows:

\$10 million will be spent directly at the rate of \$1 million a year for four-year National Merit Scholarships.

\$8 million will be used during a ten-year period to match contributions received from corporations or individual donors for the purpose of establishing additional scholarships. There will be no fixed rate of expenditure; it will be determined entirely by the flow of contributions from outside sources, except that no one donation in any one year will be matched by more than \$250,000 from the fund.

\$2.5 million will go toward administrative costs over a ten-year period and will substantially underwrite development and operation of the nationwide selection program.

## The Intellectual Background of High School Graduates who go on to college



Source: Commission on Human Resources and Advanced Training

The scholarship program will operate in this way:

Each fall, secondary school administrators throughout the country will be invited to select candidates for the Merit Scholarship competition. The selected students will then be given a screening test at their schools.

The highest scorers in the screening test in each state will take a professionally supervised Scholastic Aptitude Test of the College Entrance Examination Board. No fees will be charged to the students or their schools for these tests.

Top scorers in this final test—a total approximately ten times the number of Merit Scholarships available that year—will then be asked to furnish further information on their school records, recommendations, and other data. Only after the winners have been selected, solely on the basis of merit, will their financial needs be determined and the size of each scholarship set. The amount of the grant in each case will be confidential.

Winners will receive: a four-year scholarship to any accredited college or university; an annual award that may range from a minimum of \$100 if there is little financial need to a maximum sufficient to cover full tuition and living costs. Each student's ability to help himself will be taken into account in determining the amount granted.

Institutions chosen by the students generally will receive cost-of-education grants equal to four years' tuition. Tuition plus grant, however, is limited to a total of \$1,500 per year. In tax-supported colleges, the grant-in-aid accompanying a National Merit Scholarship holder will be applied as scholarship assistance to other students.

Donations by corporations or individuals will bear little or no administrative expense in the first ten years of the program, but will be used for student tuition and living expenses and the chosen institution's grant-in-aid. Scholarships created by outside donations may carry the donor's name, if desired—for example, the John Doe Merit Scholarship, or the Doe Company Merit Scholarships. (Scholarships established by Corporation funds matching these donations will be known simply as National Merit Scholarships, however.)

Donors also may specify some choices on the use of their contributions, such as geographical location of college or career purpose or sex of student, but selection on these terms may be made only from among previously designated winners of the competition.

Simultaneously with the formation of the National Merit Scholarship Corporation, the Sears-Roebuck Foundation and Time, Inc. each announced con-

tributions to the fund. Theodore V. Houser, Chairman of the Board of Sears, Roebuck and Company, reported a grant of \$600,000 for 100 four-year Sears Foundation Merit Scholarships. Roy E. Larsen, President, announced Time, Inc.'s participation through a grant of \$30,000 to provide five scholarships.

The process of initial selection and testing was begun in the fall of 1955 and first scholarship awards are scheduled to be made before May 1, 1956. Winners will enter colleges of their choice in September, 1956.

The National Merit Scholarship organization is an independent, nonprofit Illinois corporation, located at 1580 Sherman Avenue, Evanston, Illinois. The Chairman of its Board of Directors is Laird Bell, senior partner in the law firm of Bell, Boyd, Marshall and Lloyd, of Chicago.



*Laird Bell*



*John M. Stalnaker*

Other members of the board are: Walker Lee Cisler, *President, Detroit Edison Company*; Ward Darley, *President, University of Colorado*; John S. Dickey, *President, Dartmouth College*; Jonathan W. Edwards, *Superintendent of Schools, Portland, Oregon*; Henry T. Heald, *Chancellor, New York University*; Dexter M. Keezer, *Vice President, McGraw-Hill Publishing Company, New York*; Nancy D. Lewis, *Dean, Pembroke College, Providence, R.I.*; Isidore Newman II, *President, Maison Blanche Company, New Orleans, Louisiana*; Hollis F. Price, *President, LeMoyne College, Memphis, Tennessee*; Sidney J. Weinberg, *Partner, Goldman Sachs and Company, New York*; Robert E. Wilson, *Chairman of the Board, Standard Oil Company of Indiana*.

President of the Corporation, and a director, is John M. Stalnaker, former Dean of Students and Professor of Psychology at Stanford University, who for many years was associated with the College Entrance Examination Board.

## American Historical Association

As historical research has become increasingly complex and specialized, the gap has widened between the scholars and the teachers in the nation's secondary schools. The latter are unable to keep abreast of new findings in the field, with the result that there may be a lag of twenty-five or thirty years before important new facts or interpretations are reflected in secondary school teaching. At the same time, the specialists often are unaware of the teacher's problems and fail to present their material in a form useful in the schools.

To help bridge this gap, the Foundation granted \$148,000 to the American Historical Association for the establishment for three years of a Service Center for teachers of history. The Center will function as a clearinghouse for information and assistance both to researchers and teachers.

It will direct the preparation of pamphlets and reading lists for teachers, summarizing recent research and interpretations in various historical fields, and arrange discussions of the objectives and values of historical study which conferences with teachers suggest may be useful.

It will also establish a list of fifty to sixty professional historians in all parts of the country who are willing to consult with administrators and teachers, at their request, on history courses and materials appropriate for the schools. These consultations, it is expected, will eventually bring about voluntary cooperation on a wide scale between teachers and historians.

## American Geographical Society

A principal center of geographical knowledge in the United States is the American Geographical Society of New York. A nonprofit institution founded in 1852, the Society is an association of some 4,500 persons, including not only professional scholars but business men and diplomats interested in geography and its implications.

Maintenance of the Society's high standards in research and dissemination of geographic information, however, is dependent on the training of young scholars to supplement the present key scientific staff.

To assist this effort, the Foundation granted the Society \$140,000 for use over a period of five years. The grant will permit appointment of four interns per year in diversified fields, such as physical geography and general cartography, economic and human geography, statistical and mathematical geography, historical geography, and exploration and field research.

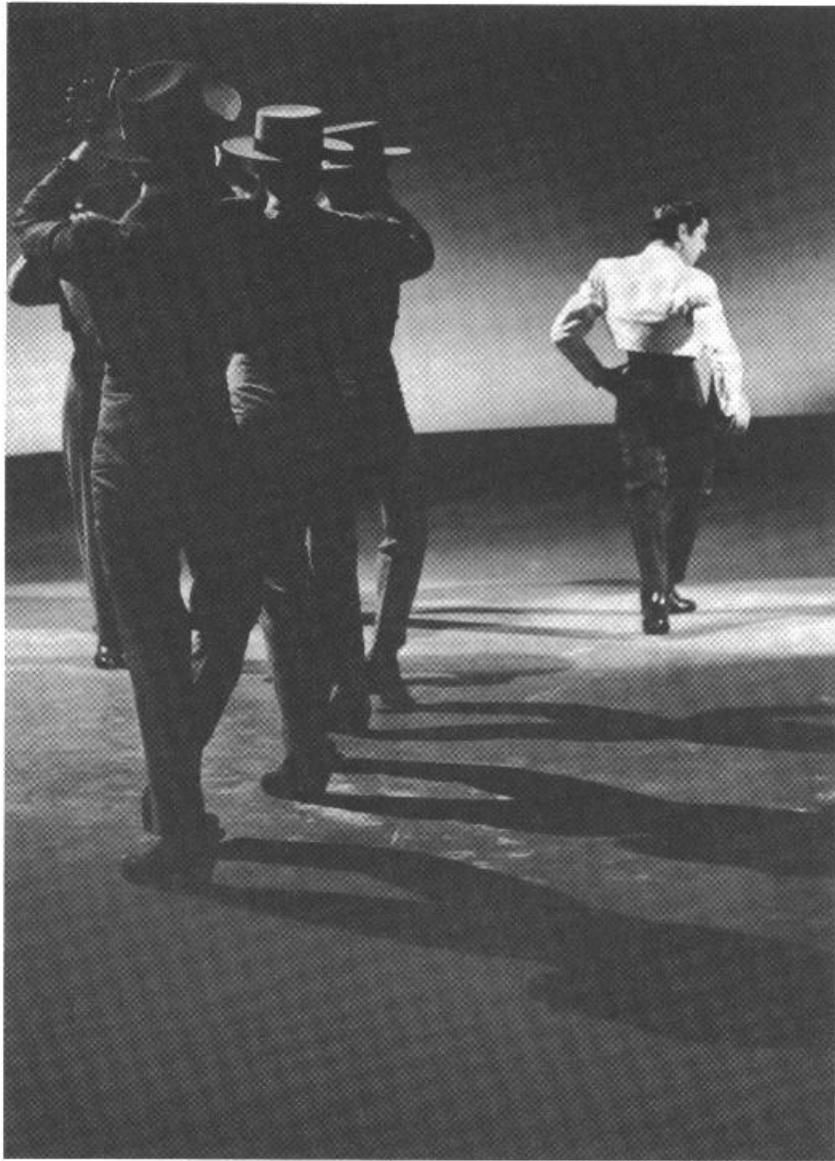
# the TV-Radio Workshop

The Foundation's TV-Radio Workshop, an experimental educational project, concluded its third season as producer of the television program, OMNIBUS, during this fiscal year. The program is an effort to demonstrate that educational program content can compete successfully for both audience and sponsorship in commercial television.

## How OMNIBUS uses its time



*based on the 78 programs of  
its first three seasons, 1952-1955*

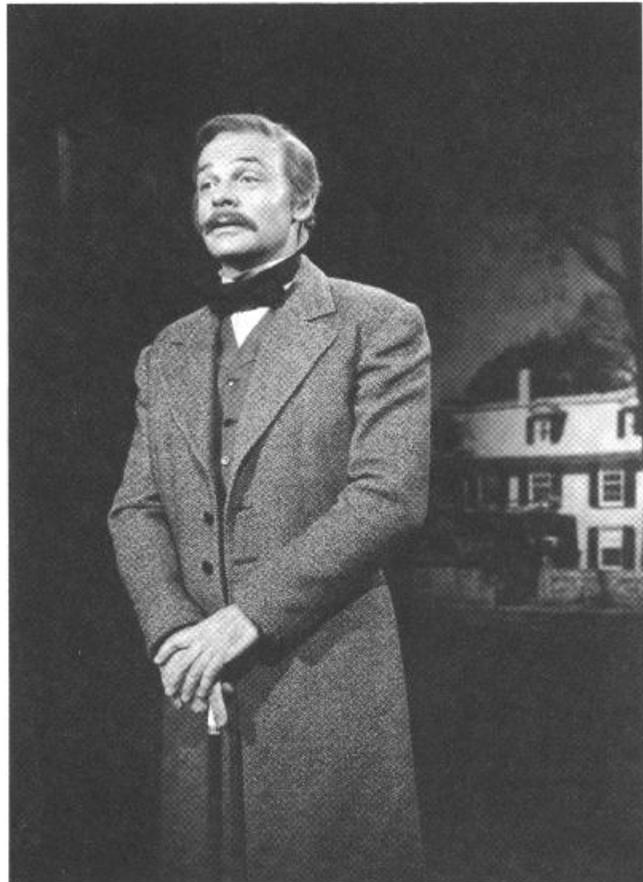


*Disciplined art of Spanish dancer Antonio had television debut on Omnibus*

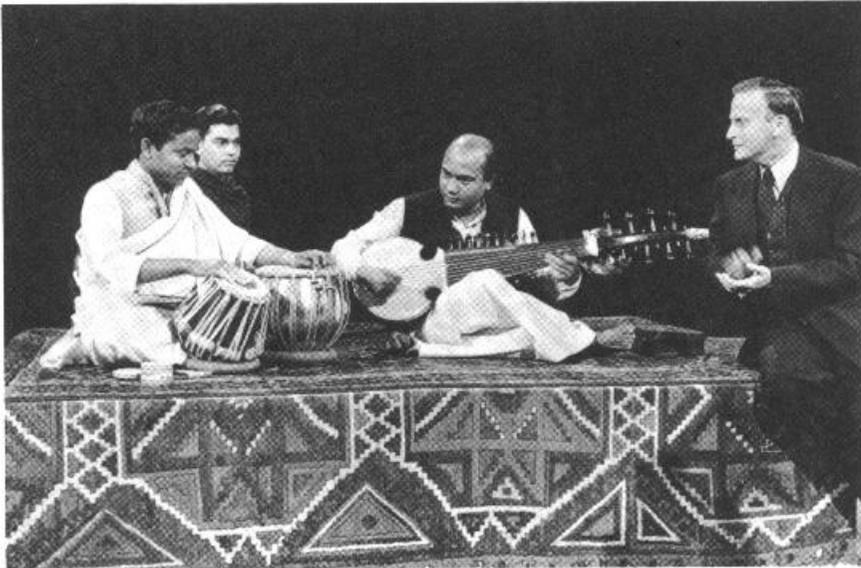
The Workshop has sought to undertake untried program ideas, develop new production techniques, and provide opportunities for new writers, performers and directors.

During the 1955-56 season, it planned to present such features as Famous American Boyhoods; The Birth of Modern Times, the story of the Renaissance; The Battle of Gettysburg; discussions of the music of Bach and of modern jazz; a biography of Shakespeare; and the conduct of test flights by the United States Air Force.

*Baseball's most famous strike-out was relived in William Schuman's original opera, Casey at the Bat*



*Actor James Daly portrays Henry Adams in final episode of series showing impact of Adams family on American life*



*Yehudi Menuhin was host to top Indian musicians invited to U. S. by Omnibus*



*Experimental modern drama, A Different Drummer, was written, acted and staged by theater group from Baylor University*



*photographs by Roy Stevens*

*Birth of Modern Times was dramatic approach to history of Renaissance*

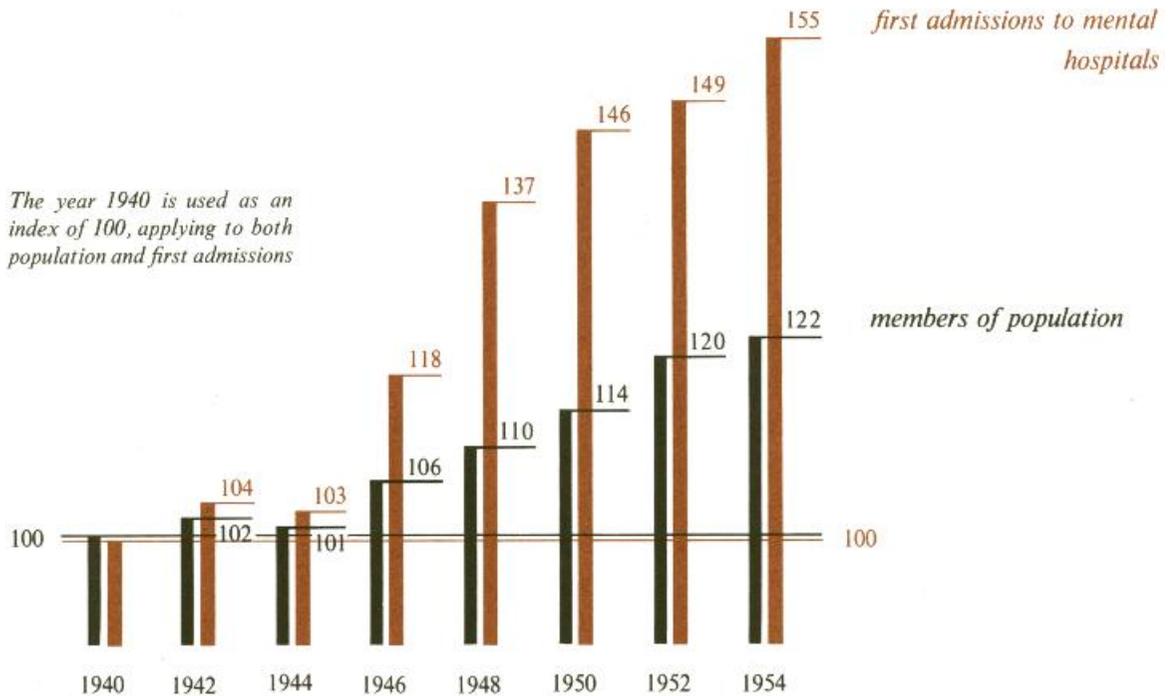


# the Behavioral Sciences

The Foundation's grants in the field of the behavioral sciences have tried to achieve three closely related objectives. The first is to increase scientific knowledge of human behavior. The second is to help the behavioral sciences to become more useful in the solution of human problems. Allied to both of these is the third: to develop personnel and institutional resources for work in the field. In 1955, assistance was given in all three areas.

Major research efforts were supported in mental health and in behavioral aspects of the law. Practical utilization of scientific knowledge was assisted through five grants for training personnel in professional fields, preparing materials on utilization, and providing a clearinghouse on utilization problems. Institutional development was aided through a series of grants mainly designed to strengthen the behavioral science programs of five universities.

## Comparison of Trends in Population and First Admissions to Mental Hospitals



*Source: National Institute of Mental Health*

## Increasing Scientific Knowledge

### *Mental Health Research*

In the decade since World War II, the related problems of how to treat mental illness and how to achieve mental health have received vastly increased attention in the United States. Professionals in the field, government, and the general public have been concerned with the incidence of mental illness, the expense of hospitalization for mentally ill patients, the inadequacy of basic knowledge and of available therapies, and the general cost in human terms.

The Ford Foundation's interest in mental health dates from 1950, when the Trustees' report, on which subsequent Foundation programs have been based, cited the "disabling effect of emotional maladjustment" on contemporary society. "Some authorities," it noted, "regard emotional maladjustment as the most characteristic and widespread ill of our civilization."

While work in the medical and physical sciences was not authorized in the Foundation's initial program, the report specified that in the field of the behavioral sciences it would be appropriate to support:

"the scientific study of the causes of personal maladjustment, neurosis, delinquency, and crime, and the improvement of methods of prevention and cure."

"the development of reliable measures of the effectiveness of professional practices extensively used in psychiatry, social work, clinical psychology, and guidance counseling; and of ways of comparing the relative effectiveness of alternative practices and testing scientifically the theories underlying such practices."

Initial development of a Foundation program in these areas was undertaken in 1953 with a grant to the Social Science Research Council for a review of work that had been done and of current needs in the field of emotional growth and mental health. The report arising from the study became the basis for consultations with nearly fifty additional specialists in the mental health field: psychologists, practicing psychiatrists and psychoanalysts, directors of mental hospitals, psychiatrists in medical schools and clinics, officers of other foundations and government officials.

These appraisals contributed to the eventual development of a program of support for research in mental health, for which the Foundation's Trustees in 1955 approved an appropriation of \$15 million for use over a period of five to ten years.



The Foundation decided to concentrate upon support of research and training for research. This will be given on a broad base, and the goals of the program coincide with those of the mental health field generally: determination of the causes of mental illness, the development and testing of effective methods of treatment, the development of methods of preventing mental illness, and the development of ways to increase positive mental health values.

As the problems of mental health involve the total person, research contributions will be encouraged among specialists in the behavioral, biological and medical sciences. Research studies may deal with etiology, diagnosis, prognosis, therapy and prevention of mental illness or emotional maladjustment; conditions of development of the mentally healthy personality; and principles or hypotheses bearing on such problems. Research approaches may range from primary focus on social and psychological factors to primary focus on biological, physiological, somatic and medical factors.

The Foundation expects that its support will be given to programs devoted to the exploration of broad subjects or problems, rather than to specific research projects. Among the typical areas of interest are: personality dynamics and development; biological, physiological and somatic aspects; social and community aspects; studies in therapy; and children's disorders. Programs obtaining support may be located in any qualified institution in the United States or abroad.



*Advisory Committee which aided the Foundation in development of its program of mental health research included (from left): Drs. Seymour S. Kety, David Shakow, John C. Eberhart, Merton Gill, John Romano and Ernest R. Hilgard. Many institutions already have submitted proposals*

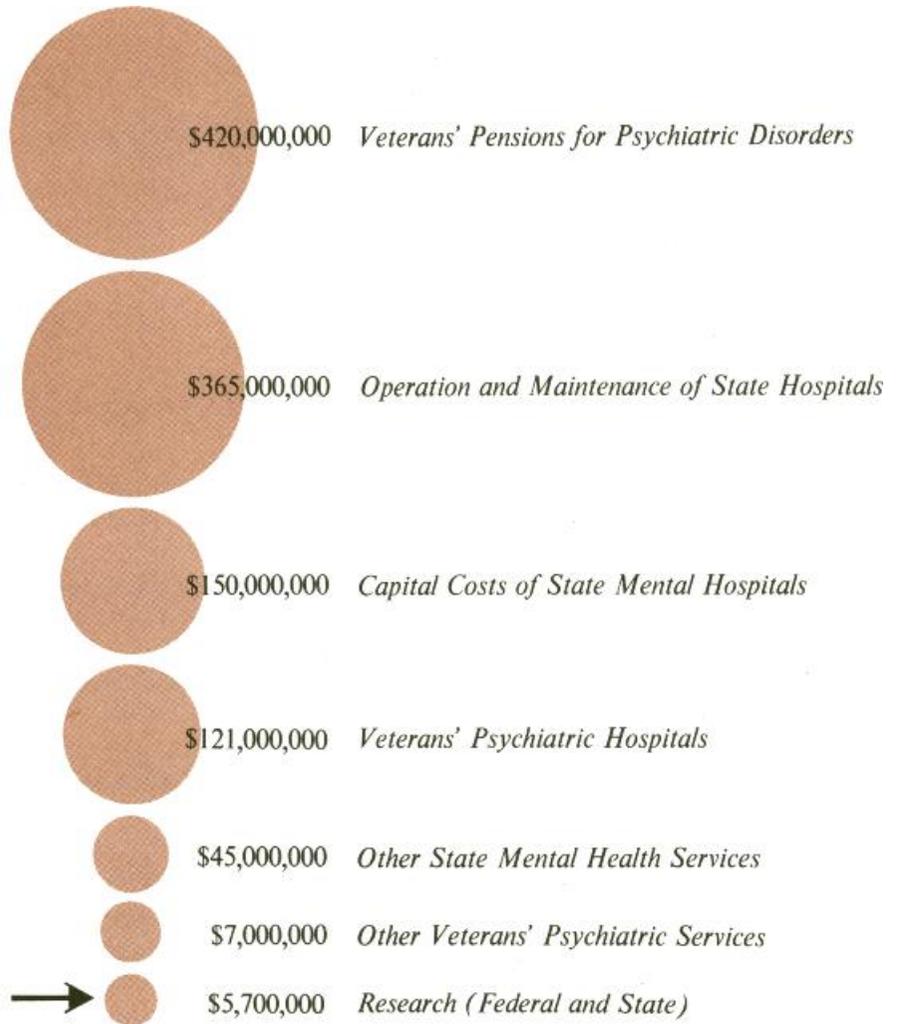
In the development of its program, the Foundation has been assisted by a special Advisory Committee composed of Drs. John C. Eberhart, *New York City*; Merton Gill, *Training Analyst, San Francisco Psychoanalytic Institute, Berkeley, California*; Ernest R. Hilgard, *Professor of Psychology, Stanford University, Stanford, California*; Seymour S. Kety, *Associate Director in Charge of Research, National Institutes of Mental Health and Neurological Diseases and Blindness, Bethesda, Maryland*; John Romano, *Professor of Psychiatry and Psychiatrist-in-Chief, University of Rochester Medical Center, Rochester, New York*; and David Shakow, *Chief, Laboratory of Psychology, National Institute of Mental Health, Bethesda, Maryland*.

An announcement of the research program was distributed widely to deans of graduate schools, chairmen of departments of psychology and sociology, deans of medical schools, chairmen of departments of psychiatry, directors of research hospitals and research organizations, research workers and others.

By September 1, the first deadline for receipt of proposals, the Foundation had received more than 100 grant applications and more than 125 statements of intentions to apply. The majority was from American institutions, but responses were received from thirteen foreign countries as well. Screening and appraisal of applications by the Advisory Committee is under way.

Work also has begun on a program for recruitment and training of research personnel.

## Major Annual Federal and State Expenditures for Mental Illness, 1951



Source: Council of State Governments

## *Law and the Behavioral Sciences*

Since 1952 the University of Chicago Law School has been conducting, under a Foundation grant, an extensive research program on law and the behavioral sciences. The aim is to increase understanding of American legal institutions and of the administration of justice through collaborative studies by lawyers and social scientists. As eventual application of such knowledge might strengthen democratic institutions, the program has been of interest to the Foundation's program of Education for Democracy.

The research has been directed by Dean Edward H. Levi of the University of Chicago Law School, and conducted by sociologists, psychologists, lawyers and research assistants. An Advisory Committee, representing the bar, judiciary, legal education, and the behavioral sciences, has assisted in establishing the scope of the program.

In 1955, after consideration of the work accomplished, the Foundation granted the University of Chicago \$1 million to continue and develop the program for four more years. The grant will permit completion of three major projects already under way, development of new projects and extension of the program through fellowships to other American institutions and to legal institutions abroad.

The first study is attempting to gain a factual basis for understanding the behavior of juries and their place in the American legal structure. It includes such questions as the effect on jurors of particular instructions, analyses of the methods of jury selection and their effects, comparison of jury trials with bench trials, and the impact of jury trials in creating an image of justice among jurors, litigants, and various segments of the public.

The second study deals with arbitration as a technique of adjudication. Its four main elements are: factors responsible for the growth of the machinery of arbitration in trade and exchange groups, the nature of the judicial machinery found in such groups, the decision-making process of arbitration, and the extent and history of commercial arbitration.

The third project is a study of the structure and intensity of public attitudes on various aspects of tax justice, with special reference to the Federal income tax. It is collecting information on public attitudes toward the tax base, exemption level, rate structure, tax-paying unit, differentiation in source, and observance and enforcement of tax law.

Altogether, the three studies may be viewed as an inquiry into the sense of justice as manifested in society's arrangements for the adjudication of conflicts.

The fellowship feature of the new grant provides for the training of personnel from other institutions. A limited number of social scientists and lawyers will be brought to the University of Chicago for periods of a year or more. Funds for work abroad will provide for the collection of data and the participation of foreign scholars in research on similar legal problems in foreign countries.

## Utilization of the Behavioral Sciences

Throughout most of 1954, a study of the "current application of the knowledge of human behavior and of the feasible means for extending such application" was conducted for the Foundation. Following this study, five grants bearing on problems of utilization were made in 1955. They provide for the training of personnel, for preparation of materials, and for establishment of a clearinghouse for the study and exchange of information on utilization.

### *Training Personnel*

Two existing programs in applied behavioral research and training were assisted through a grant of \$731,000 to the Russell Sage Foundation. Founded in 1907, this organization in recent years has concentrated its efforts on the practical application of the methods and the findings of the social sciences. The two programs for which funds were given were experiments that have proved successful and are suitable for expansion.

The first program has permitted the yearly appointment of three young behavioral scientists holding doctoral degrees as "residents" in an operating agency or professional school where they work closely with practicing professionals in such areas as health and welfare. To increase this number to ten, The Ford Foundation granted \$231,000 to underwrite seven additional two-year residencies annually for three years. The Russell Sage Foundation will continue its own support and will bear the administrative expenses of the entire program.

The second program aims at the development of instruction and research in the behavioral sciences in professional schools. The initial activities of the program have been well received by schools of public health, medicine, and social work, and opportunities now exist for further integration of behavioral science teaching with professional training. A Foundation grant of \$500,000 will permit support for five-year periods of several more of these programs.

A grant of \$75,000 was made to the University of Illinois for its Institute for Research on Exceptional Children. Trained personnel to work on the educational needs of gifted, physically handicapped, and mentally retarded children are in extremely short supply. To meet part of the need for more specialists in this field, the Institute is offering extra training to people who already have a doctorate in psychology, sociology or education. The Foundation's grant will cover twelve such post-doctoral fellowships and associated costs over a five-year period.

#### *Preparing Materials*

The Bureau of Applied Social Research of Columbia University was given two grants, one of \$15,000 to prepare a casebook on the utilization of the behavioral sciences based on a number of its own studies, and the other of \$5,000 to experiment with methods for presenting behavioral science knowledge directly to the practitioner.

#### *Clearinghouse on Utilization*

A grant of \$75,000 was made to Stanford University for the establishment of a clearinghouse on the practical uses of the behavioral sciences, under the direction of Wilbur Schramm over a period of four years. This enterprise will include preparation of casebooks, bibliographies and other materials, as well as development of seminars, conferences and interchanges of information directed toward finding solutions to key problems in the field.

## **Developing Personnel and Institutional Resources**

Development and improvement of work in the behavioral sciences was supported in 1955 through a series of grants to strengthen university resources for graduate training and research.

The actions were an extension of the Program of University Surveys in the Behavioral Sciences, undertaken by the Foundation in 1953 as a way to assist universities to analyze and appraise their facilities and needs for work in this field.

In the past year, reports on the surveys were received by the Foundation from home committees of the five grantees, from visiting committees to each institution, and from the director of a central staff office that coordinated the studies. While each report reflected local conditions, many proposals for improve-

ment were common to all, and in sum they described a wide range of institutional interests. Out of them were developed eight grants totaling \$1,574,150 and an appropriation of \$425,000 for a program of grants-in-aid.

The grants were as follows:

Harvard University	\$475,250
Stanford University	408,500
University of North Carolina	246,000
University of Michigan	220,250
University of Minnesota	133,500
Columbia University:	
Bureau of Applied Social Research	45,000
School of Library Service	9,650
National Opinion Research Center (University of Chicago)	36,000

Included in these grants is support for graduate studies, either through fellowships or research assistantships; for faculty additions; for released time for faculty research; and for expansion of field research facilities.

Fellowship support was included in the grants to Stanford, North Carolina, Michigan, and Minnesota. The grant to Minnesota, an institution not in the Survey program, represents an action along the lines recommended by the Surveys.

Assistance in obtaining post-doctoral research associates also was given to Stanford, North Carolina, and Michigan, primarily for the advancement of studies and activities already under way. Research was supported at Michigan and North Carolina on behavioral aspects of politics. Other elements include a mathematical training program for behavioral scientists, also at Michigan; an interdisciplinary study at North Carolina of small-group behavior, and assistance to North Carolina's Institute for Research in Social Sciences. In addition, part of the funds for these projects will be applied toward released time for faculty researchers.

At Harvard an endowment grant of \$400,000 provides for a faculty appointment in the field of personality psychology in the Department of Social Relations. The remainder of the grant, \$75,250, will support a seven-year appointment of a behavioral scientist in the School of Public Health to teach professional health specialists, conduct research on behavioral aspects of health problems, and consult with faculty and students in the health schools.

The Stanford grant also applied to faculty development. It permits seven-year appointments of a communications specialist, a mathematician, and a social psychologist or sociologist. It is expected that the mathematician will be concerned principally with the University's program on mathematical applications in the social sciences, which itself received a small Foundation grant for general support for three years.

Also outlined in the reports – or suggested to the Foundation independently – was the need for further field research facilities. Recommendations centered on three types: field research stations, organizations for large-scale data collection and processing, and an international center of research materials.

Field stations were assisted through the grants to Michigan and North Carolina. The former received funds for its Detroit Area Study for three years and both were aided in the development of field research training in anthropology.

Large-scale field studies, involving sample surveys, are conducted by the Institute for Social Research at Michigan, the National Opinion Research Center at Chicago, and the Bureau of Applied Social Research at Columbia. These are largely self-supporting institutions whose services are available not only to the academic world, but also to government, business and civic groups. Each was given funds to provide for continuity of operation, exploitation of already collected materials, extension of training facilities and similar purposes.

The feasibility of an international center or library of survey and other data on human behavior will be studied under a grant to the School of Library Service at Columbia University. With the aid of an advisory committee and a staff of social scientists, the School will consider the uses, the problems of operation, and the potential value of such a central collection of material.

Finally, all surveys indicated concern with the problem of small "free" funds that scholars need to carry on individual research. The Foundation, having made such individual awards to fifty-four behavioral scientists in 1952 with successful results, decided that this support should be extended. Accordingly, an appropriation of \$425,000 was made to permit up to 100 such grants-in-aid, and nominations were invited in September from the forty institutions that give most of the doctoral degrees in this field.

A grant of \$50,000 for another institutional survey of work in the behavioral sciences was made to the University of Pennsylvania. The survey will be conducted by Merrill Bennett, Director of the Food Research Institute of Stanford University, assisted by committees of the Pennsylvania faculty and advisers from other institutions.

In addition to the actions and programs described above, twelve grants were made for specific research projects and four in support of conferences on various aspects of the behavioral sciences. These were as follows:

### *Research*

*The American University:* Completion of a study, begun under a previous Foundation grant, of public reaction to the merger of *The Washington Post* and the *Times-Herald*, \$6,500.

*University of Chicago:* Inquiry by an inter-university Study Group into the desirability of revising the *Encyclopedia of The Social Sciences*, \$22,660; study of the meaning, effects and opportunities of increased leisure time in American life, by the Center for Studies in Leisure, under the direction of David Reisman, for three years, \$72,600.

*Columbia University:* Completion of a systematic inventory of the state of knowledge in the field of political behavior, begun under a previous Foundation grant, \$6,300.

*University of Geneva:* Continuation of studies by Jean Piaget of the mental development of children, with particular reference to the translation of concrete observations into abstract concepts, for three years, \$35,100.

*Harvard University:* Support of a study of the characteristics of a matrilineal kinship system through observation of the Mescalero Apache Indians of New Mexico, by David M. Schneider, over a period of three years, \$5,500; continuation of theoretical work by Talcott Parsons, Chairman of the Department of Social Relations, for three years, \$36,000.

*Institute of Community Studies, London:* Studies on the structure of contemporary British society, directed by Michael Young, for three-and-a-half years, \$70,000.

*National Opinion Research Center:* Two technical studies of the sources and magnitude of response errors in surveys, with the cooperation of the United States Bureau of the Census, \$34,665.

*Northwestern University:* Transcription and analysis of records of labor mediation cases by Ann Douglas, \$2,800.

*Wesleyan and Harvard Universities:* Study by David C. McClelland of the sources of the motivation of individuals toward achievement and the relationship of this motivation to economic development, for four years, \$21,000 and \$45,000.

### *Conferences*

*Centennial Commission of Saint Elizabeths Hospital:* To enable five foreign psychiatrists to attend the Centennial observance at Washington, D.C., \$5,000.

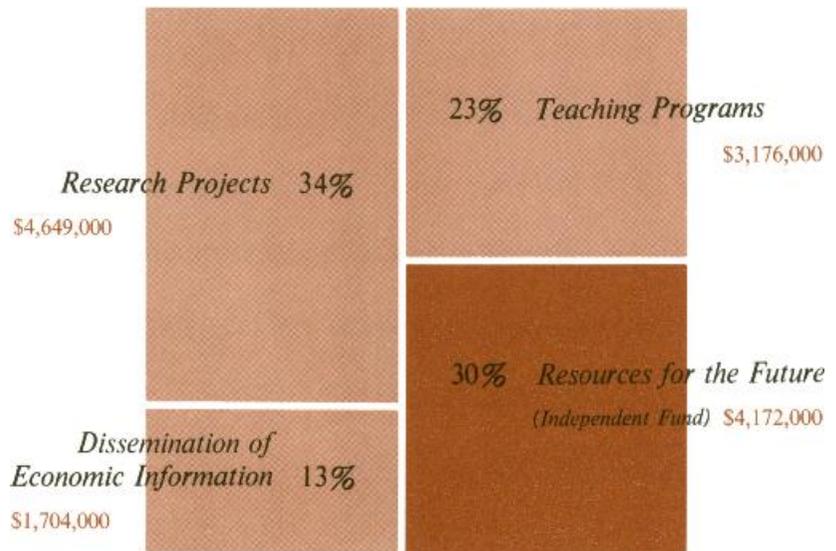
*Harvard University:* Support of a seminar on experimental study of the psychology of thought processes, conducted by Jerome S. Bruner of the Harvard Laboratory of Social Relations and Sir Frederick Bartlett of Cambridge, at Cambridge, England, \$8,000.

*London School of Economics and Political Science:* Support of the Third World Congress of Sociology, under the auspices of the International Sociological Association, in Amsterdam, The Netherlands, in 1956, \$10,000.

*National Academy of Sciences:* Support of the first United States meeting of the International Congress of Anthropological and Ethnological Sciences in Philadelphia, Pennsylvania, in 1956, under the sponsorship of the Academy's Committee on International Relations in Anthropology, \$9,000.

## Economic Development and Administration

*Total Grants 1951-1955* \$13,701,836



# Economic Development and Administration

The Foundation has in the past three years given increasing attention to problems of economic development and administration. The economy of the United States, in view of its significance for the growth and stability of economies throughout the free world, has been of special interest.

Briefly stated, the Foundation has sought to increase the capacity of men and women to understand and deal with problems concerning the administration of economic units, economic growth, the role of government in economic life, and economic relations among nations. This objective has been approached through support of three types of activity:

training for careers in research, teaching and administration,

research to add to the fund of knowledge concerning  
central economic problems,

dissemination of information on such problems.

Grants for these purposes during the Foundation's fiscal year of 1955 are described in the following pages.

## Education for Administration

The growth in volume and complexity of economic activity in recent decades has posed serious questions concerning the quality of training available to persons who seek careers in economic research, teaching and administration. Ways must be found not only to maintain standards of instruction as student enrollments are expanded to meet rising demands, but to improve them in order to provide the greater skill which new developments require. The degree of success achieved will, of course, have an important bearing on the maintenance of economic strength.

The Foundation has had a strong interest in helping to meet this need for higher quality in economic and administrative training. During the past year it made several grants directed toward this objective, especially in support of improved graduate training and research at the doctoral level. Its primary emphasis has been on increasing the supply of first-rate teachers of administration in the United States. Grants to institutions noted for their pioneering advances in teaching administration were considered to be strategic steps in helping to raise generally the level of such teaching.

### *Carnegie Graduate School of Industrial Administration*

One of these grants was made to Carnegie Institute of Technology for expansion of the doctoral training program of its Graduate School of Industrial Administration.

This School is especially interested in the application of the behavioral sciences and mathematics to problems of administration. It is staffed by men trained as economists, business administrators, social and industrial psychologists, political scientists, engineers, mathematicians, statisticians and lawyers. In its teaching and research, it emphasizes both theoretical and empirical approaches, and it is concerned with economy-wide problems as well as those of the individual business enterprise.

The Carnegie Graduate School of Industrial Administration admits a small number of students of unusual intellectual caliber. With the aid of a five-year Foundation grant of \$250,000, the number of doctoral candidates admitted is expected to be increased to ten or more annually. The grant provides funds for fellowship assistance to ten or twelve graduate students, most of them in their third or fourth year, and for the addition of one senior faculty member to the staff. A small portion of the grant will be used for summer field work expenses of doctoral students, for visiting lecturers and other special needs.

### *Columbia Graduate School of Business*

The Graduate School of Business of Columbia University also received assistance through a grant of up to \$625,000 for use over a period of five years. This grant recognizes and supports the School's concern with and plans for improving both the quality and quantity of executive talent for business. It will be applied to problem-oriented research by members of the faculty and to two important areas of training for potential executives: analytical phases of financial accounting and international business affairs.

The grant will assist work in the first area through partial endowment of a graduate professorship in financial accounting. The research and teaching interests of the chair's holder will be directed toward critical analysis of the assumptions underlying current accounting concepts in relation to the economy and to society generally.

International business affairs as they confront the executive constitute a new program of study at Columbia. The program, which is directed by Professor Roy Blough, former chief of the Economics Division of the United Nations, aims to give graduate students from the United States and abroad an understanding of international business complexities bearing on the design, production and marketing of products. These include problems of currency exchange, investment, and cultural differences. The costs of additional instructional personnel and their research and other assistants will be covered for a period of about five years under the terms of the grant.

Within certain designated limits over a five-year period, sums raised by the School from other sources for its Fund for Research will be matched by the Foundation. Leaves for full-time faculty members will be provided under this Fund in order to enable them to pursue research on business and economic problems.

### *Harvard Graduate School of Business Administration*

The largest of the grants in this series, in the amount of \$2 million, was made to Harvard University for support of research and training at its Graduate School of Business Administration. The grant is expected to make possible an expansion of the doctoral program so that forty candidates for the doctorate can be admitted each year, compared to the recent average of only three. Fellowship assistance will be provided so that advanced students will not be compelled



*“Case method” of teaching business administration is outlined at Harvard summer seminar for professors and deans from other schools*

by financial need to take teaching positions before completing requirements for the degree.

Emphasis at Harvard is on a “clinical” approach to problems in administration through the “case method” of instruction. Faculty members and candidates for the doctorate prepare original teaching “cases” based on actual business conditions. The method is well regarded in both business and academic circles. It is not used with maximum benefit in the classrooms of many institutions, however, because field research leading to the development of original cases elsewhere is limited. Under the Foundation’s grant, an eight-week summer training program in the case method at Harvard has been expanded for faculty members of other institutions. The participants gain first-hand experience in case research, writing, teaching and grading. This program has been in progress for a number of years, primarily for the benefit of Harvard doctoral candidates and research assistants. To make possible an increased number of participants in the 1955 summer program, the Foundation also made grants totaling \$13,899 to sixteen universities. A faculty member from each of the following institutions participated: the Universities of Arkansas, California (Berkeley), Colorado,

Kansas, Mississippi, North Dakota, Toledo, Virginia and Washington; Indiana, Northeastern, Northwestern, Marquette, Montana State and West Virginia Universities; and Santa Clara College.

The Harvard Business School has carried on an extensive research program, supported in substantial part by business organizations. Important aspects of research, however, do not readily command business support—such as the speculation that gives rise to new hypotheses, the planning necessary for research that will extend through several years, and the exploratory research required to determine whether large-scale projects would be feasible. The Foundation's grant helps, in part, to provide funds for these purposes through the endowment of two research professorships. One chair will be held by the Director of Research; the other, a Distinguished Research Professorship, will be held for varying periods by outstanding scholars.

Samuel A. Stouffer, Professor of Sociology at Harvard, has been designated as the first occupant of the latter chair. His appointment is part of a program under which visiting professors in the behavioral sciences will join the Business School's faculty to further the contribution of the behavioral sciences to business administration. These professors will conduct faculty seminars designed to encourage a two-way learning process.

Another important aspect of the Harvard Business School program to which the Foundation's grant will contribute is assistance to foreign institutions. The School has not been able to respond favorably to more than a few of the numerous requests for assistance it has received from abroad in recent years. It is hoped that the Foundation grant will enable the School to give increased attention to the training of foreign students and teachers, the development of teaching materials for use abroad, and provision of faculty members for short overseas assignments.

#### *Wharton School of Finance and Commerce*

The Wharton School of Finance and Commerce at the University of Pennsylvania, the nation's oldest collegiate school of business, has undertaken a comprehensive study of education for business and public administration, with particular reference to the Wharton School's own program. The Foundation made a grant of \$10,000 to support this study, which will be under the general direction of Dr. Joseph H. Willits.

### *European Training in Administration*

The need for improving the administration of business is by no means peculiar to the United States. It has been recognized by businessmen and educators in the Near East and in South Asia, where the Foundation has aided improvements in business teaching through its Overseas Development Program. In Western Europe, where the economy is more highly developed, the need has become acute in the postwar period. Fortunately, a few European educational centers have concerned themselves with this problem and have begun to win support from business leaders.

One of the centers is the Catholic University of Lille, in the industrial northwest of France, which established a Graduate School of Business Administration in 1952. Some 100 leading businessmen of the region raised funds for the School's establishment, and 150 junior executives of regional industries have completed its course in administration. The School has attracted widespread attention and has been requested to aid institutions contemplating similar programs in other European countries. Major emphasis is placed on the study of actual business cases, 120 of which are covered during the usual course. The Foundation granted the School \$50,000, largely for the expansion and improvement of its case research.

*Harvard case method is transplanted to France by young executives of Lille textile industry*



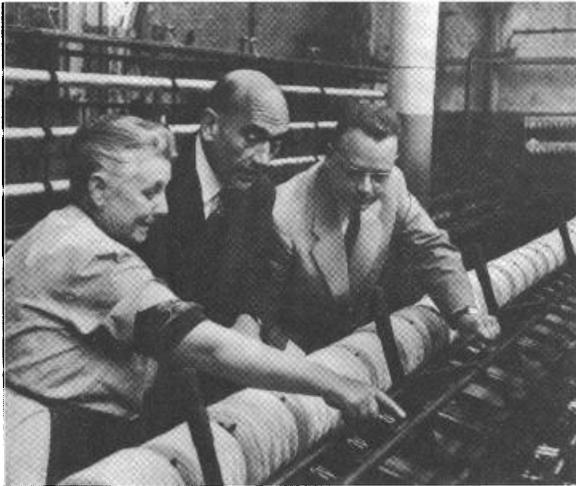
*Staff compiles case materials for classroom discussion by students*



*Student (r) researches a new case. Training courses are voluntary, have aroused interest of institutions in other European countries*



*photographs by Sid Latham*



*Mill owner checks loom in plant using techniques learned by son (r), a business school graduate*

### *Conference on Doctoral Training for Teachers*

The increased supply of well-qualified teachers of administration made possible by the Foundation's grants will fall far short of meeting the demand caused by swelling enrollments. In recent years, one out of eight college undergraduates has majored in business administration, and there is every reason to believe that this proportion will continue, if not increase, during the coming decades. It has been estimated that more than 6,000 new Ph.D.'s and Doctors of Business Administration will be required to teach these students by the middle 1960's. The anticipated supply of new doctoral graduates available for business teaching will, however, constitute less than a third of those needed to meet present accreditation standards.

As a means of helping to increase both the quality and the quantity of teachers of business, the American Association of Collegiate Schools of Business proposed a national conference to consider means of expanding and improving doctoral training and of attracting a greater number of able people to the profession. The Foundation granted \$25,000 for the support of the conference, which was held at Columbia University's Arden House in the fall of 1955.

### *Training in International Economic Administration*

A grant to Yale University provided assistance for a period of three years for a program of training in international and foreign economic administration in the Department of Economics. The program is aimed at helping relieve the serious shortage in many countries of young men trained to fill technical economic positions in international agencies, government departments, central banks and private business. It provides training at the graduate level for young men near the beginning of their careers.

The Foundation's grant of \$100,000 will help defray the costs of transportation and residence for selected foreign students. It also will cover expenses of visiting scholars and officials who will be invited for periods of three months to a year to discuss their own experience and problems and to direct specialized research. The grant complements another to the International Bank for Reconstruction and Development, described under "Increasing International Understanding."

## Research Programs

### *The State of the American Economy*

The National Bureau of Economic Research has a distinguished record as an independent research institution concerned with the study of economic activities and their interrelations. It has rendered the American public numerous services in gathering and impartially presenting information about economic conditions. Many of the statistical series originally developed by the Bureau have been continued by government agencies as important aids to the making of public and private policy.

Through most of its thirty-five years, the Bureau has been financed by short-term grants; this support, usually for special projects, has come from foundations, industry and individuals. In 1955 the Foundation made a grant of \$1,250,000, which, added to earlier grants from other foundations, will afford the Bureau continuity of support and better enable it to carry out long-range programs.

The research envisaged for the future by the National Bureau falls into three major groups. One centers on the organization and structure of the present American economy. The Bureau plans to continue its studies of income distribution, particularly among wage earners and salaried workers, to provide a better factual basis on which policies with respect to taxation and wages may be formed. It also will make a study of business organization, including the subject of size, the maintenance of "workable competition," and the degree to which special support might be desirable for small firms.

The National Bureau already has produced numerous studies of long-term changes in the United States economic system, including changes in income, production, employment, the labor force, business finance and capital formation. It now will undertake systematic research on consumption trends and will inaugurate a comprehensive survey of the economics of population change.

The Bureau plans to continue its work in business cycle analysis with studies of unemployment insurance, public works and personal income taxes as they affect the business cycle. A comprehensive volume to bring up to date the Bureau's study of business cycles is expected to constitute a capstone of the program.

### *Economic Growth of Nations*

Grants were made for two research projects in economic growth: one designed to add to the store of fundamental data concerning this subject, the other an

attempt to bring together uncoordinated findings relating to economic growth in the literature of various fields of study.

Persons in policy-making positions and academic economists alike continue to need better ways of explaining economic growth than those available at present. Believing that some of the answers may come through quantitative studies of the growth of private enterprise economies, the Committee on Economic Growth of the Social Science Research Council has stimulated such studies throughout the world in the past few years. The Foundation supported the Committee with a grant in 1953 and, in order to help place its program on a firmer basis, made a further grant of \$150,000 in 1955 for use over the next five years.

With the aid of economists in the countries concerned, the Committee plans to collect and evaluate quantitative records of economic growth over the last fifty years in Denmark, France, Germany, Italy, Japan, The Netherlands, Norway, and the United Kingdom. The objective is to prepare continuous and comparable statistical series on national income and wealth and their components. The Committee will continue its program of conferences at which American scholars can discuss new approaches to research and identify new problems in economic growth. It also intends to commission promising younger men to prepare exploratory research studies on related subjects.

The Committee is composed of leading students in the field: Simon Kuznets, *Professor of Political Economy, Johns Hopkins University, Chairman*; Richard Hartshorne, *Professor of Geography, University of Wisconsin*; Edgar M. Hoover, *Office of Population Research, Princeton University*; Melville J. Herskovits, *Professor of Anthropology, Northwestern University*; Bert F. Hoselitz, *Professor of the Social Sciences, University of Chicago*; Wilbert E. Moore, *Professor of Sociology, Princeton University*; and Joseph J. Spengler, *Professor of Economics, Duke University*.

A critical review of the existing literature and statistics on the comparative economic growth of nations is being undertaken by Professor Simon Kuznets and will be supported during the next five years by a grant of \$60,000 made to Johns Hopkins University. Dr. Kuznets intends to bring together the work relating to economic growth of scholars in many fields, including economics, sociology and anthropology. The grant will provide fellowships for several advanced graduate students who will spend a year or more working with Professor Kuznets.

#### *Training for Research in Economic Behavior of Households*

A second grant to Yale University provided \$60,000 to support a three-year

program of research training in the Department of Economics. The program is centered on the economic decisions made by households, including decisions on spending, saving and participation in the labor force. Graduate students will be trained in research design, collection of data by survey methods, and processing and analysis of the information obtained. It is anticipated that the program will yield both trained personnel and substantive research results.

#### *Role of Labor in Economic Development*

A grant of \$25,000 will support an extension of the inter-university study of labor problems in economic development for which the Foundation made grants in 1952 and 1954. A study of the role of the oil industry in the Persian Gulf area will be added. Special attention will be given to the labor policies and programs of manpower development of the large oil companies operating in the area, the use of oil royalties by the local governments, and effects of the oil industry on allied industries, trade and commerce. The study will cover Iraq, Iran, Saudi Arabia, Kuwait, Bahrein and Qatar. The field work for this project will be carried out by the Economic Research Institute of the American University of Beirut. The University of Chicago received the grant as bursar for the inter-university group.

#### *Effects of Foreign Trade on American Communities*

One factor which has helped make the controversy over tariff and import policies of the United States Government so difficult to resolve is uncertainty over how foreign trade actually affects American communities and producers. Although a few studies of specific localities have been made in recent years, a technique of analysis which takes better account of the complexity of factors involved must be developed, and more data collected, before satisfactory evaluation can be made. The National Planning Association will attempt to develop an adequate method of analyzing this question under a grant of \$100,000.

Data will be gathered on the foreign trade activities and interests of the producers located in various areas and on the relative importance to the areas' economic life of both those local producers engaged in export and those adversely affected by import competition. In addition, an attempt will be made to answer such questions as the following: What is the relative importance of domestic and foreign competition for those industries and producers who are, or who claim to be, adversely affected by imports? What adjustments have the area and its producers made to changes in the level and composition of imports and exports since World War II? What problems of adjustment confront them now,

and what further problems would be likely if import barriers were lowered? What assistance, if any, do or would producers need from civic and industrial groups, and from local, state and Federal governments, to make these adjustments?

It is hoped that, with the results of these studies as a stimulus and guide, other organizations will undertake similar studies to meet the needs of additional localities and industries.

### *Predicting Executive Talent*

Tens of millions of dollars are invested by American business each year in scholarships, "talent scouting" and training programs, all intended to aid in the selection and development of business executives. This investment might be far more effective if reliable techniques for predicting executive performance were available. The Educational Testing Service, which in the past year administered more than a million individual tests and provided five million more to other agencies, is undertaking a long-range research program in an attempt to develop such techniques. The Foundation made a grant of \$23,000 to provide partial support during one year of planning and initial study.

## **Dissemination of Information**

### *Economic Education in the Schools*

In view of the presence of economic factors in virtually all phases of life, from personal to international affairs, it would seem that an understanding of economics should be part of the education of everyone. The fact is, however, that the secondary schools of the United States, which provide the terminal formal education of most Americans, do not offer much preparation for economic aspects of daily living. Most secondary schools give instruction in economics as part of a general course in social studies, which is all too often taught by a person who has had no instruction in economics during his own academic training. To help improve this situation is the objective of the Joint Council on Economic Education, which has received a Foundation grant to support its program over the next three years.

The Joint Council functions primarily as a service agency, responding to the requests of schools and higher educational institutions for assistance in planning and carrying out programs that advance the study of economic problems. Affiliated with it are twenty-five state and regional councils and fourteen local councils, each of which is autonomous and locally financed and administered.

The Joint Council itself was founded in 1949 by a group of educators and has elicited the support of leaders in agriculture, business and labor. These groups are represented on the board of the national body and its affiliated councils.

The main element in the Joint Council's program to date has been education in economics for secondary school teachers. Workshops have been conducted each summer since 1949 to increase teachers' knowledge of economic problems and principles, improve classroom practices in economic instruction, and develop teaching materials. Thirty-six workshops, most of them of three weeks' duration, were held during the summer of 1955. The Joint Council also provides guidance for in-service teacher training programs conducted by its affiliated councils and by local school systems, universities and teachers' colleges.

In cooperation with the American Economic Association and the American Association of Colleges for Teacher Education, the Joint Council has explored during the past four years the problem of preparing future teachers for economic education. Twelve teachers' colleges recently have agreed to develop experimental programs with advisory assistance from the Joint Council.

The Foundation's grant was in the amount of \$275,000, part of which is contingent on the Joint Council's obtaining matching funds from other sources.

### *American Manpower Problems*

The National Manpower Council was created in 1951 as a result of the interest of many individuals, including President Eisenhower, then President of Columbia University, in the lack of public understanding of the nature and urgency of manpower requirements with which the United States was and continues to be faced.

The Foundation granted funds to Columbia University in 1950 and in 1953, enabling the Council to conduct several major studies. In each case a full year was devoted to the collection and analysis of information by the Council's staff and to the development of policy recommendations by Council members. The policy papers and staff studies have been published in three volumes: *A Policy for Student Deferment*, *A Policy for Scientific and Professional Manpower*,



*President Eisenhower receives manpower report from Council members (l to r): Dr. Henry David, executive director; A. J. Hayes; Eli Ginsberg, staff studies director; Dr. Leo Bartemeier, and James D. Zellerbach*

and *A Policy for Skilled Manpower*. A fourth, *Improving the Work Skills of the Nation*, was scheduled for completion in the fall of 1955.

The Foundation made a grant of \$650,000 to Columbia University in 1955 to support the Council's activities during the next four years. During this period the Council plans to consider womanpower, civilian and military manpower in government, and underdeveloped manpower resources. Its work is expected to culminate in 1959 in a study summarizing its findings on the place of manpower policies in a democratic society.

The members of the National Manpower Council are: James D. Zellerbach, *President, Crown Zellerbach Corporation, San Francisco, California*, Chairman;

Courtney C. Brown, *Dean of the Graduate School of Business, Columbia University*, Deputy Chairman; Robert B. Anderson, *President, Ventures, Ltd., New York*; Dr. Leo Bartemeier, *Medical Director, The Seton Institute, Baltimore, Maryland*; Erwin D. Canham, *Editor-in-Chief, The Christian Science Monitor, Boston, Massachusetts*; Lee A. DuBridge, *President, California Institute of Technology, Pasadena*; William H. Harrison, *President, International Telephone and Telegraph Corporation, New York*; A. J. Hayes, *President, International Association of Machinists, Washington, D.C.*; Charles S. Johnson, *President, Fisk University, Nashville, Tennessee*; Robert M. MacIver, *Lieber Professor Emeritus of Political Philosophy and Sociology, Columbia University*; Wilbur C. Munnecke, *Business Manager, Chicago Sun-Times*; Frank W. Pierce, *Former Director, Standard Oil Company of New Jersey, New York*; Jacob S. Potofsky, *President, Amalgamated Clothing Workers of America, New York*; Roland R. Renne, *President, Montana State College, Bozeman*; Sara E. Southall, *Personnel Management Consultant, Santa Fe, New Mexico*; and Charles P. Taft, *Headley, Sibbald and Taft, Cincinnati, Ohio*.

### *Economic Programing*

The Federal Government has spent more than \$4.5 million since 1948 in developing and testing a statistical method for coordinating military and economic planning under its Interindustry Economics Research Program. The program combined use of the so-called input-output technique of Professor Wassily Leontief, Harvard economist, with the "linear" or mathematical programming technique worked out principally by United States Air Force personnel. It gives promise of useful applications to private industry as well as to defense planning. The data are scattered, however, throughout the files of the government agencies and universities which took part in the program, and government funds have not been made available to bring together the results of the program for private and other public use.

To make this information available to businessmen, government administrators and scholars, the National Planning Association has undertaken publication of two reports with a Foundation grant of \$42,500. A report in terms understandable to the interested layman will present the essentials of economic programming along with an appraisal of its usefulness for various military and nonmilitary purposes. A technical volume will contain a detailed discussion of the underlying "mathematical models" and of problems associated with gathering statistical data.

### *Population Problems*

The rapid growth of the world's population has received increasing public notice in recent years, but much of the knowledge in the hands of demographers and other scientists interested in this subject is not generally available to the public. The Population Reference Bureau contributes to public education on population problems through its *Population Bulletin*, and its Information Service responds to requests from educational institutions, government agencies, industrial and business organizations, journalists and others interested in obtaining information on aspects of population growth. The Foundation contributed to the support of these activities with a grant in 1952 and in the past year made a grant of \$25,000 to support them over the next three years. Part of the grant is contingent on the Bureau's obtaining matching funds from other sources.

# Education for Democracy

## Leadership and Legal Studies

Lawyers traditionally have played a prominent role in American public life. From their ranks come many of our governmental, business and community leaders. Out of the Foundation's general interest in the development of effective leadership in public affairs has grown support for programs intended by the law schools to give Americans trained in law better understanding of law in its relation to governmental affairs, both domestic and international, to business and economic activities across national boundaries, and to the society in which law operates.

Legal education in the twentieth century has had to keep pace with many developments in American life. The growing importance of corporations in our economic life, for example, led to stress on the varied aspects of corporation law. Later taxation, administrative law, labor law, trade regulation and related new studies were added to the regular law school curriculum. In more recent years the growing importance of international trade, investment and organization have placed new demands on lawyers, which many law schools consider are likely to become increasingly pressing. Many law schools also see a need for relating the study of law more closely to the context in which the law must operate, to new developments in economics, sociology, psychology, and other fields of learning and thought. One important first step toward meeting these responsibilities is to make it possible for more present and prospective law teachers to deepen and expand their training in the law.

*Indian legal scholar addresses seminar at Stanford under Foundation-supported program of international legal studies*



Thus, professional needs and the requirements of public service alike call for strengthening legal research and training in relation to emerging problems. In 1955 the Foundation made major general grants totaling \$7,825,000 to law schools in support of their programs in legal studies, in most cases for a ten-year period:

Harvard Law School	\$2,050,000
Yale Law School	1,600,000
Columbia University Law School	1,500,000
University of Chicago Law School	1,275,000
Stanford Law School	600,000
University of Michigan Law School	500,000
University of California Law School (Berkeley)	300,000

### *International Legal Studies*

The greater part of the grants to law schools made in 1955 will support programs in international legal studies. The concept of international legal studies embraces, but is broader than, the traditional studies in international public law, conflicts of laws, and comparative foreign law. It includes the legal aspects of a broad range of public and private activities in foreign countries and across national borders.

The law school programs in this field vary, according to each school's particular interests. They share, however, four general objectives: to make training in foreign and international legal problems available in the normal course of legal education for American law students; to make training in United States law and legal thought available to able foreign lawyers, many of whom occupy or will occupy positions of importance in their own countries; to provide intensive training to specialists whose careers in business, government, or otherwise, will involve foreign and international activities; and to engage in research that will benefit the general student, the specialist, the teacher, the practitioner and the interested public.

### *Taxation*

In addition to its general program of international legal studies, the Harvard Law School has a special program of research on tax law. In underdeveloped countries, tax policies and structures have significance for economic development that is comparable to land reform, agricultural credit, population pressure or food production. Internationally, the tax systems both in the United States and in underdeveloped countries affect the flow of private capital among them. Few persons have an adequate understanding of the tax problems of the underdeveloped countries, however, and reliable, systematic information about their tax laws and practices is scarce.

The Harvard program will help to deal with this situation. The Foundation first supported it in 1952 and has now assisted it with a grant of \$295,000 for a five-year period. The program involves the following activities:

Training of foreign tax officials sent to Harvard by the United States Government, other governments, and the United Nations.

Systematic study of particular problems in tax policy and administration which are of vital consequence to economic development.

Studies of the relation of United States taxation to American private investment abroad.

Synthesis in an accurate and useful form of knowledge of foreign tax systems and their bearing upon international trade and investment.

Dissemination of information developed in these activities through special international conferences.

The program is financed not only by the Foundation, but by other private sources, the United States Government, the United Nations and foreign governments.

#### *Foreign Relations Law*

Preparation of a restatement of United States law bearing on the conduct of foreign relations was financed for a five-year period by a grant of \$300,000 to the American Law Institute.

The Institute designed this project to fill a gap in legal research concerning the interaction between American domestic and constitutional law, and international law. It will cover four main fields that often require a reconciliation of conflicting legal rights and obligations: the law relating to territory, jurisdiction, and jurisdictional immunities; treaties and other international agreements; the legal effect of recognition or nonrecognition of new states or governments; and protection of American citizens and investments abroad, and of aliens and foreign investments in the United States.

The American Law Institute, which brings together many leaders of the bench, bar and the law schools, was founded in 1923 to promote clarity, simplicity and uniformity in the law. Its restatements carry authority in the courts and are widely regarded as presenting some of the best legal thinking and conclusions on particular questions of law. The projected restatement will cite not only the recommended United States rules on problems in the conduct of foreign relations, but varying opinions in the United States and abroad. Foreign lawyers and scholars are expected to participate with the Institute in preparing the restatement.

#### *Teacher Training*

At Yale Law School, where a broad, revised program of legal education has been initiated, teacher training as well as international legal studies are supported

by the Foundation grant noted earlier. Yale is among the law schools which have been the main sources of law teachers in the United States. The Yale program includes plans for fellowships to make it possible for those now teaching or planning to teach in the nation's law schools to broaden their interests and acquire competence in new fields of law. In addition to fellowship support, the grant will make possible increased research by law teachers, directly helpful both to the practitioner and the law student, and expanded studies of law in relation to society.

#### *Law Revision*

For the past three years the law revision unit of the University of Chicago Law School has undertaken the study and preliminary drafting of statutes, municipal ordinances, and the like, on request from public and semi-public organizations. The Foundation's grant will, in addition to supporting the Law School's program in international legal studies, assist its plans to extend student participation in the law revision unit and make legislative drafting and the study of legislation a regular part of legal education, over a period of four years.

#### *Physical Facilities*

The grants to Chicago, Columbia and Harvard include specific sums to assist the construction of physical facilities essential for carrying out the projected programs in international legal studies.

#### *Other Grants in International Legal Studies*

Two additional grants made during the year have also assisted international legal studies. Duke University received \$5,000 for a conference of professors of law and political science in Southern colleges and universities. Its purpose was to examine the possibilities of improving instruction and research in international law and related subjects.

The American Society of International Law has planned a special series of regional meetings for the better understanding of international law and its relation to other legal and social studies. The meetings will be held in 1956, in connection with the semi-centennial of the Society. They will be arranged in cooperation with local law schools and bar associations in some fifteen cities throughout the country. A grant of \$22,000 will help to make these meetings possible.

## Problems of the Public Service

Recruiting and maintaining a corps of highly qualified, responsible and efficient personnel are vital to the functioning of the United States Government. We rely heavily on civil servants at all levels of government, in lower echelons as well as in policy-making positions, for the national welfare. Yet surprisingly little public attention and discussion has been given to the means by which government personnel are recruited and trained for their responsibilities.

In recent years the numbers of government personnel have increased, and the issues they face have become more complex. These facts have brought a corresponding increase in efforts to improve the status and competence of the public service, and to work toward more adequate recruitment and training procedures. During the period covered by this report, the Foundation made two grants in support of such efforts.

### *National Civil Service League*

The first of these grants was designed to help stimulate interest and informed discussion of the needs of the public service. For this purpose, a grant of \$30,000 was made to the National Civil Service League to support a public education program on the problems involved in attracting and retaining qualified personnel in government service. The grant is a continuation of earlier Foundation support for the League's activities.

The League will base its activities largely on two recent reports in this field.

In October, 1954, the American Assembly, a forum established under the sponsorship of Columbia University, held its sixth annual conference on the subject of "The Federal Government Service: Its Character, Prestige and Problems." The record of its discussions, findings and recommendations was published early in 1955. The League was one of the principal initiators of this conference, which was also partially financed by a grant from The Ford Foundation.

Shortly after publication of the Assembly report, the Hoover Commission Personnel Task Force published the results of its studies on governmental personnel policies.

The League will prepare materials setting forth in laymen's terms the principal findings in these two reports, and will make the information available to the public through civic, educational, labor and citizens' groups.

### *Brookings Institution*

A second grant was in support of a two-year experimental program to provide policy leadership training for government officials now in high-level career posi-

tions, and those about to reach such positions. For this purpose, \$218,500 was granted The Brookings Institution. Since its establishment in 1927, Brookings has carried on long-range research in governmental fields, and has had a direct interest in the development of personnel for the Federal service.

Most high-level executives who have progressed through the ranks of government have by the nature of the Federal service had to become specialists in some one branch. Usually, they have had no opportunity for training or study of relationships among the many government departments and agencies, or of the interplay between government and a large variety of nongovernmental forces and institutions.

The program to be initiated by The Brookings Institution will be an experiment in enabling these men to broaden their experience in problems outside their own jobs and departments. A series of five or six training conferences will be arranged, each attended by twenty to thirty men from various departments and agencies. For several weeks, participants will study and discuss such topics as the broad requirements of public policy and its formulation, and the political and economic framework within which governmental operations take place. Department and agency heads, and leaders from nongovernmental fields, will be invited to participate in these discussions. The program is intended as a demonstration of one possible means to improve Federal service.

## **Problems of State and Local Government**

A grant of \$120,000 was made to the National Municipal League for activities to strengthen the administration of government at municipal and state levels, through 1958.

The League, which was established in 1894, offers a number of services to citizen organizations concerned with improving the caliber of state and local government. A previous Foundation grant enabled it to expand its program of research and publication and increase its work in the field of model laws and codes.

## **Administration of Criminal Justice**

During this fiscal year, the Foundation continued assistance to a study of criminal justice, under the sponsorship of the American Bar Foundation. The study is related to several basic goals of the program of Education for Democracy: the strengthening of the nation's system of adjudication of public rights, and of the interpretation and enforcement of law.

In 1953, the American Bar Association appointed a Special Committee on the Administration of Criminal Justice, which was charged with responsibility to study the actual operations of the American system of criminal justice, to evaluate its weaknesses and strengths, and to make appropriate recommendations for fundamental reforms.

The appointment of the Special Committee reflected growing professional consciousness of the destructive influence of organized crime in this country and the weakening of public confidence in the institutions concerned with administration of criminal justice. The Committee's first report, in August, 1953, stated: ". . . the time has come for a bold and exhaustive inquiry into the way we are performing our professional function of protecting life, liberty and property in the complications of modern society and under our free institutions."

To assist the Committee in planning such an inquiry, The Ford Foundation in 1953 granted \$50,000 to the American Bar Foundation. The plan was completed in the fall of 1954 and, depending upon the results of an initial pilot phase, envisaged a nationwide survey extending over a period of five years. During this fiscal year, \$200,000 was granted to the Bar Foundation for pilot studies in accordance with the plan.

The study will be the first attempt to survey the administration of criminal justice on a national basis. It will inquire into every essential facet of this process, from the reporting of offenses to the final disposition of the offender, including the functions of the police, the legal profession, the courts, and sentence, probation and parole.

## Juvenile Delinquency

In almost every area of the country, there is testimony that the public is aroused over the problem of juvenile delinquency and desirous of improving the facilities for its prevention and treatment. Although figures to show the incidence of juvenile delinquency are not on a uniform base, authorities believe that the number of young offenders visible to the police is greater than a decade ago. In 1954, nearly 400,000 children were brought before the courts for either delinquency or neglect. Over half a million families were involved in court actions leading to family dissolution, with decisions affecting the lives of thousands of children.

The popular conceptions of prevention, however, are said to be so tentative and diffuse, and existing facilities for treatment so various, so overburdened and so inadequate, that public zeal for improvement often tends to be dissipated and overwhelmed. Consciousness of the magnitude of expense and effort involved

proves frustrating to intelligent action. The result is often a search for a panacea, whereas it can be clearly shown that, in the treatment field alone, what is needed is a multiple attack aimed at overcoming a wide variety of troublesome obstacles.

The funds and the facilities required in every state to provide such an attack will not be forthcoming overnight and cannot be supplied by any philanthropic organization. So great is the problem and so overburdened are the existing institutions in every area, that a first step inevitably must be an analysis of the possibilities for constructive action. The grant of \$600,000 made by the Foundation in 1955 to the National Probation and Parole Association was designed to aid an experienced organization in helping states to make this inventory. The program will last five years and, in the first year and a half, will operate in only a few states, probably not more than six. It will concentrate on means to strengthen courts and agencies for the treatment of juvenile offenders.

In each state selected, the National Probation and Parole Association is seeking the cooperation of lay civic leaders as well as judges, lawyers and correctional authorities. This leadership, drawing upon the technical services of the NPPA, will undertake:

To examine existing facilities and services from the point of first contact with a juvenile offender through disposition and treatment.

To determine the type and extent of treatment services and facilities needed, and to establish priority as to the urgency of meeting particular needs.

To develop means for giving the public full information on the problem and on measures required to deal with it.

To secure the active participation of individuals and groups, both public and private, in marshaling support to provide these facilities and services once the priorities have been established.

In short, the program attempts to build upon the increasing concern of the citizens in every locality with the problems of juvenile behavior, while concentrating upon defined priorities in the given locality and insuring coordination of citizens' efforts at the local, rather than at the national level.

## **National Defense Policy Studies**

Since World War II, defense policy in its broadest sense, including measures for the protection of the civilian population and economy, as well as those directly

concerned with military strategy and international relations, has occupied a predominant role in the affairs of the United States Government. In this broad sense, defense policy influences heavily the national business community, the industrial economy and scientific development, and ultimately bears on the personal life of every citizen. This situation seems likely to continue in the foreseeable future.

It has, therefore, seemed appropriate for the Foundation to give support to programs which offer education and training in the problems of defense policy for present and potential leaders in government, industry, science, journalism and community affairs.

The Foundation's first grant in this area was made during this fiscal year, in support of a three-year experimental program of studies in national defense policy at Harvard University. A total of \$214,800 was granted to the University.

The new program will capitalize on the results achieved in an experimental seminar on defense policy conducted by the University in the 1954-55 academic year. The success of the seminar discussions demonstrated the important contribution which educational institutions might make to general training in this field.

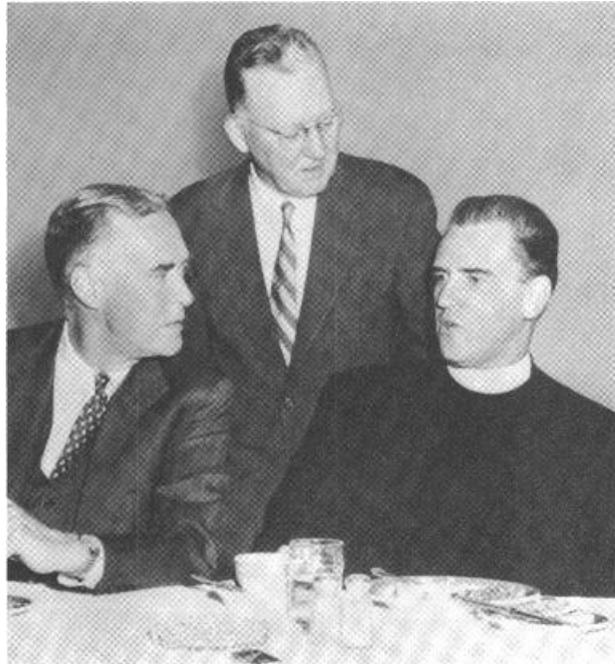
The program will be directed by an interschool and interdepartmental faculty committee of some of the University's most distinguished scholars, including representatives of the Graduate School of Public Administration, the Graduate School of Business Administration, the Law School, and the Departments of Government, Economics and Science. Courses and seminars will draw upon the services of faculty from all of these units, as well as visiting lecturers from key government posts. A program of research and publication will be inaugurated as a source of materials for use in teaching and discussion both at Harvard and at other universities, and by government officials and the interested public.

The program's ultimate objective is the establishment of an educational center where independent civilian and military thought and analysis can be brought to bear on the problems and effects of defense policy, and from which a continuing flow of information and critical analysis in this vital area may be disseminated.

## Metropolitan Development

Two grants were made for projects dealing with the increasingly complex problems of urban areas.

*Boston-area study is launched at meeting of Gov. Christian Herter of Massachusetts (l), Mayor John Hynes and the Rev. W. Seavey Jones, dean of the Boston College business school*



### *Boston College*

A grant of \$25,000 was made to Boston College to support research and public education on the problems of the Boston metropolitan area. This program grew out of a successful series of college-community seminars on Boston's metropolitan problems, sponsored by the College during the 1954-55 academic year. With the aid of the Foundation's grant, the College hopes further to stimulate citizen action in helping to solve some of Boston's problems and to create a prototype for similar efforts in other communities.

### *American Council to Improve Our Neighborhoods*

An eighteen-month study of impediments to the provision of housing in the United States, and of public and private means for removing them, was supported through a grant of \$250,000 to the American Council to Improve Our Neighborhoods.

ACTION is a nonprofit organization, established in 1954, to promote citizen action toward better housing. Its membership includes building materials producers, insurance companies, mortgage institutions, labor, real estate,

government, public service organizations, and other nationwide groups interested in the field of housing and community development.

The grant will finance an inquiry into the economic, legal, production and other obstacles to providing adequate housing for all income groups in the United States.

There will be six main areas of investigation:

A review of the principal impediments to more adequate housing at reasonable cost.

The economic feasibility of specific measures of conservation, rehabilitation and slum clearance for different types of communities.

Deterrents to equity investment in housing, and methods for overcoming them.

Implications of uncoordinated programs of housing regulation and development resulting from conflicts between governing units of various metropolitan areas, and possibilities for coordination.

Possible effects of imminent technological changes in housing on the structure and activities of local government, labor and the housing industry.

Development of standards of adequacy in housing and related community facilities, acceptable both to the housing consumer and to policy agencies, builders and landlords.

**ACTION** will utilize the facilities of existing university research centers for a considerable part of the inquiry.

## Other Grants

### *American Heritage Foundation*

A grant of \$150,000 was made to the American Heritage Foundation, in partial support of a national, nonpartisan register-and-vote campaign.

In the belief that "to register and vote is the primary responsibility of American citizenship," the American Heritage Foundation has previously conducted similar drives, with participation by leading national membership organi-

zations. Its present campaign will undertake to get out a record vote in the general elections of 1956.

Three grants during the fiscal year were made to assist programs for public education on governmental affairs and citizen responsibility.

A grant of \$25,000 was made to the Carrie Chapman Catt Memorial Fund for support of its publication program in citizenship education. The funds will be used to assist in the preparation and distribution of educational pamphlets on such topics as the development and characteristics of the two-party political system, the role of the President, and simplified parliamentary procedures for use by citizen groups; and for a "Pocket Manual about the U.S." to be given to visiting foreign students to explain the manners and customs of the United States.

To help support a program of public education on the moral and religious bases of democratic society, \$16,500 was granted to the Foundation for Religious Action. This foundation is an independent, nonsectarian, educational organization whose aim is to help resolve the present world-wide ideological conflict by strengthening democratic faith and ideals.

The Center for Information on America, of Washington, Connecticut, was granted \$12,000 to support publication and distribution of a series of monthly current events discussion guides for use in secondary schools. Each of these "Future Voters" guides covers a single topic of current national interest, including historical background, pros and cons, and questions for discussion by pupils of elementary and high school age.

Two grants were made in support of research in the field of government and politics.

Stanford University was granted \$15,000 for a study of motivating factors which lead promising public leaders in England to reject a career in the public service. The aim of the study is to shed some light on how the quality and status of public service may be improved by attracting and retaining highly qualified persons to careers in government.

The University of Puerto Rico was granted \$5,500 for a study of comparative public administration in several Western European countries.



# Increasing International Understanding

A major interest of the Foundation has been to contribute to international peace and security in ways appropriate for a private institution. One major course of action has been to help some of the less-developed countries of the world overcome their low standards of living and learning; grants for this purpose are described in the next section of this report. A second course has been to assist activities aimed at reducing the misunderstanding and ignorance which often compound the differences between peoples and contribute to international tensions.

The emphasis in this program has been on helping to improve American understanding of foreign and international affairs, so the United States might better meet its increased international responsibilities. Grants and fellowships have been given for research and training to increase expert and public knowledge of Asia, the Near East, the U.S.S.R., Eastern Europe and Africa. In the past year, support also was given for experiments to improve training, teaching and public education in the broader field of international relations.

At the same time, the Foundation has supported various activities that provide for an interchange of ideas among the peoples of different nations, primarily among the people of the North Atlantic community, and between the United States and nations of Asia and Africa. These activities have included interchanges of students, intellectual leaders and cultural materials; international conferences; and studies in foreign countries of international problems and relations.

The Foundation also aided several special educational programs of an international character, which are described at the end of this section.

# United States Understanding of Foreign and International Affairs

## Asia and the Near East

### *Training of Individual Americans*

This was the fourth year of the Foundation's fellowship program which is intended to help meet the shortage in the United States of people trained to teach, to do research, and to work in social, economic and political fields bearing on Asia and the Near East.

Fellowships were granted to eighty-three young men and women selected from several hundred applicants throughout the United States. They included college seniors about to enter graduate school, graduate students, and persons of demonstrated ability in the professions. The fellowships will enable them to study or do research in the United States or abroad in order to add knowledge of some part of Asia or the Near East to their competence in one of the social sciences, humanities or professions.

The granting of the fellowships was determined on the basis of individual merit and of the shortages of trained people in certain academic fields and geographic areas. The Foundation was concerned not only with helping a number of superior people undertake Asian and Near Eastern studies, but also with making training in greater depth available to a significant number of persons. Forty-seven of the fellowships represented extensions of previous grants.

Of the nearly 200 other persons who have received training under this program in previous years, several are continuing their studies, but most have now entered or returned to positions in colleges and universities, government agencies, private groups interested in foreign affairs, and in communications and other professions where knowledge of Asia and the Near East is needed.

This program has not met certain fellowship needs that are of importance to Asian and Near Eastern studies in the United States, however, and during the past year it was decided to modify the program. Small sums were made available to universities offering advanced training in Asian and Near Eastern affairs so they could provide immediate and short-term financial assistance to students on their own campuses. Grants totaling \$59,700 were made to Columbia, Cornell, Harvard, McGill, Princeton, Stanford and Yale Universities

and to the Universities of Chicago, Michigan, Pennsylvania and Washington.

It also was decided to make funds available for a small number of special fellowships to be given by invitation rather than application. This activity was still in an early stage at the close of the year, but it was planned to grant these fellowships to such persons as teachers of foreign area courses who are in need of refresher visits abroad, liberal arts college administrators and teachers who are interested in the possibility of infusing Asian and Near Eastern materials into their curricula, and to outstanding persons in the professions who have interests in these areas which could profitably be developed by further training, research and observation.

### *Chinese Studies Programs*

American training and research activity on China is not adequate to deal with the important problems that are posed by events of the past few years in China. The number of Americans outside of government who are qualified for research on China is small in terms of the need, and many of these are not now available. Moreover, the number of students who have begun advanced Chinese training in the last three years may not provide for adequate replacement of even the present corps of trained men. Beyond this, the universities which offer advanced Chinese training have not yet been able to cope with the new problems of training people and doing research which have been created by the closing of mainland China to Americans.

In view of this situation, the Foundation decided that the field of Chinese studies deserved its support. It made grants to the University of Chicago and Stanford University to enable them to maintain in their China training programs a few essential course offerings, especially in advanced Chinese language. Other grants were then made to Columbia University (\$420,000) and Harvard University (\$277,000) to enable them to undertake research during the next five years in the politics and economics of modern China.

The grant to Columbia provides for biographical research as a beginning to the studies in the politics of China since 1911. Individual political studies will be carried forward at Columbia and elsewhere in the United States or abroad where sources and qualified people are available. The major activity to be carried on under the grant to Harvard is the preparation of an economic history of China from 1840, the beginning of the modern revolutionary period, to 1940. In addition, studies will be made in greater detail on specific aspects of the modern Chinese economy. Both universities will seek the cooperation of institutions in Japan, Formosa and Hong Kong.



*Researcher studies microfilmed document for project on political institutions of present-day Japan which is being assisted at the University of Southern California*

#### *Other Asia-Near East Programs*

A grant of \$38,500 to the Far Eastern Association will help this learned society improve its general assistance to American training and research and expand its scope to include India, Pakistan, Afghanistan, Nepal and Ceylon. These countries have not previously come within the purview of an American scholarly society. A small central office has been established by the Association at the University of Michigan. Its program includes the holding of conferences, the organization of study and research committees, and the sponsoring of a variety of publications.

Two aids to research received partial support: the Southern Asian Accessions List of the Library of Congress, which provides comprehensive information on current publications in the region from Pakistan to the Philippines, and the *Middle East Journal*, which is an important source of information on current developments and research concerning the Near and Middle East. In addition, grants were made for South and Southeast Asia studies at the University of California (Berkeley), the Far East and Southeast Asia program of the School of Advanced International Studies of Johns Hopkins University, and a research project conducted by members of the faculty of the University of Southern California on political organizations and institutions in contemporary Japan, which

had been supported by a 1952 grant from the Foundation.

Three institutions in Asia itself also received support, in view of their potential contribution to further knowledge and understanding of that area. The University of Rangoon in Burma received a grant for its Economic Research Center, which has provided descriptive and statistical studies of industry and other aspects of the Burmese economy. Funds were made available to the United Nations Economic Commission for Asia and the Far East for its library in Bangkok, Thailand, which serves governments of the region and an increasingly large academic and university clientele, including many Americans. The Delhi School of Economics, in India, received a grant of \$130,000 for its training and orientation center for American and other foreign technicians in India. The center has been supported jointly by the Foundation and the United States International Cooperation Administration. Its purpose is to give specialists sent to India by foreign and international agencies an insight into India's cultural, social and economic development, a background which has been found to be of considerable importance to effective technical assistance.

## The Soviet Union and Eastern Europe

### *Training of Individual Americans*

One of the needs in Soviet and East European studies is for more young men and women of superior ability to be attracted to the field and to be maintained in it until their advanced training has been completed. This is the purpose of the Foundation in offering fellowships for Soviet and East European training, sixty-two of which were granted in 1955, the second year of this fellowship program. Twenty-seven were granted to students first assisted the previous year.

Three-fourths of the fellowships were for work in Soviet studies, the rest for work concerning Eastern Europe. In terms of academic fields, about a fourth of the fellows are working in history, and several are in international relations, political science, economics and literature. A few also are in anthropology, geography, law, linguistics and sociology. These fellowships were given to recent college graduates, to graduate students and to young scholars who have recently obtained the Ph.D. degree.

Though almost all plan to study at institutions in the United States, the recent willingness of Soviet authorities to permit travel within the Soviet Union may make it possible for some of them to visit areas of special interest abroad as well. In the past two years, three fellows have received visas to the Soviet Union and were given funds to travel there under the fellowship program.

### *Aids to Research*

For many years, the inaccessibility of the Soviet Union to research scholars of the free world has placed a premium on books and other materials published in the U.S.S.R. for internal distribution. Since the 1930's, the Soviet Union has made it difficult in various ways for scholars in the United States and elsewhere to obtain these materials. As a result of the work of the American Council of Learned Societies, the Social Science Research Council, their Joint Committee on Slavic Studies, and the Library of Congress, material in the United States has been made available to interested scholars, and research on contemporary Russia has been helped to keep pace with growing national needs. A grant to the A.C.L.S. will help support its program in this field during the next two years.

A related activity is the publication of the English-language *Current Digest of the Soviet Press*, which was established after the Soviet Union, in 1949, restricted foreign distribution of its newspapers and periodicals. By providing translations every week of material appearing in some thirty newspapers and an equal number of specialized and popular magazines, the *Current Digest* has become an important aid to scholarship and the interpretation of public affairs. A grant of \$99,000 to the Social Science Research Council will help insure the continuation of the *Current Digest* during the next five years.

The Foundation also supported several periodicals and conferences to help researchers interested in the Soviet Union and Eastern Europe keep informed on what others are doing and thinking. These included: *The American Slavic and East European Review*, published by the American Association for the Advancement of Slavic Studies; *The Journal of Central European Affairs*, published by the University of Colorado; the *Annals* of the Ukrainian Academy of Arts and Sciences in the United States, and the Academy's conferences concerning research on the history, economy and culture of the Ukraine; a conference at Columbia University to consider the state of American training and research regarding the Uralic-Altaic peoples, which include the Hungarian, Finnish, Turkic, Mongol, Korean and related language groups; and one at the University of Kentucky on the little-studied subject of land collectivization in Eastern Europe.

### *Soviet-East European Research*

The official history of the Communist Party of the Soviet Union, which circulates in millions of volumes and in numerous languages, is in many respects a false and distorted record. Yet, in the opinion of American authorities on Soviet affairs, there is no adequate history of the Party by a noncommunist author. A

committee of American scholars is undertaking to fill this need during the next five years, and the Foundation has granted Columbia University \$250,000 to support the project.

The committee intends to gather material for an objective history primarily from the documentary collections which exist in the free world and from interviews with accessible refugee survivors who played an important role in the early history of the Communist Party and Russian revolutionary movement. Based on information from these and other sources, a scholarly history will be written in two or three volumes. In addition, even before completion of this work, sufficient information is expected to be available for a one-volume history to be written for a wider audience. Cooperating in this project are: Philip E. Mosely, Director of Studies, Council on Foreign Relations; Geroid T. Robinson of the Russian Institute, Columbia University; Merle Fainsod of the Russian Research Center, Harvard University; and Harold H. Fisher of Stanford University.

Another Foundation grant will help provide means for some of the many well-qualified researchers working individually, in relative isolation from the major research centers of the United States, to contribute more to American understanding of the U.S.S.R. and Eastern Europe. The grant, in the sum of \$80,000, will enable the Joint Committee on Slavic Studies of the American Council of Learned Societies and the Social Science Research Council to conduct a two-year program of supplementary grants-in-aid to help such men meet research and publication expenses and attend conferences on research problems.

Two other research projects also received support during 1955. One, administered by the Institute of Intercultural Studies, is an attempt to add to the free world's knowledge of the Soviet Moslem society through interviews with emigres. The second involved historical research in the Soviet Union by a member of the faculty of Pennsylvania State University.

## **Africa**

To help increase further the number and qualifications of Americans trained in African affairs, a grant of \$235,000 was made in 1955 to Northwestern University, which for many years provided the United States' only major African studies program. The grant will enable Northwestern to strengthen and broaden this program during a five-year period.

The past year was the first during which fellowships for training in African affairs were granted under the Foundation's competitive foreign-area fellowship

program. They were available to advanced graduate students and to holders of the Ph.D. degree. Six were given to persons working in anthropology. Three fellowships each were given in history and political science, two in economics, and one each in education, law, philosophy and sociology.

Thirteen of the fellows will spend all or part of the fellowship term in Africa itself.

## Comparative Study

One of the basic questions facing students of human behavior, and especially those who are interested in cultures other than their own, is the extent to which it is currently possible to compare large and complex civilizations with much assurance. Since 1951 the Foundation has assisted the Project in Intercultural Studies at the University of Chicago, which is an attempt to discover and define the essential similarities and differences among the more important cultures of the world and to develop improved methods for further studies of this sort. The project involves the cooperative efforts of students in such fields as anthropology, sociology, philosophy and religion. Two works have been published and others are in preparation. During the past year, the Foundation granted \$100,000 for the project's further support.

## International Relations

### *Fellowships for Training*

The Foundation announced in the past year the inauguration of a fellowship program for special training relating to international relations and foreign affairs for advanced graduate students and young scholars.

The fellowship program has two major purposes. One is to help persons who are teaching or doing research in international relations to broaden their competence in related fields; they will be assisted in undertaking graduate training in another social science or in the history, culture and current problems of one or more nations of Asia, the Near East, Africa, or the Soviet and East European area. The second purpose is to encourage a larger contribution from the social sciences and related fields to the understanding of international affairs. Persons trained in one of the other social sciences or related humanities, or who have specialized foreign area training, will be helped to undertake graduate work in international relations.

### *Teaching of International Relations*

To encourage improvement in the teaching of international relations at the college level, the Foundation supported an experimental seminar at the State University of Iowa in the summer of 1955. It ran for eight weeks and was attended by twelve young teachers of international relations and nine senior men in the field. They gave main consideration to outlining the scope and content of "international relations" and to the organization of an introductory college course.

An experimental program in high school education in foreign affairs was the object of a grant of \$125,000 to the North Central Association of Colleges and Secondary Schools. The Association, which is the principal accrediting agency for schools and colleges in nineteen states in the Midwest, will seek to provide high schools with interesting, authoritative materials on foreign affairs that will present pupils with problems requiring decisions such as they will be called upon to make as adult citizens. A series of five pamphlets will be prepared to serve as supplementary material for existing courses (such as civics, world history, United States history, problems of democracy, geography) or as texts for a basic course in foreign relations for high school seniors. The pamphlets will be tested in a dozen schools during the first year, revised, and then tested in 500 schools throughout the country.

Another grant supported a conference at the University of Virginia on problems in the related field of training for the Foreign Service of the United States. The conference was attended by government officials and by teachers and administrators of colleges and universities.

### *Public Understanding*

A frequent observation concerning the American public's attitude toward the United Nations is that it seems to alternate between expecting more of the U.N. than it could ever accomplish, and doubting whether it should even exist. One reason for these extremes of view, it is often said, is an inadequate understanding of the functions of the United Nations. To study the level of understanding among Americans about the U.N. and to seek ways of improving it, is the purpose of a program of research, experimentation and related activities which the Foundation has assisted by a grant of \$148,000 to the Carnegie Endowment for International Peace. It will include intensive local studies of public knowledge of the United Nations and of activities designed to encourage a better understanding.

An experimental program to develop university-sponsored education in foreign affairs for leading citizens was aided by a grant of \$15,500 to the University

of Minnesota. It provided for a one-week seminar on United States policy in regard to Germany, sponsored jointly by the Universities of Illinois, Michigan, Minnesota and Wisconsin. A similar seminar, attended by seventy-five foreign affairs experts and representative citizens from the Midwest, was held in the summer of 1954 with Foundation assistance.

## Mutual Understanding among Nations

### Interchange of Students and Young People

#### *French Students in the United States*

The largest action taken by the Foundation during the past year to promote mutual understanding among nations was an appropriation of \$1 million to support the program of the Lafayette Fellowship Foundation, which will bring outstanding young French men and women to the United States for study. The Foundation grew out of a search for a memorial which the United States could offer to France in 1957 in honor of the 200th anniversary of the Marquis de Lafayette's birth. President Dwight D. Eisenhower of the United States and President Rene Coty of France have agreed to serve as its honorary co-chairmen. The Lafayette Foundation will select ten French students each year for Lafayette Fellowships, which will provide for two years of study in American undergraduate, graduate or professional schools and for vacation tours and visits to communities throughout the United States. The fellows will be selected on the basis of their leadership potential as well as scholastic qualifications, so that many of the French leaders of tomorrow will better understand America, its people and its institutions. The \$1 million pledged by The Ford Foundation will be granted when \$2 million has been raised from individuals, business corporations and other foundations.

#### *Asian-African Students in the United States*

The Foundation also assisted a program of scholarships for foreign student leaders through a grant to the United States National Student Association. The Association, a federation of the student governments of nearly 300 American

colleges and universities, maintains direct contact with student organizations in some forty-five foreign countries. With the assistance of \$128,000 from the Foundation, the N.S.A. will attempt to establish self-supporting projects on American campuses that will enable student leaders from Asia, the Middle East and Africa to undertake a year's study of American student-government practices.

#### *Foreign High School Students in the United States*

A grant to Sarah Lawrence College helped support a project in connection with the Herald Tribune School Forum. For nine years the New York *Herald Tribune*, school authorities in the New York area, and the Ministries of Education in some thirty foreign countries have cooperated to bring a high school student from each of these countries to the United States for three months. They visit briefly with several American families, attending local schools and otherwise living as their American counterparts do. They then report their impressions in a forum before 2,000 selected American students. The Foundation grant enabled Sarah Lawrence College to provide a five-day orientation meeting at the beginning of the students' 1955 visit and a five-day review and evaluation at the end. In addition, the grant helped make it possible for about two dozen of the foreign students and two Sarah Lawrence students to participate in similar forums in London, Cairo, Beirut, Karachi and New Delhi before returning to their homes.

#### *American Students to Asia*

Two projects under which small groups of American students visit college and university campuses in Asia received grants to help finance trips in 1955 and 1956. One of these is "Project India," an activity sponsored by the University Religious Conference at the University of California at Los Angeles. The other is a study tour of Pakistan, India and Ceylon, sponsored by the Associated Students of the University of California (Berkeley). A special feature of both these tours, aside from their emphasis on promoting student relationships and on maintaining them after the trips, is the considerable preparation given the traveling Americans to help them answer questions about their own country and discuss intelligently the problems of the countries they visit.

#### *Interchange of Farm Youth*

The Foundation continued to support the International Farm Youth Exchange Program of the National 4-H Club Foundation of America. A grant of \$200,000



*Exchange program enables Indian youth to learn U. S. dairy techniques while living with American family on midwestern farm*

will provide partial support over a four-year period for two-way exchanges of farm youth between the United States and countries in Europe, Latin America, Africa, and, to some extent, Asia and the Near East. Grants totaling another \$431,858 were made for similar exchanges in 1955-56 between the United States and most of the countries in Asia and the Near East where the Foundation's overseas development program is active. The opportunity provided by these exchanges for young men and women to live on farms in friendly countries has not only contributed to international understanding, but has aided the spread of technical knowledge and thus contributed to rural development in countries less highly developed than the United States.

### *The Exchange Process*

It is widely agreed that, effective as interchanges of people might be in improving international understanding, they can, without care, be equally detrimental to good relations. For this reason, the Foundation has devoted part of its support for interchanges of people to activities that help strengthen the process itself. Support was granted in the past year to the general program and some special activities of the Institute of International Education, which facilitates in a variety of ways the interchange of people between the United States and other countries for educational purposes. Other grants helped support the YMCA's Committee on Friendly Relations Among Foreign Students and the National Association of Foreign Student Advisers, both of which render important services to many of the more than 30,000 foreign students who attend American schools each year. Several research projects pertaining to educational exchange also were assisted.

### **Seminars in American Studies**

Two seminars which help young intellectual leaders of other countries gain an insight into American civilization received assistance during 1955. A grant of \$125,000 was made to support the Salzburg Seminar in American Studies over a five-year period. Every summer at Schloss Leopoldskron in Salzburg, Austria, a faculty of American professors lectures and conducts seminar discussions on such subjects as American government and foreign policy, literature and the visual arts, political thought, legal thought and institutions, and industrial and labor relations. Some 300 participants, between the ages of twenty-three and thirty-five, attend the seminar every year.

Another Foundation grant aided the International Seminar conducted each summer by Harvard University for about forty young diplomats, politicians, teachers, lawyers, journalists and other intellectual leaders from Europe and Asia. They spend eight weeks studying and observing American life, with emphasis on politics, economics, philosophy and art. Foundation support amounted to \$80,000 over a two-year period.

### **Conferences on the Atlantic Community**

The Foundation made two grants in support of international conferences concerned primarily with relations among countries of the Atlantic community. One of these grants, in the amount of \$50,000, was made to the Norwegian Nobel

Institute for partial support of a conference on "Western Democracies and World Problems," the first international conference to be held under the Institute's auspices. This conference, held in Oslo in June, 1955, was attended by nearly fifty persons active in international affairs in North America and Western Europe. They discussed closer cooperation among the nations of the Atlantic community, problems of the underdeveloped countries, and East-West tension. A grant of \$25,000 to the Carnegie Endowment for International Peace helped to finance two international conferences in the Bilderberg series which has grown out of informal meetings first organized in 1953 by His Royal Highness Prince Bernhard of The Netherlands. The conferences bring together mature representatives of the whole spectrum of political and economic opinion in the West; they include practicing politicians, businessmen, trade unionists, intellectuals, professional men and other leaders of public opinion.

## European Studies

A grant of \$25,000 to Massachusetts Institute of Technology will support a study of attitudes in Britain and Germany on issues of European cooperation. The main interest is in the extent of agreement on various possible fields of cooperation among leaders of the two countries. The project is an extension of studies being made in France by the Center for International Studies of M.I.T., under an earlier Foundation grant, working with the Institute of Social Research on European Cooperation.

Another grant provided assistance to the library of the College of Europe at Bruges, Belgium. The College provides a one-year postgraduate course for approximately forty students in political, economic and social problems related to the European-Atlantic community.

The Foundation also gave funds to the Society for the Advancement of Economic and Socio-Political Education in support of educational activities in Germany conducted by the Association for Politics and Economics. Through publications, lectures, discussions and conferences, the latter organization has sought to call public attention to social and economic problems bearing on democratic development in Germany. The Association also has emphasized the need for the free flow of ideas, persons and goods within Germany and among Germany and other nations of Europe and the free world. The grant, in the sum of \$125,000, provides assistance for a two-year period.

## Intercultural Publications

The Foundation granted \$500,000 during the past year to Intercultural Publications, Inc., for the continued publication of *Perspectives USA* and other experimental projects until July 31, 1956.

Intercultural Publications was set up in 1952 as an independent nonprofit corporation with an initial grant from The Ford Foundation. Its purpose has been to contribute to understanding among different nations, particularly to increase understanding of American cultural and social life among intellectual leaders of other countries. Intercultural Publications has attempted to do this primarily through the publication, in English, French, German and Italian, of the quarterly journal *Perspectives USA*. It also has aided the distribution of American literary and scholarly periodicals to libraries and educational institutions abroad and experimented with the translation and placement with foreign publishers of significant American writing. To help improve American understanding of foreign cultures, it also has assisted the publication of a series of "Perspectives" on foreign countries as supplements to regular issues of *The Atlantic Monthly*.

## International Relations Training Abroad

The Foundation granted \$200,000 to the University of Delhi in India to support its newly established School of International Studies, including a professorship there in American Civilization. The School, the first of its kind in South Asia, will be a training ground for government and academic service. The grant provides for fellowships to permit Indian students from all walks of life to take work in international relations for the M.A. or Ph.D. degree; in the past, these degrees have not been obtainable in India, and usually only young men of means have been able to go abroad to study for them.

The professorship in American Civilization will be held during the first four years by visiting Americans; the professor will give lectures on American civilization for advanced students, guide the advanced training and research of a small number of students working for the Ph.D. in international relations, and give occasional public lectures under the university extension program. The grant also provides for advanced training in the United States for two Indian graduate students and one Indian professor.

## Special Education Programs

The United States has an unique opportunity at the present time to contribute by educational means to the solution of various foreign and international problems. Other sections of this report contain descriptions of several needs which American educational institutions are helping to fill: training in international taxation, provided by Harvard University, is described on page 59; training in international and foreign economic administration, provided by Yale University, on page 48; and assistance by several American institutions to underdeveloped countries, to help them train the leadership that is needed to work out their economic and social problems, is described in the section on "Overseas Development" that follows. Three programs of a similar nature might best be described here.

### Rural Extension Education

The movement to introduce Western technology to the rural people of underdeveloped countries has grown so rapidly since World War II that there has been little time or experience for carefully preparing people for the work. Much of the training is based on American experience; and, as a result, promoting new techniques in agriculture and related technology in underdeveloped countries, especially in Asia, has been a difficult process of trial and error. The international experience in extension education has been considerable by now, however, and the need is increasing for professionally trained men to administer rural development programs in these countries.

Cornell University, which has been a leader in the field of extension education, received a Foundation grant of \$500,000 to take a first step toward introducing the knowledge gained in recent years into the curricula of educational institutions in this country and abroad. The grant provided for a course of graduate training for extension work in underdeveloped countries, the primary purpose of which is to provide advanced training for teachers—about ten Americans and five nationals of underdeveloped countries each year. At the completion of their training, they will be in a position to develop training programs at their own institutions. The grant covers a three-year period.

## **Peaceful Atomic Development**

Another Foundation grant provided support for the Fund for Peaceful Atomic Development, which aims to help make available to other countries the benefits of peaceful applications of atomic energy. Sponsored by a group of private American citizens, the Fund hopes to lend impetus to government action by a people-to-people approach to scientists, educators and businessmen abroad. It will work in areas not covered by government activity, and also in areas where governments may find it useful to have a supporting private organization. It plans, for example, to promote dissemination throughout the world of knowledge and understanding concerning the peaceful uses of atomic energy; it has taken steps to provide an international clearinghouse of unclassified information on nonmilitary aspects of atomic energy and to encourage the training of men and women from many countries in the skills required for peaceful atomic development. The Foundation granted the Fund \$75,000, with a like amount contingent upon the receipt by the Fund of additional sums from other sources.

## **Financial Policy and Management**

The International Bank for Reconstruction and Development has established a program to train senior officials of underdeveloped countries in the broad policy and management aspects of economic development. While training programs have been available for personnel at the technical level, there has been none for senior officials, and the International Bank concluded that this lack is an important obstacle to development. It therefore established an Economic Development Institute at the site of its headquarters in Washington, D.C., where a small professional staff, including members of the Bank's own staff, is expected to begin the first six-month course in January, 1956. The Foundation helped support the Institute by providing \$85,000 for a two-year period.



# Overseas Development

As a further contribution toward world stability, the Foundation has made a series of grants for economic and social development in several countries of the Near East and South and Southeast Asia.

In these areas there is a considerable potential for instability arising from a multiplicity of changes in recent years, including the establishment of independent nations, the fast growth of populations, and a desire on the part of the people for higher standards of living. Many of the countries are trying to meet their problems in a democratic fashion, even though authoritarian methods might seem to promise solutions more quickly. The forces working for and against their success are vast and complex and the Foundation has sought to give support wherever it can to democratic endeavors.

It has given assistance in two ways: by making grants to public and private agencies in these countries, and by enabling them to make use of expert consultants. Its basic principle is to help only those who want to help themselves, to do so in a way that is consistent with their own culture, and to support activities that have a potential for future support by the local community.

The circumstances and opportunities vary considerably in each of the thirteen countries the Foundation has assisted since 1952. The basic problems are much the same, however, and development is directed along the same general lines. The objectives of the Foundation, therefore, are to assist the selected countries to:

Improve rural village life through raising the living standards and productivity of rural communities, and strengthening private and governmental institutions concerned with rural problems.

Stimulate industrial and business development through improvement in administration and the more effective use of resources, as a means of increasing productivity and economic stability.

Improve educational institutions, practices and content to enable citizens to participate more responsibly in the affairs of their community and nation.

Increase the effectiveness and responsibility of governmental operations through the training of leaders and administrators and the improvement of governmental organization and procedures.

Strengthen economic and social research, especially on the fundamental problems of development.

Promote interchange and cooperation among nations, particularly with respect to their common problems.

Grants made for these purposes during the Foundation's fiscal year of 1955 are described below.

## **India**

### **Education**

When India became an independent nation in 1947, one of the many subjects which concerned the country's leaders was the state of the educational system. The Indian constitution set the basic goal: compulsory education for all children

through the age of fourteen, as soon as there were resources to make this possible.

It was thought by many, however, that for the educational system to provide trained personnel for national development programs and responsible citizens for the future, an expansion and reformation was needed at all levels of learning. As a result, the government appointed commissions to diagnose the state of education and to propose the principles that should guide its growth.

From the first days of independence, the various Indian States sought to expand facilities, especially for primary education, within the limits imposed by the economic situation. In 1953, the Central Government began laying plans to help finance expansion at higher levels, along the lines recommended by the educational commissions.

The Ford Foundation was at that time giving its major attention to rural development. It also was interested in the general educational aspect of Indian development and offered its assistance to the government. In doing so it had one basic point of view: that it could be most helpful to the Indian people not by trying to alter their objectives or to work outside their patterns, but by helping them at appropriate points to clarify their objectives and to move toward them.

In 1953 and 1954, the Foundation supported a variety of studies and conferences on the commission proposals that were emerging. By 1955, government agencies and numerous Indian educators were ready to undertake a considerable expansion and reform of secondary education and of education in rural areas. This was a critical point. Much depended on the availability of funds to make possible improvements in the quality of teaching, concomitant with the expansion. For this reason, aid to education accounted for the largest portion of Foundation funds granted to the Government of India during the year.

### *Secondary Education*

Among the recommendations of the Secondary Education Commission was a proposal that secondary schools should provide more diversified programs to meet the needs of two types of students. Those who will go no further in school should be prepared for a variety of occupations, while those of college caliber should be given the requisite background for university study. During the fiscal year beginning on April 1, 1955, the Indian Government offered to help the States finance the establishment of 500 new secondary schools with diversified curricula, and new facilities at 1,500 existing schools.

The Foundation's grants were intended to aid this expansion and reform in three ways. A grant of \$225,000 provided assistance to the semi-autonomous

All-India Council for Secondary Education, which is to serve as a national clearinghouse of information on secondary education and of ideas for its improvement.

Part of a grant of \$2,346,500 provided for continued conferences of headmasters of secondary schools and officials of State Departments of Education, at which the various proposals for reform can be discussed and plans laid for experiments with new practices. Another portion helped make possible a group of institutions designed to give headmasters and school teachers throughout India the means to professional improvement while they continue as active administrators and teachers. These are, in effect, departments of extension services, which are to be established at twenty-four or more teachers' colleges. They will provide the secondary school educators in regions surrounding the colleges with in-service training programs and with advice and information on curricula, methods and other professional matters, including the results of educational experiments in other areas.



*Literacy for villagers is a first step in vast education program under way in India*

### *Rural Education*

The University Education Commission pointed to the need for making education in rural areas better suited to the needs of rural life. Schools in the country's 548,000 villages, where the great majority of the Indian people live, offer virtually the same education as schools in the cities. This has been seen as a contributing factor in the drift of young people to urban areas, where employment opportunities are fewer, but where they feel they have been prepared by their schooling to live and work.

A large part of the \$2 million grant mentioned above will aid the establishment and initial operation of a number of Rural Institutes which will offer to secondary school graduates a program of special training for careers in rural work. The Institutes also are to conduct research on rural problems and carry on extension work in nearby villages.

The grant also provides for an experiment with "People's Seats of Learning," rural schools which will give three-to-six-month courses to village youths who have less than a secondary education. The programs will acquaint them with new techniques in farming and handcrafts, and with wider knowledge of Indian history, cultural life and civic affairs, thus preparing them for effective village leadership.

A small portion of the Foundation's education grant supported an experiment aimed at arousing the interest of college students in the national development program and the employment opportunities it presents. Students of the University of Calcutta were invited by the government to spend part of their summer vacation at work in the community development program as aides to experienced village workers. Students who performed satisfactorily were to receive fellowships paying part of their expenses at the University during the next academic year.

### **Industrial and Business Development**

The village and other small industries of India, which had high levels of production and employment a half century ago, have deteriorated since that time for a variety of reasons, including competition from large-scale and foreign industry. This decline of a traditional form of employment has paralleled a rise in population, so that unemployment and underemployment have become pressing problems of human welfare in India. As the acute food shortage has eased

in the past few years, the scarcity of employment opportunities has become the nation's major economic concern.

The development of heavy industry could not promise any immediate solution to this problem, but the Government of India thought that the revitalization of village and other small industries might do so. The latter approach offered the further possibility of increasing nonagricultural production in rural areas, which would help raise living standards there.

At the request of the Indian Commerce Ministry, the Foundation in 1953 provided a team of three men from the United States and two from Sweden to study the problem and particularly to explore the possibility of setting up technical institutes to help improve production methods in small industry. The team's proposals laid the basis for a far-reaching government program, parts of which were aided by two Foundation grants during the past year.

One of the recommendations made by the study team was the establishment of four institutes at widely separated points to provide various technical services to small-scale industries in their regions. These are now being established by the Government of India and are designed to help small industries improve their production and management techniques, obtain credit and finance, secure raw materials, determine consumer needs and market goods. A Small Business Corporation, also recommended by the team, will have powers similar to those of the U.S. Small Business Administration and will provide the monetary and other incentives for modernization.

The Foundation made a grant of \$75,000 to help provide architectural services in the construction of the four institutes and made available an adviser to help with the selection of training equipment and machinery. Later, it granted \$1,300,000 for the purchase of such equipment and for the services of foreign consultants and the training of Indians abroad. The Foundation's funds are expected to provide for such senior advisers to the Ministry as economists, marketing specialists, industrial engineers and plant management specialists.

Another aspect of general business and industrial development in India is the need for private investment, both domestic and foreign. Much of the foreign investment anticipated under the Five Year Plan has not materialized so far. Many persons feel the major cause lies in the scarcity of information on investment conditions and opportunities.

A Foundation grant of \$30,000 will finance a contract between the Government of India and Stanford Research Institute, under which a senior American economist will spend a year in India developing factual data helpful to private foreign investors in gauging investment opportunities there.



*Agricultural phase of Indian rural development has brought new hope to villagers - and awakened desire for improved health, education, industry*

## Rural Development

The Indian Government's rural development program, although its accomplishments have been many and important, appears still to face its most difficult period. The comparative success of the agricultural aspects of the program has generated expectations on the part of the people for similar progress in health, education and village industry. It also has been decided to attempt to bring all rural India under the community development program by 1961. The extent of this projected effort can be judged from the fact that only about one-sixth of India's villages were covered by the program at the end of 1954, two and one-half years after the program began.

India does have facilities now for training the needed village workers at a rapid rate. Forty-three centers are training multipurpose village workers in agriculture, animal husbandry, public health, sanitation, pest control and literacy techniques. Other centers are preparing the specialized personnel required.

The prospects for the future are such that the very best use must be made of the people already trained and experienced in village development work. For

this reason, the Government of India proposed an in-service training program, for which the Foundation provided a grant of \$545,850. It will meet the costs of a series of study tours, short courses and conferences, and of an organization at the Central and State Government levels to direct the program. A second grant, of \$82,600, was made for the production of films to be used for training purposes.

Of the several types of specialists assisting the village workers in the rural development program, perhaps none has faced more difficult problems than the specialist in public health. Three centers for training public health workers were established with the help of a grant made by the Foundation in 1953. The experience of these centers has now made it clear that substantial improvement in village health can come about only through intensive education aimed at changing basic attitudes concerning environmental sanitation, which involves such practices as spraying homes for protection against insects, replacing open wells with closed pump wells, and installing covered drains to keep villages free of waste and stagnant pools.

To help the Government of India begin an intensive education program to promote these practices, the Foundation has made a grant of \$295,000 and is providing the services of a senior public health consultant.

Another need which became evident during the first few years of the Indian Government's rural development program was for some means of enlisting the energies of village youth in projects aimed at raising food production and rural living standards. In the United States, the 4-H Clubs and the Future Farmers of America clubs have had a great deal to do with insuring the long-range success of rural extension work. In India, the few attempts that have been made to establish rural youth groups along similar lines have been generally successful.

The Government of India is now undertaking to encourage village activities for youth on a nationwide scale. The Foundation granted \$189,500 to pay part of the costs during three years for officials to help get youth programs started in villages encompassed by the community development program.

## **Economic and Social Research**

Those responsible for planning India's national development program have felt the need for more research on such economic and social matters as land tenure, cooperatives, unemployment and underemployment. However, the semi-autonomous Research Programmes Committee of the Government of India

concluded after a study that Indian social scientists experienced in applied research are so few in number that the needed additional research programs could not be carried out even if the funds were available. Among Indian universities, which would have to train these researchers, few now have faculty members engaged in economic and social research, and few include research training in their graduate programs.

The Foundation, therefore, has made grants totaling \$302,500 to help five Indian universities to establish programs for training in methods of applied social science research or, where programs already exist, to expand and improve them. Included are the Universities of Delhi, Bombay, Madras and Panjab, and the Gokhale Institute of Politics and Economics.

## **Book Publishing in India**

A grant of \$400,000 was made to the Southern Languages Book Trust for a program aimed at promoting the publication and distribution of good books in large quantity and at low cost, a goal of much importance for the cultural integration and development of India.

There is a pressing and growing demand for good, inexpensive books in the vernacular languages of India. Literacy in the local tongues is increasing rapidly, and many educators and cultural leaders feel that now is the time to encourage high standards in books for this new mass audience. Publishers, however, have not moved to meet this challenge in large numbers. Until now the small size of the Indian book-buying public has caused publishers to limit most editions (except for textbooks ordered in advance) to 1,000 copies and to consider a sale of 250 copies a year as satisfactory. Publishers are in need of capital to make larger printings and bring the unit cost down. They also need improved promotion techniques and an improved distribution system to reach their new audience. And they need encouragement to experiment with high quality books to test their appeal.

To help publishers meet these needs is the purpose of the Southern Languages Book Trust, a nonprofit organization which was established in India in 1955. The initiating Trustees are the Vice Chancellors of South India's seven major universities. They are expected to invite up to five additional persons from outside the academic world to join their board. Their intention is to begin by sponsoring the publication and distribution of approximately twenty books a

year in each of the four major South Indian languages: Tamil, Telegu, Malayalam and Kannada. Advisory committees for each of these four languages will advise the Trust on the selection of books, editing and translation, and distribution. A fifth advisory group in the United States will provide lists of non-Indian titles. Final responsibility for selection rests with the Trustees.

It is expected that the annual list of books in each language will make a balanced collection with a wide range of appeal. It will be drawn from the works of both Western and Oriental authors and will probably include both classic and contemporary works in history, philosophy, fiction, poetry, belles lettres, drama, the arts, the natural and social sciences, religion and travel; children's books, how-to-do-it books and reference books. The grant will run for a three-year period. In addition, the Foundation has earmarked \$100,000 for advisory services in connection with the grant.

## Pakistan

### Economic and Social Research

In 1953 the Government of Pakistan established a National Planning Board to prepare a Five-Year Plan of development. The Board was to review the development that had taken place since the attainment of independence, assess the resources which could be used for developmental purposes, and prepare a national plan based on the fullest possible use of the resources available. At the request of the government, the Foundation early in 1954 made a grant of \$450,000 which provided for the services of foreign specialists to work with the Planning Board in the preparation of the Five-Year Plan. The specialists, drawn from the United States and Europe, were supplied by the Graduate School of Public Administration of Harvard University under a contract with the Government of Pakistan.

Late in 1954, as the work progressed and the need for foreign specialists grew, the Foundation increased the original funds by \$150,000. By the end of the summer of 1955, the Planning Board had completed the first draft of its Plan.

Much remained to be done, however, and the government proposed that the number of advisers be increased and the project continued for another two

years. It is expected that during this period the foreign experts will help review and evaluate the Plan as it is tested in operation, further the training of Planning Board staff members, and help extend the planning function to the Provinces through offices to be established in Lahore and Dacca. For these purposes the Foundation in 1955 granted \$1,070,000 to the Government of Pakistan. The Graduate School of Public Administration of Harvard University is providing the advisers, some of whom will serve in Pakistan for short periods as needed, and others for as long as two years.

## **Education and Vocational Training**

The Government of Pakistan has committed itself to an industrialization program to expand domestic production, especially of goods that have had to be imported in the past. The success of this program depends on many factors, including the availability of capital and the development of natural resources, power, transportation and communications. It also depends on the full utilization of the skill of the people of Pakistan.

After a survey in 1954 of all major industries in Pakistan, a team from Oklahoma A. & M. College reported that, almost without exception, industrialists considered their biggest need to be trained technicians. The Oklahoma group pointed out that more attention needed to be given to the training of supervisors and foremen for industry and of teachers for technical secondary schools.

The Foundation had granted funds earlier to the Government of Pakistan for a polytechnic institute at Karachi in West Pakistan and for another at Dacca in East Pakistan to train just such personnel. The Oklahoma A. & M. team recommended that these schools should have the benefit of foreign technical advice during their first years of operation. To put this recommendation into effect, a grant of \$500,000 was made to the Government of Pakistan in 1955. It financed a contract with Oklahoma A. & M. College to give the needed professional guidance to the polytechnic institutes over a four-year period.

Pakistan's need for trained people extends beyond the requirements of industry; with an economy based primarily on agriculture, the country needs people trained to teach agriculture, to do rural extension work, and to carry out research in the plant and animal sciences and in rural social problems. The Foundation made a grant of \$400,000 during the past year to help in the establishment of a College of Agriculture in the North West Frontier Province which will train people for such service. In addition to this teaching, it will

carry out a coordinated program of rural extension education and research for the surrounding region. This will be the first agricultural school in Pakistan to combine these three activities in its program. The government, which received the grant, is establishing the College at the University of Peshawar, Pakistan's newest university, founded in 1950.

## Rural Development

The Foundation has in the past assisted the Pakistan Government's Village Agricultural and Industrial Development Program by providing an experienced



*Elders of village in Pakistan gather to discuss plans for community development*

adviser and by giving funds for training multipurpose village workers. In 1955, a grant was made to help a related rural health program in East Pakistan, conducted by the Society of Catholic Medical Missionaries, Inc.

This area is extremely short of medical and health services. The Government of East Pakistan has inaugurated a program of hospital and health center construction. The Medical Mission Sisters, a Roman Catholic order of medical missionaries which was already operating fifteen hospitals in Pakistan, India, Indonesia, South America and Africa, also have been interested in the problems. Several years ago they began to develop the Holy Family Hospital in Dacca, East Pakistan, with an affiliated school for nurses and midwives. Support for the hospital came from the Central and Provincial Governments in Pakistan and from the United States International Cooperation Administration. The Foundation's grant of \$100,000 will help meet the costs of constructing and equipping the training school, which was begun with aid from the United Nations International Children's Emergency Fund and the World Health Organization. Graduates of the school are expected to serve as public health nurses and instructors in midwifery in rural areas.

## Burma

### Education

The expansion of technical education is a major objective of the Government of Burma. Teachers are required for vocational and technical high schools, and personnel trained as technicians at a sub-engineering level are needed to maintain the nation's progress in industrial development.

The principal resource for post-high school technical education is the Government Technical Institute at Insein which, prior to World War II, offered a three-year course from which eighty to 100 students graduated annually. The present capacity of the Institute is 300 students, and the government is undertaking rehabilitation and expansion of its facilities to accommodate 600, or 200 graduates per year. Assistance was required, however, in broadening and strengthening its training program.

In 1954, two representatives of the William Hood Dunwoody Industrial Institute, of Minneapolis, visited Burma at the request of the government to consult on a program for improvement of the Institute. They surveyed the Institute in terms of recent advances in technical aspects of the Burmese economy, of the existing industrial structure, and of plans for the future. The pro-

gram ultimately proposed was designed to anticipate these conditions.

Support for the program was given by the Foundation in 1955 through a grant of \$467,115 to the Government of Burma, and a contract was entered into with the Dunwoody Institute for a team of technical advisors.

The team comprises a senior advisor, five advisor-teachers in as many specific fields of technology, and an advisor-specialist in teacher training. The grant was for two years and nine months, or almost a complete cycle for first trainees to work under the Dunwoody group and the Burmese staff of the Institute.

The grant will also permit five Burmese to study at the Dunwoody Institute for two years, at the end of which time they are expected to replace the Dunwoody field team.

The Government of Burma will furnish and equip the Technical Institute, although certain instructional aids and supplies will be purchased under the grant.

## **Public Administration**

In an effort to decentralize government administration of local affairs, the Burmese Parliament in 1952 passed an act providing a limited amount of autonomy for various regions of the country and placing authority in the hands of locally elected officials. As this began to go into effect under the Ministry of Democratization of Local Administration, a next step became the revision of the City of Rangoon Municipal Act, which dated from 1922 and had become antiquated under the pressure of succeeding events.

To develop the framework and principles on which new municipal legislation should be based, the Ministry requested the assistance of a consultant. Problems which required solutions included determination of the functions, powers, and interrelationships of officials being elected for the first time; the extent to which decentralization should be applied; the dividing line between local and central governments, especially in financial matters; and the best means for providing local representation of ministries such as health, education, and agriculture. It was also considered that principles worked out in this situation might eventually be extended to other of Burma's larger cities, like Mandalay, which also operate under outdated municipal codes.

To assist the Ministry in this effort, the Foundation granted the Government of Burma \$70,000 to obtain consulting services in local government over a period of two years from the Public Administration Service of Chicago.

## Rural Development

Although Burma enjoys a food surplus, the government wants to increase knowledge of the food values in the Burmese diet and to reduce malnutrition.

To undertake applied research on food and diet, the Government of Burma recently established a national Nutrition Institute. The World Health Organization and the Food and Agriculture Organization are providing technical personnel, and the Foundation in 1955 made a grant of \$25,000 to meet the costs of equipping the Institute's laboratory and of training personnel over a period of two years.

The findings of the laboratory will be included in public health education in the villages through Mass Education Council workers and through rural teachers.

A lack of transportation and of electric power has limited the Government of Burma's Directorate of Education in the use of visual aids in its mass communications program. As a solution to the problem, it proposes over the next three years to purchase several self-contained mobile units which would include projection equipment.

The Foundation granted \$9,500 to the Government of Burma in 1955 to meet the costs of a pilot unit for experimental use in the Rangoon area.

## Indonesia

### Technical Teacher Training

Among the pressing needs of the young Republic of Indonesia is technical personnel to assist in the nation's general development and to become teachers in a growing educational system.

An initial step toward self-sufficiency in this area was the establishment by the Ministry of Education of an Indonesia Technical Teacher Training Institute, at Bandung, in 1953, following the visit of a survey mission from the William Hood Dunwoody Industrial Institute which had been invited by the Government of Indonesia.

Through a Foundation grant for the Institute's first year of operation, the government was able to obtain technical guidance from the Dunwoody Insti-

tute. An American group, including an advisor-director and six teacher-trainers, was provided to work with the Indonesian staff of the Institute. A number of Indonesians, expected eventually to replace the Americans, was enrolled for training by Dunwoody in Minneapolis.

The success of the Bandung Institute and its effect in raising the prestige of technical education resulted in a supplementary Foundation grant of \$191,280, late in 1954, for a second year's operation.

Since that time, major decisions have been made by the Government of Indonesia concerning its over-all teacher training program and the place of the Institute in it. The plan of study has been extended by one year, thereby creating a four-year course, in order to establish technical training on a basis comparable with that of other Indonesian institutions. This will enable graduates to enter teaching with qualifications, rank and salary commensurate with those of teachers in other fields.

As a result, the Foundation in 1955 granted \$296,610 to the Government of Indonesia for a third and fourth year of operation, so that the Dunwoody group can assist in establishing curriculum for the additional year, and work with the Institute's staff in completing a full cycle for the first class of students to graduate.

## **Education**

The University of Indonesia received a two-year grant of \$5,000 to enable it to subscribe to scientific, technical and professional periodicals in the English language. Owing to currency controls, the University, the largest in Indonesia, has only a limited library of current literature in such fields as medicine, economics, engineering and chemistry.

## **Near East**

### **Egypt**

## **Public Administration**

For the past two years, the United Nations Technical Assistance Administration has been aiding the Government of the Republic of Egypt in the improvement of its administrative organization and training. A contribution to this effort

was made by the Foundation through a grant of \$48,150 to the government's Institute of Public Administration for a clerical-secretarial training program for the Egyptian Civil Service. The grant will enable the Institute to obtain a professional consultant in establishing an eighteen-month program and meet part of the cost of equipping three model offices which will serve as training centers in Cairo and Alexandria.

## Iran

### Public Administration

The Government of Iran is expected soon to have a substantial income in oil revenues, most of which is to be used for economic development. In preparation for the expanded development program this will make possible, the government is organizing an economic secretariat within its Plan Organization to study economic and financial problems and to make policy recommendations. The Foundation was asked to help the government secure foreign specialists to aid the work of the secretariat during the next two years, and a grant of \$125,000 was made. It provided for a general economist and an industrial economist for two years each and for other specialists on short-term assignments as required. The advisers are being supplied by the Stanford Research Institute.

### Rural Development

As part of its general national development, the Government of Iran already has planned a comprehensive rural community development program. The primary purpose is to help increase agricultural production as a means of raising the purchasing power and standard of living of Iran's rural people. The program will begin in a few "blocks" comprising the equivalent of fifteen villages of approximately 100 families each. A multipurpose development worker is to be assigned to each village, and various technicians will be assigned to each "block" to provide special services. This approach is an adaptation of government and private programs in Iran which have demonstrated the possibilities of helping the villagers to improve education, health and economic conditions.

The Foundation made a grant of \$257,400 to help the government begin this program.

## **Education and Vocational Training**

As the Iranian Government's rural development program expands, it will require, in addition to village workers, senior personnel with college training, especially in the agricultural field. The Karadj Agricultural College, situated near Tehran, will be an important source of these people and of general guidance on agricultural development; a Foundation grant of \$87,000 was intended to help increase the capacity of the college to make such a contribution. The grant will enable it over a three-year period to send faculty members to the College of Agriculture of the American University of Beirut for study and to bring members of the A.U.B. faculty to Karadj to assist on curriculum and teaching methods.

## **Israel**

A special need of the people and the Government of Israel has been information concerning Israel's human and natural resources, so they can be used effectively in the country's development. The Foundation granted funds in 1953 to the Israel Foundation's Trustees to make possible research on more than two dozen resource questions by social and natural scientists. During the past year, a member of The Ford Foundation staff visited Israel and reviewed the progress of the research, and at the end of the year the Foundation was considering a further grant for the program's completion.

## **Jordan**

### **Rural Development**

The continued growth of the Arab Development Society's vocational agricultural school for Arab refugee boys in the lower Jordan Valley was aided in 1955 by a grant of \$127,500. The school, directed by Musa Bey Alami, has

been carrying on an agricultural and vocational training program with the assistance of a Foundation grant made in 1953.

The new grant will enable the school to build and equip a dairy barn (for stock supplied by the International Voluntary Services) and complete a basic carpentry shop. It also will assist the creation of a permanent teaching staff for the Society by underwriting a three-year training course at the American University of Beirut for promising graduates of the school. Finally, it will be used to provide a project manager over a five-year period to assist Musa Alami in the management of the school's enlarged program.

## Lebanon

### Education

The Beirut College for Women, through its parent society, the Board of Foreign Missions of the Presbyterian Church in the United States of America, received a grant of \$12,400. It will underwrite the expenses of one year's training in the United States for a prospective Lebanese teacher of home economics and provide an American home economics teacher for the College for two years.

### Public Administration

A growing desire in Lebanon to improve administration in the government resulted in two actions early in 1955: the Council of Ministers passed a decree establishing a Civil Service Commission, and the Prime Minister requested the Foundation to help the government obtain expert administrative advice. The Foundation responded with a grant of \$47,700 to the government, providing for consultants to help develop a civil service system and assist in other administrative matters.

## Turkey

### Education

Since the major reforms of Ataturk, the Turkish Government has given a high priority to the improvement of its educational system. Major improvements have been made, especially in the principal urban areas and in the universities.

For the past several years, attention has been placed on extending these improvements more widely in rural areas and the secondary schools. More specifically, the government has been interested in relating the system of secondary education more closely to the conditions of the country and in making the system more concerned with developing Turkish citizens capable of contributing to their own growth as well as to that of a strong and democratic nation.

In 1952 the Foundation assisted the Turkish Ministry of Education in sending twenty-five rural school teachers to the University of Florida for a year's training. The following year, ten secondary school teachers took part in a training program at the University of Illinois. On their return they became the nucleus of a group responsible for analyzing the Turkish secondary educational system and planning the establishment of several "pilot" schools to demonstrate possible reforms.

In the latter part of 1954 the Ministry of Education drew up a pilot school program which the Foundation has assisted with a grant of \$146,327. The grant provided for the services of a senior American educator as consultant to the Ministry, for bringing an additional twenty-five secondary school teachers to the United States for a year, and for bringing the leaders of the pilot school program to the United States for training and observation. This aid will extend through the first two years of the experimental program.

## Near East Region

### Social Research

Increased public and official interest in development programs in the Near East, and a lack of basic information with which to plan and execute them, have created an urgent demand for specialized research in fundamental social problems of the area.

This need was anticipated to some extent in a grant to the American University of Cairo in 1952 for the establishment of a Social Research Institute. In the past year, however, it appeared that the potential for service was far greater than the facilities of the Institute could accommodate. The Foundation accordingly made a grant of \$240,000 to the University to expand the Institute,

now known as the Social Research Center, over a period of five years. At the end of this time, the University expects to assume all costs of the Center's operation.

The four-point program of the Center is to:

Gather and make available scientific information on social conditions in the Arab world.

Provide training in social science research methods and techniques.

Encourage and assist social science research workers in all countries of the Near East in specific research projects.

Conduct research requested by governments, business firms, universities and other private or public organizations.

Under the new grant, these services will be increased and the Center's staff will be expanded to include additional specialists from the Arab countries and abroad, specifically a demographer, social anthropologist, sociologist, social psychologist and an economist-statistician.

## **Economic Research**

The Economic Research Institute of the American University of Beirut received a grant of \$201,000 for continued development of its program over a five-year period. The Institute, which was started in 1952 under a Foundation grant, is regional in scope and staffed principally with Arab nationals. It has undertaken a variety of economic studies for governments of the Near East and advised generally on development programs in Jordan, Syria and Lebanon. A limited consultation service is also available to private business.

It publishes the only regular journal of economic research in the Near East and has cooperated with the International Statistical Center in establishing an educational unit in this field at the University.

A further grant of \$100,000 was made to the American University of Beirut for support over a four-year period of the training program of the International Statistical Education Center of Beirut.

The Center was established in 1949 by the International Statistical Institute, an agency of UNESCO, and the Government of Lebanon. Its purpose is to train statisticians for the central statistical units of the Near East governments and for the ministries concerned with economic development.

A partnership agreement between the Economic Research Institute and the Center's parent agency provides for joint supervision of the Center's programs. The Economic Research Institute will now have access to the personnel and facilities of the Center for the compilation of statistical data necessary to its economic studies, and the Center will be able to use the research problems of the Institute as a basis for its instructional work.

## **Education**

A grant of \$150,000 was made to the American University of Beirut for a program to advance liberal education and the humanities. The grant made provision for the return to the University of Dr. Charles Malik, former Lebanese Ambassador to the United States and former chairman of the Lebanese delegation to the United Nations, to assist the University with this program.

## **Public Administration**

An Arab Public Administration Conference was held in Cairo in April, 1955, with the assistance of a Foundation grant of \$3,430. Public officials and delegates from nine Arab states met to discuss common problems in the field of administration and to form a permanent group for the organization of future conferences.

This was the second such conference. The first, sponsored by the American University of Beirut and the United States Government, met in Beirut in 1954.

## General

### Solar Energy

Developments in the field of applied solar energy have been of interest to the Foundation because of their potential usefulness in underdeveloped countries where animal manures, better employed as fertilizer, are burned as fuel.

Although considerable research and experimentation are being conducted on solar furnaces, stoves, and photo-electric power generation in many countries, there has been little exchange of information on the progress being made. One opportunity for such exchange was the World Symposium on Applied Solar Energy held in Phoenix, Arizona, late in 1955, which was sponsored by the Stanford Research Institute, and the Association for Applied Solar Energy. To enable twenty-four solar scientists from Asia and Europe to attend the conference, the Foundation made a grant of \$26,000, which will be administered by the Institute.



# Foreign Area Training Fellowships

Following are the 161 recipients of Foreign Area Training Fellowships awarded by The Ford Foundation during fiscal 1955. Below the name of each Fellowship recipient are his place of residence, position at the time of application, academic field, subject of study, place of study, and the length of time covered by the award.

# Asia and the Near East

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

**Charles J. Adams**

*Houston, Tex. Graduate student, McGill University. Religion and philosophy.*

Higher education in Pakistan. Universities of Dacca, Lahore, Karachi and Peshawar, Pakistan. One year additional to present Fellowship.

**Alec Alexander**

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

Turkish economic development. Turkey and the United States. Nine months additional to present Fellowship.

**Hans H. Baerwald**

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

Post-war Japanese leadership. Japan. Six months additional to present Fellowship.

**Leonard Binder**

*Mattapan, Mass. Graduate student, Harvard University. Political science.*

Islamic political theory. Harvard University. Ten months additional to present Fellowship.

**Robert C. Bone, Jr.**

*Ithaca, N. Y. Teaching assistant and graduate student, Cornell University. International relations.*

Conflicting claims of the Netherlands and Indonesia to Irian Barat (Western New Guinea). Cornell University and the Netherlands. One year.

**James M. Brown**

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

Analysis of Bangkok Thai grammar. Thailand. Nine months additional to present Fellowship.

**Paul E. Callahan**

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

Modern Chinese intellectual history. Japan and the United States. Ten months additional to present Fellowship.

**Richard L. Chambers**

*Brundidge, Ala. Graduate student, University of Alabama. History.*

History, economics and culture of the Near East, with emphasis on Turkey. Princeton University. One year.

**Cecil E. Cody**

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

Modern Japanese history, with emphasis on political leadership. Japan. Six months additional to present Fellowship.

**Robert W. Davenport**

*Yakima, Wash. Graduate student, University of London. Economics.*

Role of foreign investment in India, with emphasis on the status of British managing agencies. India and Pakistan. Six months additional to present Fellowship.

**Scott R. deKins**

*Palo Alto, Calif. Graduate student, Stanford University. History.*

Intellectual history of China. Stanford University. One year.

**Joseph W. Elder**

*Dayton, Ohio. Graduate student, Harvard University. Sociology.*

South Asian studies and sociology. Harvard University. One year additional to present Fellowship.

**John P. Emerson**

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

Economics and the Japanese language. Harvard University. One year additional to present Fellowship.

**Judy Feldman**

*Cedarhurst, N. Y. Graduate student, Harvard University. History.*

East Asian regional studies with emphasis on modern Chinese history. Harvard University. One year additional to present Fellowship.

**David H. Finnie**

*Grosse Pointe, Mich. Law.*

Middle Eastern economic development, with emphasis on the impact of the petroleum industry on the growth of local industrial and business activity. Middle East. One year additional to present Fellowship.

**James T. Force**

*Chicago, Ill. Student, University of Arizona. History.*

Far Eastern studies, with emphasis on Japan. Columbia University. One year.

**Charles F. Gallagher**

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

Cultural history of Morocco. Morocco.

Nine months additional to present Fellowship.

**Josephine A. Gillette**

*Washington, D. C. Graduate student, Georgetown University. Linguistics.*

Social dialects in Bangkok speech. Chulalongkorn University, Bangkok, Thailand. One year.

**Donald G. Gillin**

*Menlo Park, Calif. Graduate student, Stanford University. History.*

Chinese language and research on Chinese history. Stanford University. One year additional to present Fellowship.

**Victor W. Gladstone**

*Nebraska City, Neb. Graduate student, University of London. Political science.*

South Asian studies, with emphasis on Indian political life and organization. University of California, Berkeley. One year.

**Peter R. Goethals**

*Brookline, Mass. Graduate student, Yale University. Anthropology.*

Study of the Banda Islands in Eastern Indonesia. Indonesia. Four months additional to present Fellowship.

**Lee A. P. Gosling**

*Ann Arbor, Michigan. Graduate student, University of Michigan. Geography.*

Problems of food production in Malaya. Malaya, Indonesia, and the Philippines. Nine months additional to present Fellowship.

**Gene A. Gregory**

*Modesto, Calif. Graduate student, Cornell University. Government.*

Local government in Viet Nam, with emphasis on resettlement of Vietnamese refugees. Viet Nam and Paris, France. Fifteen months.

**Jerome B. Grieder**

*Bozeman, Mont. Graduate student, Harvard University. History.*

Far Eastern studies, with emphasis on Chinese language and history. Harvard University. One year.

**George E. Gruen**

*New York, N. Y. Student, Jewish Theological Seminary of America and Columbia College. International relations.*

Near Eastern studies, with emphasis on Turkey. Columbia University. One year.

**John J. Gumperz**

*Ithaca, N. Y. Linguistics.*

Indian village dialects. India. One year additional to present Fellowship.

**Herbert G. Hagerty**

*East Orange, N. J. Graduate student, University of Pennsylvania. Economics.*

South Asian regional studies. University of Pennsylvania. Nine months additional to present Fellowship.

**Maurice Harari**

*New York, N. Y. Lecturer, Columbia University. Political science.*

Analysis of boundary developments in the Near and Middle East. United States, England, France, and the Near and Middle East. Eighteen months.

**Edward B. Harper**

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

Ethnographic study of a South Indian village. India and the United States. One year additional to present Fellowship.

**Richard H. Henderson**

*Hamburg, Iowa. Student, Harvard College. Anthropology.*

Near Eastern studies. Harvard University. One year.

**Willard J. Hertz**

*Minneapolis, Minn. Staff writer, Minneapolis Tribune. Economics.*

Economic development in India and Pakistan, with emphasis on village development and agricultural reform. The United States, India and Pakistan. Fifteen months.

**Leon V. Hirsch**

*Jersey City, N. J. Graduate student, London School of Economics. Economics.*

Industrial development in India. India. One year additional to present Fellowship.

**Donald Holzman**

*Ann Arbor, Mich. Literature.*

Survival of traditional Japanese values and attitudes, with emphasis on contemporary Japanese religion. Japan. Six months additional to present Fellowship.

**Stephen T. Hosmer**

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

Southeast Asian studies, with emphasis on political science. Indonesia. One year additional to present Fellowship.

**Norman Itzkowitz**

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

Turkish and Arabic language study and research on Ottoman-Arab relations. Princeton University. One year additional to present Fellowship.

**F. Tomasson Jannuzi**

*Nutley, N. J. Student, Dartmouth College. International relations.*

International relations and South Asian studies. London School of Oriental and African Studies. England. One year.

**Marius B. Jansen**

*Seattle, Wash. Associate professor, University of Washington. History.*

Study of the ideological values of the leaders of modern Japan. Research libraries and universities in Japan. One year.

**Norman Jensen**

*Mt. Prospect, Ill. Law.*

Japanese civil law. Tokyo University Law School, Japan. Eighteen months additional to present Fellowship.

**John Joseph**

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

Middle Eastern history. Middle East and Princeton University. One year additional to present Fellowship.

**Roy E. Jumper**

*Springfield, S. C. Political science.*

Organization and functions of public service in South Viet Nam. Viet Nam. Nine months additional to present Fellowship.

**Harold L. Kahn**

*Poughkeepsie, N. Y. Graduate student, Harvard University. Political science.*

Far Eastern regional studies, with emphasis on Chinese language and politics. Harvard University. One year.

**James S. Keat**

*Flushing, N. Y. Journalism.*

The Indian banking system. India. Four months additional to present Fellowship.

**Samuel C. Keiter**

*Oneonta, N. Y. Graduate student, School of Advanced International Studies, Johns Hopkins University. Economics.*

Political theory and institutions in the Arab world, with emphasis on Egypt. American University of Cairo and the Near and Middle East. One year.

**Melville T. Kennedy, Jr.**

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

Problems of political unification in China in the late 1920's and early 1930's. Harvard University. One year additional to present Fellowship.

**Robert W. Kerwin**

*Clayton, Mo. Cultural Affairs Officer, U. S. Consulate, Istanbul. International relations.*

Capital investment in the industrialization of Turkey. Turkey and School of Advanced International Studies, Johns Hopkins University. Eight months.

**William J. Klausner**

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

Thailand's modernization programs in health and agriculture. Thailand. Eighteen months additional to present Fellowship.

**Arnold Koslow**

*Brooklyn, N. Y. Graduate student, Cambridge University, England. Philosophy.*

Philosophy and history of scientific thought in the Far East. United States. One year additional to present Fellowship.

**Jean A. MacLeod**

*Erie, Pa. Student, Sarah Lawrence College. International relations.*

Near Eastern studies. Harvard University. One year.

**William P. Malm**

*Los Angeles, Calif. Graduate student, University of California, Los Angeles. Musicology.*

Japanese attitudes toward Eastern and Western music. Japan. One year.

**Marlene J. Mayo**

*Detroit, Mich. Graduate student, London School of Economics. History.*

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

**John P. Meek**

*Martin, Tenn. Graduate student, University of Virginia. Economics.*

Economic development of Indonesia. Massachusetts Institute of Technology. Six months additional to present Fellowship.

**Gordon H. Messegee**

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

Maritime development of India, Burma, and Pakistan. India, Burma, Pakistan. Four months additional to present Fellowship.

**Marvin W. Mikesell**

*Los Angeles, Calif. Graduate student, University of California, Berkeley. Geography.*

Cultural geography of Southern Morocco and Rio de Oro. North West Africa. Eighteen months.

**Richard P. Mitchell**

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

The Moslem Brotherhood. Princeton University. Five months additional to present Fellowship.

**Edmund B. H. Ord**

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

History, with emphasis on China. University of California, Berkeley. Two years.

**Herbert P. Phillips**

*Ithaca, N. Y. Teaching and research assistant, Cornell University. Anthropology.*

Thai language and research on Thai values. Thailand. One year.

**Jack M. Planalp**

*Oregon, Mo. Graduate student, Cornell University. Anthropology.*

Indian cultural themes and values and their relation to religion and ritual. Cornell University. Six months additional to present Fellowship.

**Leopold J. Pospisil**

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

Law and social control in New Guinea. New Guinea. Three months additional to present Fellowship.

**Harry J. Psomiades**

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

International relations with emphasis on the Near and Middle East. Columbia University. One year additional to present Fellowship.

**Ann B. Rasmussen**

*Aberdeen, Md. Graduate student, Columbia University. Economics.*

Far Eastern economics and Japanese language study. Columbia University. One year additional to present Fellowship.

**Gus T. Ridgel**

*Poplar Bluff, Mo. Graduate student, University of Wisconsin. Economics.*

Labor movement and industrial relations in India. India. Nine months additional to present Fellowship.

**Conrad Roger**

*Washington, D. C. Student, Georgetown University. International relations.*

Far Eastern studies. Harvard University. One year.

**Sumner M. Rosen**

*Dorchester, Mass. Graduate student, Massachusetts Institute of Technology. Economics.*

Labor economics and Turkish studies. Massachusetts Institute of Technology. Six months additional to present Fellowship.

**Stanford J. Shaw**

*Houston, Texas. Graduate student, Princeton University. Political science.*

Structure of government in modern Egypt. Egypt and Turkey. Ten months additional to present Fellowship.

**Barbara Silverstein**

*New York, N. Y. Graduate student, University of London. International relations.*

International relations and South Asian studies, with emphasis on India. University of California, Berkeley. One year additional to present Fellowship.

**Josef Silverstein**

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

Burmese public administration. Burma. Fifteen months.

**Walter B. Smith, II**

*Narragansett, R. I. Graduate student, Columbia University. History.*

Near Eastern studies with emphasis on Turkey. Columbia University. One year.

**Robert G. Spiegelman**

*San Francisco, Calif. Graduate student, Columbia University. Economics.*

Role of tariffs in India's industrial development. India. One year.

**Hugh M. Stimson**

*Rye, N. Y. Graduate student, Yale University. Literature.*

Chinese literature. Taiwan University, Formosa. One year.

**James H. Stine**

*Haskell, Okla. Graduate student, University of Washington. Geography.*

Role of cities, towns, and villages in Korean economy. Republic of Korea. One year additional to present Fellowship.

**Philip H. Stoddard**

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

Study of the Young Turks from 1908 to 1914. Turkey. One year.

**John O. Sutter**

*Overland, Mo. Vice Consul, U. S. Foreign Service. Political science.*

Economics and political science, with emphasis on Indonesia. Cornell University. One year.

**Joseph S. Szyliowicz**

*Aurora, Colo. Graduate student, School of Advanced International Studies, Johns Hopkins University. Sociology.*

Political science, sociology and the Turkish language. Columbia University. One year.

**Gilbert D. Totten**

*Pasadena, Calif. Graduate student, Harvard University. History.*

Middle Eastern studies. Harvard University. One year additional to present Fellowship.

**Herschel F. Webb**

*Lincoln, Neb. Graduate student, Columbia University. Political science.*

History of Japanese political thought. Japan. One year additional to present Fellowship.

**Allen S. Whiting**

*Evanston, Ill. International relations.*

Chinese-Soviet relations. Japan. Five months additional to present Fellowship.

**Guy A. Wiggins**

*Los Angeles, Calif. Graduate student, University of London. Economics.*

Role of private foreign capital in Indian economic development. London, England. Ten months additional to present Fellowship.

**Donald S. Willis**

*Eugene, Ore. Assistant professor, University of Oregon. Languages and Literature.*

Research on two nineteenth century novels, one Japanese and one Chinese. Japan. One year.

**R. Bayly Winder**

*Princeton, N. J. Assistant professor, Princeton University. Language and History.*

Arabic language study and research on Syrian history. Middle East. One year.

**Gertrude M. Woodruff**

*Philadelphia, Pa. Graduate student, Radcliffe College. Anthropology.*

Study of urban social structure. Bangalore, India. One year.

**Turrell V. Wylie**

*Seattle, Wash. Graduate student, University of Washington. Languages and Literature.*

Tibetan language, history, and religion. Italy. One year.

**Martie W. Young**

*Cleveland Heights, Ohio. Graduate student, Harvard University. Art history.*

History of Oriental art. Harvard University. One year additional to present Fellowship.

**Lucien I. Zamorski**

*Chicago, Ill. Teacher, English Language Project, Government of Indonesia. Linguistics.*

Language and folk lore of the Moluccan Islands. Indonesia. One year.

# Soviet Union and Eastern Europe

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

**Howard K. Albano**

*Weiser, Idaho. Graduate student, University of Washington. Geography.*

Russian area studies and geography. University of Washington. One year.

**Edward A. Allworth**

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

The impact of Russian culture on the Uzbek peoples of Central Asia. Columbia University, Germany, and Turkey. One year.

**John Batatu**

*Stamford, Conn. Graduate student, Harvard University. International relations.*

Russian area studies and international relations, with emphasis on Soviet relations with the Near East. Harvard University. One year additional to present Fellowship.

**Robert L. Belknap**

*New York, N. Y. U. S. Army. Slavic languages.*

Slavic languages and literature, with emphasis on the effects of Marxist ideology on Soviet writing. Columbia University. One year.

**George A. Brinkley, Jr.**

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

International relations, with emphasis on

Soviet relations with Western Europe. Columbia University. One year additional to present Fellowship.

**Barbara A. Buckstein**

*New York, N. Y. Graduate student, Radcliffe College. Political science.*

Political science and Russian area and language studies. Radcliffe College. One year.

**Walter C. Clemens**

*Cincinnati, Ohio. Student, University of Notre Dame. International relations.*

International relations and Russian area studies. Columbia University. One year.

**Zdenek V. David**

*Bethesda, Md. Graduate student, Harvard University. History.*

Modern Russian history, with emphasis on Slavophilism and Pan Slavism. Harvard University. One year additional to present Fellowship.

**Horace W. Dewey**

*Ann Arbor, Michigan. Instructor, University of Michigan. Legal history.*

History of Russian law from the fifteenth to the seventeenth century. Harvard University. One year.

**James M. Ealum**

*Norman, Okla. U. S. Navy. History.*

Russian area studies. Harvard University. One year.

**Kathryn B. Feuer**

*Burlington, Vt. Graduate student, Columbia University. Literature.*

The educated classes of Russia in the nineteenth and twentieth centuries. Columbia University. One year additional to present Fellowship.

**Neil C. Field**

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

Geography of the Soviet Union. University of Washington. One year additional to present Fellowship.

**Mark J. Garrison**

*Kokomo, Indiana. Graduate student, Columbia University. International relations.*

International relations, with emphasis on the Soviet Union. Columbia University. One year additional to present Fellowship. (Resigned.)

**Curt Gorder**

*Ann Arbor, Mich. Graduate student, University of Michigan. International relations.*

International relations, with emphasis on Russian-German relations since 1871. Columbia University. One year.

**Richard Greenbaum**

*New York, N. Y. Graduate student, Harvard University. International relations.*

Russian area studies. Harvard University. One year.

**Darrell P. Hammer**

*Wichita, Kansas. Graduate student, Columbia University. Political science.*

Russian area studies, with emphasis on Soviet law and government. Columbia University. One year additional to present Fellowship.

**Keith A. Hitchens**

*Schenectady, N. Y. Graduate student, Harvard University. History.*

Growth of national consciousness among the Rumanians of Transylvania in the nineteenth century. Harvard University, France, and Austria. One year.

**John H. Hodgson, III**

*Larchmont, N. Y. Student, Dartmouth College. Political science.*

Russian area studies. Harvard University. One year. (Postponed.)

**Charles Jelavich**

*Berkeley, Calif. Assistant professor, University of California. History.*

The development of the Yugoslav movement among the South Slav peoples. Research libraries, New York, Cambridge, Mass., and Washington, D. C. One year.

**Peter H. Juviler**

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

Study of the political role of deputies to the Supreme Soviet of the USSR. Columbia University. One year additional to present Fellowship.

**Allen H. Kassof**

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

Study of social control in the Soviet Union. Harvard University. One year additional to present Fellowship.

**Magnus J. Krynski**

*Norwalk, Conn. Graduate student, Columbia University. Literature.*

Russian area studies, with emphasis on Soviet influence on post-war Polish literature. Columbia University. One year.

**William A. Kugler**

*Winchester, Mass. Graduate student, Columbia University. International affairs.*

Russian area studies, with emphasis on East German reactions to the Soviet reorganization of East Central Europe. Columbia University. One year.

**Ivo J. Lederer**

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

Formation of the Yugoslav state during World War I. Princeton University. One year additional to present Fellowship.

**Robert G. Livingston**

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

Croat peasant movement from 1918 to 1929. Yugoslavia. One year additional to present Fellowship.

**Marian A. Low**

*New York, N. Y. Research Assistant, Erdos and Morgan. History*

Russian area and language studies. Columbia University. One year.

**Donald M. Lowe**

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

History and Russian area studies. University of California, Berkeley. One year.

**Michael M. Luther**

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

Nationality problems in the Soviet Union, with emphasis on the conflict between Russians and Ukrainians. Columbia University. One year.

**David MacKenzie**

*Great Neck, N. Y. Instructor, U. S. Merchant Marine Academy. History.*

Diplomatic relations between Russia and Serbia during the Balkan crisis of 1875-1878. England, France, Austria, and Yugoslavia. One year.

**John Mersereau, Jr.**

*Berkeley, Calif. Graduate student, University of California. Language and literature.*

Polish and Bulgarian studies. United Kingdom and France. One year.

**John M. Montias**

*Petersburg, Va. U. S. Army. Economics.*  
Price and wage system in Poland. Columbia University. One year.

**Richard B. Myer**

*Bangor, Me. Student, University of Maine. Political science.*

Russian area studies. Columbia University. One year.

**Egon Neuberger**

*Somerville, Mass. Graduate student, Harvard University. Economics.*

Economics of Eastern Europe, with special attention to Yugoslavia. Harvard University. One year additional to present Fellowship.

**Ani Nicolayevitch**

*New York, N. Y. Student, Columbia University. International relations.*

Russian area studies. Columbia University. One year.

**George E. Perry**

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

International relations, with emphasis on Soviet-Balkan relations during and after World War II. Columbia University. One year additional to present Fellowship.

**Boris P. Pesek**

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

Monetary policy of Czechoslovakia. Research libraries in the U. S. One year additional to present Fellowship.

**Walter McK. Pintner**

*New York, N. Y. Graduate student, Harvard University. History.*

Russian economic history. Harvard University. One year.

Ivan Pluhar

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

Russian area studies, with emphasis on government. Harvard University. One year.

Richard L. Plunkett, Jr.

*Burlingame, Calif. Graduate student, Columbia University. Political science.*

Soviet foreign relations, with emphasis on Soviet relations with underdeveloped countries. Columbia University. One year additional to present Fellowship.

George F. Putnam

*St. Louis, Mo. Graduate student, Harvard University. History.*

Russian intellectual history. Harvard University. One year additional to present Fellowship.

Francis B. Randall

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

Russian Socialist-Revolutionary Party of the late nineteenth century. Research libraries in the United Kingdom, Finland, the Netherlands, France, and Switzerland. One year additional to present Fellowship.

Franklin D. Reeve

*New York, N. Y. Lecturer, Columbia University. Russian literature.*

French influence on Russian symbolist literature. University of Paris, France. One year.

Alfred J. Rieber

*Bronxville, N. Y. Graduate student, Columbia University. International relations.*

Interrelations between Soviet foreign policy and the tactics of the French Communist Party from 1944 to 1947. Research libraries in France. One year additional to present Fellowship.

Spencer E. Roberts

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

Distortions of Russian history in Soviet drama. Columbia University. One year additional to present Fellowship.

Burton Rubin

*New York, N. Y. Graduate student, Columbia University. Slavic languages and literature.*

Russian area and language studies, with emphasis on Soviet and Yugoslavian literary criticism. Columbia University. One year additional to present Fellowship.

Margaret L. Sahlin

*Charleston, W. Va. Student, Ohio University. International relations.*

Russian area and language studies. Columbia University. One year.

Helen B. Schmidinger

*New York, N. Y. Graduate student, Columbia University. Languages and literature.*

Study of Turgenev's prose. Columbia University. One year additional to present Fellowship. (Postponed.)

Alfred E. Senn

*Bala-Cynwyd, Pa. Graduate student, Columbia University. History.*

East European history, with emphasis on Lithuanian foreign policy. Columbia University. One year.

George F. Sherman, Jr.

*North Haven, Conn. Graduate student,*

*Oxford University, England. International relations.*

Soviet-East German relations. Oxford University, England. One year additional to present Fellowship.

**Frank R. Silbajoris**

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

Slavic language study and research on social aspects of Soviet literature. Columbia University. One year additional to present Fellowship.

**George W. Simmonds**

*Springfield, Mass. Administrative Assistant, Russian Institute. History.*

Analysis of the legal status of the Russian upper class. Columbia University. One year.

**Leon Smolinski**

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

Economics and research on the development of Soviet economic thought. Columbia University. One year additional to present Fellowship.

**Stephen Stamatopoulos**

*Greenfield, Mass. Graduate student, Oxford University, England. Political science.*

Russian language and area studies, with emphasis on American-Soviet relations. Harvard University. One year.

**Donald M. Stewart**

*Wilmington, Del. Graduate student, University of Washington. Languages.*

East European area studies. Columbia University. One year.

**Peter F. Sugar**

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

Balkan history, with emphasis on Turk-

ish and Austro-Hungarian influences. Princeton University. One year.

**Howard R. Swearer**

*Wichita, Kansas. Graduate student, Harvard University. Political science.*

Russian area studies and political science. Harvard University. One year additional to present Fellowship.

**Thomas R. Tucker**

*River Forest, Ill. Graduate student, Harvard University. Literature.*

Russian language and area studies. Middlebury College and Harvard University. One year.

**Lynn Turgeon**

*New York, N. Y. Economic consultant, RAND Corporation. Economics.*

Movements of real production costs in the USSR. Columbia University. One year.

**Walter N. Vickery**

*Mackayville, P. Q., Canada. Assistant, University of Montreal. Literature.*

Slavic language and literature, with emphasis on Soviet literary thought. Harvard University. One year.

**Benjamin N. Ward**

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

The organization and operation of Yugoslav business firms between 1945 and 1950. Research libraries in Washington, D. C. and the University of California, Berkeley. One year additional to present Fellowship.

**Nancy Whittier**

*North Windham, Me. Graduate student, Harvard University. Literature.*

Russian area studies. Harvard University. One year additional to present Fellowship.

# Africa

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

## Ethel Mary Albert

*Baldwin, N. Y. Research Associate, Laboratory of Social Relations, Harvard University. Philosophy.*

Beliefs, laws, and values of nonliterate peoples in the Belgian Congo. England, France, and the Belgian Congo. Eighteen months.

## William J. Barber

*Abilene, Kansas. Rhodes Scholar, Oxford University, England. Economics.*

Economy of the Central African Federation, with emphasis on investment and trade. England and the Central African Federation. One year.

## Fred G. Burke

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

Local government in Uganda. England and Uganda. Eighteen months.

## Ronald Cohen

*Toronto, Ontario, Canada. Graduate student, University of Wisconsin. Anthropology.*

Native society in northern Nigeria. Nigeria. Two years.

## Warren L. d'Azevedo

*Evanston, Illinois. Research Assistant, Program of African Studies, Northwestern University. Anthropology.*

The Gola peoples in western Liberia. Liberia. Eighteen months.

**James E. Duffy**

*Cambridge, Mass. Assistant Professor, Brandeis University. Romance languages. History of expansion and colonialism in Portuguese Africa. Angola, Mozambique, and Portugal. One year.*

**Eugene P. Dvorin**

*Los Angeles, California. Public Administration Analyst, U. C. L. A. Political science.*

*Emergence of federalism in Central Africa. Southern Rhodesia. One year.*

**John S. Galbraith**

*Culver City, California. Associate Professor, U. C. L. A. History.*

*Status of British protectorates in South Africa. England and South Africa. One year.*

**Robert G. Gregory**

*Puente, California. Graduate student, U. C. L. A. History.*

*Historical study of land utilization in the Kenya Colony, East Africa. England and Kenya. One year.*

**Marvin Harris**

*New York, N. Y. Assistant Professor, Columbia University. Anthropology.*

*Field study of assimilation in Portuguese East Africa. Mozambique. One year.*

**Robert A. LeVine**

*Brookline, Mass. Graduate student, Harvard University. Social anthropology.*

*Personality development in a tribal society of western Uganda. Uganda. Eighteen months.*

**David K. Marvin**

*Evanston, Illinois. Graduate student, Northwestern University. Political science.*

*Political systems of African tribes. Northwestern University. One year.*

**Elliott P. Skinner**

*Brooklyn, N. Y. Graduate student, Columbia University. Anthropology.*

*Effects of European contact on the Mossi people of French West Africa. France and French West Africa. Eighteen months.*

**Arthur Tuden**

*Boston, Mass. Graduate student, Northwestern University. Anthropology.*

*System of hereditary leadership among the Ba-Ila people of Northern Rhodesia. Northern Rhodesia. Eighteen months.*

**Immanuel Wallerstein**

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

*African studies. Oxford University, England. One year.*

**Roger W. Wescott**

*Boston, Mass. Assistant Professor, Boston University. Anthropology.*

*Comparative linguistic study of the Edo dialects. Nigeria. Fourteen months.*

**Montague Yudelman**

*Berkeley, California. Technical Assistance Officer, F. A. O., United Nations. Economics.*

*Native reserve policies. Central African Federation and the Belgian Congo. One year.*

# Behavioral Sciences Fellowship Awards

The Foundation awarded nineteen fellowships in 1955 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.

- Jean Berko, *Radcliffe College, psycholinguistics*  
Ralph Blum, *Harvard University, social psychology*  
Davis B. Bobrow, *University of Chicago, political sociology*  
Stanley Budnitzky, *City College of New York, social psychology*  
Albert C. Cain, *University of Michigan, clinical psychology*  
Lindsey Churchill, Jr., *Yale University, sociology*  
Vernon K. Dibble, *Wesleyan University, sociology*  
Ruth Alice Fenner, *City College of New York, sociology*  
William A. Gamson, *Antioch College, sociology*  
Joseph Hubert Kearney, *deceased*  
Manfred Kochen, *Columbia University, mathematical social science*  
Leon N. Lindberg, *University of California at Berkeley, sociology*  
Theodore Nadelson, *Brooklyn College, social psychology*  
Lawrence Pearl, *Antioch College, sociology*  
Henry Radetsky, *Brooklyn College, cultural anthropology*  
Peter Owen Rees, *Lafayette College, cultural anthropology*  
Seymour D. Vestermark, Jr., *Swarthmore College, sociology*  
Roger B. Walker, *Cambridge University (England), sociology*  
Cynthia M. Wild, *Radcliffe College, clinical psychology*  
John H. Wolfe, *University of California at Los Angeles, general psychology*

# Financial Statements



**PRICE WATERHOUSE & Co.**

**50 PINE STREET**

**NEW YORK 6**

October 28, 1955

To the Board of Trustees of  
The Ford Foundation

In our opinion, the accompanying statements present fairly the assets, liabilities and fund balances of The Ford Foundation as at September 30, 1955 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.*

# the Ford Foundation

a Michigan nonprofit corporation

## Assets

---

<b>Cash</b>	\$ 3,013,935
<b>Time Deposit</b>	25,000,000
<b>U. S. Government Securities, at amortized cost (market value \$131,374,000)</b>	132,084,099
<b>Accrued Interest Receivable</b>	491,066
<b>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)</b>	417,137,580
<b>Other Securities (market value \$1,276,000)</b>	284,054
<b>Real Estate (at cost or appraised value)</b>	2,681,866
<b>Receivables, Deposits and Other Assets</b>	<u>225,967</u>
	<u><u>\$580,918,567</u></u>

---

---

# Statement of Assets, Liabilities and Fund Balances

September 30, 1955

## Liabilities and Fund Balances

---

Unpaid Grants ( <i>see page 162</i> )	\$ 68,908,734
Accounts Payable and Other Liabilities	984,081
Reserve for Appropriations Approved by Board of Trustees ( <i>see page 165</i> )	87,407,825
<b>Fund Balances:</b> Principal fund, after addition of net amount of \$8,576 during the year in respect of disposition of assets	386,877,557
Income fund:	
Balance, September 30, 1954	\$ 60,696,490
Excess of income over grants and expenses for the year	<u>63,451,705</u>
	\$124,148,195
Reserve for appropriations approved by Board of Trustees ( <i>as above</i> )	<u>87,407,825</u>
Unappropriated balance, September 30, 1955	<u>36,740,370</u>
	<u><u>\$580,918,567</u></u>

---

---

**the Ford Foundation**

# Statement of Income, Grants and Expenses

for the year ended September 30, 1955

<b>Income:</b>	
Dividends	\$131,345,607
Interest	2,186,449
Other	44,715
	<u>\$133,576,771</u>
<b>Grants and Expenses:</b>	
Grants ( <i>see page 162</i> )	\$ 64,957,658
Project expenses ( <i>see page 163</i> )	1,371,834
Program expenses:	
International	705,847
Public affairs	131,060
Economic development and administration	37,662
Education	138,584
Behavioral sciences	102,142
General administrative expenses:	
Compensation and employee benefits	\$995,815
Rent	260,919
Legal and accounting	80,093
Travel	67,582
Leasehold improvements, furniture and equipment	25,353
Supplies, postage, telephone, printing and other	326,089
	<u>1,755,851</u>
Expenses pertaining to investment diversification including special audits made of Ford Motor Company accounts at Foundation's request	924,428
	<u>\$ 70,125,066</u>
<b>Excess of Income over Grants and Expenses</b>	<u><u>\$ 63,451,705</u></u>

**the Ford Foundation**

# Statement of Grants

for the year ended September 30, 1955

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>Agricultural Missions, Inc.</b>				
Rural development activities with constituent agencies and with United Nations organizations	\$ 35,000		\$ 20,000	\$ 15,000
<b>All Pakistan Women's Association</b>				
Education of women in home economics, including college and rural training centers	453,783		246,673	207,110
<b>America-Italy Society, Inc.</b>				
Visit to the United States of a prominent Italian author		\$ 5,000		5,000
<b>American Association for the Advancement of Slavic Studies, Inc.</b>				
Support of the "American Slavic and East European Review"		18,000	6,000	12,000
<b>American Association of Collegiate Schools of Business</b>				
National conference on professional education for business: Faculty requirements and standards		25,000	25,000	
<b>American Bar Foundation</b>				
Survey of the administration of criminal justice in the United States		200,000	100,000	100,000

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>American Branch of the International Social Service, Inc.</b>				
General program	50,000		50,000	
<b>American Colony Charities Association</b>				
Operating room equipment for the Anna Spafford Baby Nursing Home, Jerusalem, Jordan		13,500	13,500	
<b>American Council of Learned Societies Devoted to Humanistic Studies</b>				
Improved university procurement of con- temporary research materials on the U.S.S.R.		18,000	9,000	9,000
<b>American Council on Education</b>				
Information and liaison between universities and government agencies on development programs abroad	57,000		28,500	28,500
<b>American Council on Germany, Inc.</b>				
Survey of democratic institutions in Germany		5,000	5,000	
<b>American Council to Improve our Neighborhoods, Inc.</b>				
General program		21,000	21,000	
Study of housing		250,000		250,000
<b>American Friends Service Committee, Incorporated</b>				
Aid to refugees, primarily in Europe		71,329	71,329	
International leadership conference	135,362		89,000	46,362
Literacy and social improvement program in southern Italy	37,000		37,000	
Village development project in Jordan	97,000	147,750	48,500	196,250
<b>American Geographical Society of New York, The</b>				
Internship program		140,000		140,000
<b>American Heritage Foundation</b>				
National nonpartisan register and vote campaign prior to 1956 election		150,000	50,000	100,000

	<i>unpaid</i> <i>Sept 30</i> <i>1954</i>	<i>changes during period</i>		<i>unpaid</i> <i>Sept 30</i> <i>1955</i>
		<i>grants</i> <i>and</i> <i>(cancellations)</i>	<i>payments</i> <i>and</i> <i>(refunds)</i>	
<b>American Historical Association</b> Service center for teachers of history		148,000		148,000
<b>American Hospital of Istanbul, Incorporated</b> Nurses' training at Admiral Bristol Hospital	20,000	(10,000)	10,000	
Survey of the Admiral Bristol Hospital		11,975	11,975	
<b>American Jewish Joint Distribution Committee, Inc.</b> Aid to refugees, primarily in Europe	10,000	(5,000)	(5,000)	10,000
<b>American Law Institute, The</b> Preparation of a restatement of the foreign relations law of the U. S.		300,000		300,000
<b>American National Red Cross</b> Flood relief in the eastern U. S.		175,000	175,000	
<b>American Personnel and Guidance Association</b> Survey of administrative practices and student personnel services at universities in Europe, the Near East and Asia		5,786	5,786	
<b>American-Scandinavian Foundation</b> Lecture tour of Denmark, Sweden and neighboring countries by official of Fisk University		3,000	3,000	
<b>American Society for Public Administration</b> Support of International Institute of Administrative Sciences		20,000		20,000
<b>American Society of International Law</b> Regional meetings		22,000		22,000
<b>American Universities Field Staff, Inc.</b> Field staff to gather information on international affairs and to disseminate it to universities and other institutions	450,000		200,000	250,000

	<i>unpaid Sept 30 1954</i>	<i>changes during period</i>		<i>unpaid Sept 30 1955</i>
		<i>grants and (cancellations)</i>	<i>payments and (refunds)</i>	
<b>American University, The</b> Study of effects of the merger of The Washington Post and the Times-Herald		6,500	6,500	
<b>American University of Beirut, The Trustees of the</b>				
Economic Research Institute	68,000	201,000	94,000	175,000
Intercultural Institute		150,000		150,000
International Statistical Education Center		100,000	25,000	75,000
Liberal arts college	75,000		75,000	
Regional public administration conference and training seminars		3,430	3,430	
<b>American University at Cairo, The</b> Social Research Center	30,100	240,000	60,000	210,100
<b>Ankara, University of</b> Library school	95,775		16,284	79,491
<b>Arab Development Society, The</b> Agricultural development and village welfare in the Jordan Valley		127,500	45,000	82,500
Agricultural vocational school for refugee boys	34,600		34,600	
<b>Arkansas, University of</b> Participation in summer case method seminar at Harvard Business School		879	700	179
<b>Associated Students of the University of California</b> Study tours of Pakistan, India and Ceylon in 1955 and 1956		10,000	5,000	5,000
<b>Bai Virbaiji Soparivala Parsi High School</b> Improvement of technical section of B.V.S. Parsi High School, Karachi, Pakistan		25,000	25,000	
<b>Board of Foreign Missions of the Presbyterian Church in the U.S.A.</b> Expansion of Home Economics Department, Beirut College for Women, Lebanon		12,400	4,200	8,200

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>Board of Foreign Missions of the United Presbyterian Church of North America, The</b>				
Home economics training center at American College for Girls, Cairo, Egypt	38,665			38,665
Livestock improvement and agricultural exten- sion program at Assiut College, Assiut, Egypt	55,072			55,072
<b>Bombay, University of</b>				
Training in methods of applied social science research		73,000		73,000
<b>Boston College, The Trustees of</b>				
Research and citizen education on problems of metropolitan Boston		25,000	25,000	
<b>Boston University, The Trustees of</b>				
Training and research program on Africa	160,000		40,000	120,000
<b>Bristol, The University of</b>				
Study of the 1955 general election in the con- stituency of Bristol North East, England		1,600	1,600	
<b>Brookings Institution, The</b>				
Research and education in economics and government	850,000			850,000
Training conferences for high-level Federal executives		218,500		218,500
<b>Burma, Government of the Union of</b>				
Agricultural Institute	79,250	(258)	43,003	35,989
Audio-visual mobile unit for Directorate of Education		9,500	7,000	2,500
Government Technical Institute, Insein	12,000	467,115	195,397	283,718
Local government consulting services		70,000	35,000	35,000
Mass Education Council	67,383		67,383	
Nutrition Laboratory		25,000	14,500	10,500
The International Institute of Advanced Buddhistic Studies	149,815		82,753	67,062

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>California, The Regents of the University of</b>				
Grants-in-aid for graduate students in Asian and Near Eastern studies		10,000		10,000
International legal studies		300,000	300,000	
Participation in summer case method seminar at Harvard Business School		824	824	
South and Southeast Asia Program		11,900	11,900	
Study of political life in contemporary India	88,500		50,000	38,500
Third Biennial Japan-American Mayors Conference		4,700	4,700	
<b>Carnegie Endowment for International Peace</b>				
Bilderberg Conference on international political and economic affairs		25,000	17,500	7,500
Preparation of research topics on United Nations Charter revision		(723)	(723)	
Study of U. S. public attitudes toward the U.N.		148,000	50,000	98,000
<b>Carnegie Institute of Technology of Pittsburgh, Pennsylvania</b>				
Doctoral program in the Graduate School of Industrial Administration		250,000	50,000	200,000
Research on behavior in business and other organizations	97,000			97,000
<b>Carrie Chapman Catt Memorial Fund, Inc.</b>				
Delegation to attend seminar in Denmark of International Alliance of Women		(1,460)	(1,460)	
Domestic publication program in citizenship education		25,000	25,000	
<b>Centennial Commission of Saint Elizabeths Hospital</b>				
Participation of five foreign psychiatrists in the observance of the Centennial		5,000	5,000	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>   <i>payments and (refunds)</i>		<i>unpaid Sept 30 1955</i>
<b>Center for Advanced Study in the Behavioral Sciences, Inc., The</b>				
General program of training and research in the behavioral sciences	1,811,590		1,000,000	811,590
<b>Center for Information on America, Incorporated, The</b>				
Publication and distribution of Future Voters Discussion Guides		12,000	12,000	
<b>Chicago, The University of</b>				
Grants-in-aid for graduate students in Asian and Near Eastern studies		2,200		2,200
International legal studies and law revision program		1,275,000		1,275,000
Program of research in law and the behavioral sciences		1,000,000	300,000	700,000
Program of self-study in the behavioral sciences		(1,465)	(1,465)	
Research activities of the Center for Studies in Leisure		72,600		72,600
Study by Universities of Chicago and California, Harvard University and Massachusetts Institute of Technology of labor as a factor in economic development	330,000	25,000	230,000	125,000
Study of desirability and feasibility of revision of "Encyclopedia of the Social Sciences"		22,660	22,660	
Study of intercultural relations	47,000	100,000	40,000	107,000
Training and research program on China		22,500	7,500	15,000
<b>Colorado, The Regents of the University of</b>				
Participation in summer case method seminar at Harvard Business School		1,017	975	42
Support of "The Journal of Central European Affairs"		1,500	1,500	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>Columbia University</b>				
Activities of the National Manpower Council		650,000		650,000
Development and improvement of work in the behavioral sciences		54,650	24,650	30,000
Exploration of cooperative arrangements between Columbia University and University of Istanbul, Turkey		3,875		3,875
Grants-in-aid for graduate students in Asian and Near Eastern studies		12,000	12,000	
International legal studies		1,500,000	200,000	1,300,000
National conference on the Uralic and Altaic peoples		4,000	4,000	
Preparation of histories of the Soviet Communist Party		250,000	50,000	200,000
Program to further practical utilization of the behavioral sciences		20,000	20,000	
Research and training activities of the Graduate School of Business		625,000		625,000
Research on the political evolution of modern China		420,000	84,000	336,000
Systematic inventory of the state of knowledge of political behavior		6,300	6,300	
Visit of university official to Asia and the Near East		10,000	10,000	
<b>Common Council for American Unity, Inc.</b>				
Administrative support and furtherance of the Council's educational activities to integrate nationality groups into American life	25,000		25,000	
<b>Cornell University</b>				
Field evaluation of Indian village development program in cooperation with Lucknow University	86,650		86,650	
Grants-in-aid for graduate students in Asian and Near Eastern studies		8,400	8,400	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>International relations training for deputy secretary of Indonesia University of Police Science</b>		23,500	23,500	
<b>Study of political life in contemporary Indonesia</b>	120,000		66,805	53,195
<b>Training for foreign rural extension education</b>		500,000	500,000	
<b>Delhi School of Economics</b>				
<b>Training and orientation center for foreign specialists working in India</b>		130,000	75,000	55,000
<b>Training in methods of applied social science research</b>		85,000	22,379	62,621
<b>Delhi, The University of</b>				
<b>Professorship in American civilization and social-political institutions</b>		200,000		200,000
<b>Detroit, Board of Education of the City of (Wayne University)</b>				
<b>Development of audio-visual language teaching materials and techniques</b>		9,500	9,500	
<b>Detroit Symphony Orchestra, Inc.</b>				
<b>General support</b>	30,000		10,000	20,000
<b>Duke University</b>				
<b>Conference of teachers of international legal studies in the South</b>		5,000	5,000	
<b>East European Fund, Inc.</b>				
<b>Support of Chekhov Publishing House</b>	400,000		300,000	100,000
<b>Educational Testing Service</b>				
<b>Support of preliminary activities of study on predicting executive talent</b>		23,000	23,000	
<b>Egypt, Government of the Republic of</b>				
<b>Clerical-secretarial training program for the Egyptian Civil Service</b>		48,150	8,000	40,150
<b>Europe, College of (Le College d'Europe)</b>				
<b>Books and other library materials</b>		11,500	11,500	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>Experiment in International Living, Inc., The</b> Evaluation survey of the Community Ambassador Project		9,000	9,000	
<b>Far Eastern Association, Inc., The</b> American training and research on the Far East and South and Southeast Asia		38,500		38,500
Support of "Far Eastern Quarterly Journal" and Far Eastern Monograph Series	22,000	(9,500)	12,500	
<b>Fletcher School of Law and Diplomacy, The</b> Research on the Social Democratic Party in Japan	53,000		27,000	26,000
<b>Folger Shakespeare Memorial Library</b> Preliminary exploration of photo-duplication for extension of library services		25,000	16,000	9,000
<b>Ford Hospital, Henry</b> Research in coronary atherosclerosis as memorial to Burt J. Craig, late trustee		25,000	25,000	
<b>Foundation for Religious Action</b> Educational program to strengthen moral and religious bases of democracy		16,500	16,500	
<b>Friends of the World Council of Churches, Inc.</b> Aid to refugees, primarily in Europe	30,000	27,963	27,963	30,000
<b>Fund for Adult Education, The</b> Construction of educational television stations and development of programs for educational television and radio	2,075,000		2,075,000	
General program		5,335,000	5,335,000	
Organized discussion groups and related programs in adult education	699,973		699,973	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and payments and (cancellations) (refunds)</i>		<i>unpaid Sept 30 1955</i>
<b>Fund for the Advancement of Education, The</b>				
Studies and experiments to improve secondary and higher education in the U. S.	24,006,071	653,973	8,789,814	15,870,230
<b>Fund for Peaceful Atomic Development, Inc.</b>				
General support		75,000	75,000	
<b>Geneva, University of</b>				
Studies of the relationship between the develop- ment of thinking and of perceptual processes in the child		35,100	35,100	
<b>Gokhale Institute of Politics and Economics</b>				
Training in methods of applied social science research		40,000	9,038	30,962
<b>Harvard College, President and Fellows of</b>				
Development and improvement of work in the behavioral sciences		475,250	443,000	32,250
Grants-in-aid for graduate students in Asian and Near Eastern studies		9,000	9,000	
International legal studies		2,050,000	1,550,000	500,000
International Seminar		80,000	80,000	
Program of self-study in the behavioral sciences		(5,381)	(5,381)	
Research and advanced training activities of the Graduate School of Business Administration		2,000,000	1,200,000	800,000
Research and publication on modern Chinese economy		277,000	46,434	230,566
Research and training relating to tax laws and administration in underdeveloped areas		295,000	75,000	220,000
Research in social theory		36,000		36,000
Research on the structure of American economy	140,000		45,000	95,000
Seminar on the experimental study of thought processes, Cambridge, England		8,000	8,000	
Studies in national defense policy		214,800		214,800

	<i>unpaid</i> <i>Sept 30</i> <i>1954</i>	<i>changes during period</i> <i>grants</i> <i>and</i> <i>payments</i> <i>and</i> <i>(refunds)</i>		<i>unpaid</i> <i>Sept 30</i> <i>1955</i>
	<i>(cancellations)</i>		<i>(refunds)</i>	
<i>Harvard College, continued</i>				
Studies of achievement motivation and economic development			45,000	45,000
Study of matrilineal kinship systems			5,500	5,500
Training and research and other assistance by the Graduate School of Business Administration to Institute of Business Administration, Faculty of Economics, University of Istanbul	285,000		100,000	185,000
<b>Haverford College, The Corporation of</b>				
Training Americans for work in Africa, in cooperation with the Government of the Gold Coast	34,500			34,500
<b>Hindustani Talimi Sangh, The</b>				
Assistance in obtaining American teachers	3,000		2,065	935
<b>Howard University</b>				
Study program on Africa	29,000		8,500	20,500
<b>Illinois, University of</b>				
Program to further the practical utilization of the behavioral sciences		75,000	15,000	60,000
<b>India, Government of</b>				
Gandhi Memorial Community Center		13,100		13,100
<b>COMMUNITY PROJECTS ADMINISTRATION:</b>				
In-service training program for village development personnel		545,850		545,850
Organization and leadership of village youth activities		189,500		189,500
Training centers for administrative personnel of village development projects	184,000	20,000	181,144	22,856
Training centers in social education for village development projects	229,253			229,253
<b>MINISTRY OF COMMERCE AND INDUSTRY:</b>				
Architectural services for four institutes to serve small industry		75,000	35,000	40,000
Development of data on outside investment opportunities in India		30,000		30,000
Development of village and small-scale industries		1,300,000		1,300,000

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
Research and training for village and small-scale industries	180,000		117,848	62,152
<b>MINISTRY OF EDUCATION:</b>				
All-India Council for Secondary Education and its field service staff		225,000	75,000	150,000
Inventory of rural higher education	22,525		22,525	
Secondary and higher education in India		2,346,500	363,900	1,982,600
<b>MINISTRY OF FOOD AND AGRICULTURE:</b>				
Extension departments for agricultural colleges	139,724		8,139	131,585
Films on rural development extension training program		82,600	69,700	12,900
Public education program in agriculture	276			276
Support of a farm journal for village cultivators	19,995		8,255	11,740
Training centers for village extension workers and pilot village development projects	1,209,042	(236,230)		972,812
Training centers in village crafts	122,987			122,987
Training women for village extension work in home economics	618,000			618,000
<b>MINISTRY OF HEALTH:</b>				
Training centers for public health staff of village development projects	165,240	295,000		460,240
<b>PLANNING COMMISSION:</b>				
Evaluation of village development and training center programs	33,777		33,777	
<b>Indian Institute of Public Administration, The</b>				
General program	350,000		116,666	233,334
<b>Indiana University</b>				
Research activities under the Foundation for Economic and Business Studies		800	800	
<b>Indonesia, Government of</b>				
Technical Teacher Training Institute		191,280	191,280	
<b>Indonesia, University of</b>				
Acquisition of periodicals		5,000	5,000	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>Institute of African-American Relations, Inc., The</b>				
Activities of the All-African Student Union of the Americas		2,500	2,500	
<b>Institute of Business Administration of the Faculty of Economics of the University of Istanbul</b>				
Support of teaching and research program in business administration	100,000		4,994	95,006
<b>Institute of Community Studies (London)</b>				
Studies of contemporary British society		70,000		70,000
<b>Institute of Current World Affairs, Inc.</b>				
Foreign fellowships in African studies		32,000		32,000
<b>Institute for Intercultural Studies, The</b>				
Study of Soviet Moslem societies		6,000	6,000	
<b>Institute of International Education, Inc.</b>				
Activities in the field of exchange of persons		(29,145)	(29,145)	
Central Index of Educational Exchangees		25,000	25,000	
Cooperative legal studies by American and Japanese law schools	350,000		84,000	266,000
English-language training in Indonesia	73,600			73,600
General support		260,000	260,000	
National conference on exchange of persons		5,000	5,000	
Special fellowship project		200,000	200,000	
Visit to U. S. by official of Delhi University		11,600	11,600	
<b>Intercultural Publications, Inc.</b>				
General support		500,000	500,000	
Publication of Country Perspectives in conjunction with "The Atlantic Monthly"	150,000		150,000	
Publication of "Perspectives, U. S. A."		21,800	21,800	
<b>International African Institute</b>				
General program, and expansion of field research	46,955		22,700	24,255

	<i>unpaid</i> <i>Sept 30</i> <i>1954</i>	<i>changes during period</i> <i>grants</i> <i>and</i> <i>(cancellations)</i>	<i>payments</i> <i>and</i> <i>(refunds)</i>	<i>unpaid</i> <i>Sept 30</i> <i>1955</i>
<b>International Economic Association</b>				
General support	88,000			88,000
<b>International House of Japan, Inc., The</b>				
Conferences to improve communication among Japanese labor economists		1,500	1,500	
<b>International Political Science Association</b>				
Support of conferences and allied activities		10,000	10,000	
<b>International Publications, Inc.</b>				
Support of the monthly international review, "Der Monat"		175,000	150,000	25,000
<b>International Statistical Institute</b>				
Dissemination of information on use of statistics in industry		3,000	3,000	
<b>Iowa, The State University of</b>				
Summer seminar on teaching international relations		22,000	22,000	
<b>Iran, Imperial Government of</b>				
Assistance to the Economic Secretariat of the Plan Organization		125,000		125,000
Karadj Agricultural College		87,000		87,000
Village development program		257,400	40,463	216,937
<b>Iran Foundation, Inc., The</b>				
Vocational crafts training school at Shiraz, Iran	280,000		11,036	268,964
<b>Japan Society, Inc.</b>				
Supplementary training for Japanese students in the U. S.		8,640	8,640	
<b>Johns Hopkins University, The</b>				
Critical review of literature and statistics on the comparative economic growth of nations		60,000	12,000	48,000
Far East and Southeast Asia program of the School of Advanced International Studies		24,000	24,000	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>Joint Council on Economic Education</b> General support		275,000		275,000
<b>Jordan Educational and Cultural Association, The</b> Bir-Zeit College and development of junior college studies	52,000			52,000
<b>Kansas, The University of</b> Participation in summer case method seminar at Harvard Business School		800	800	
<b>Kentucky, University of</b> Seminar on Land Collectivization in Eastern Europe		1,983	1,983	
<b>Lantern League of the Old North Church</b> Contribution toward restoration of the Old North Church		25,000	25,000	
<b>Lawrence College, Sarah</b> Special course in international relations in connection with the 1954-55 Herald Tribune School Forum		25,000	25,000	
<b>Lebanon, Government of</b> Public administration advisers		47,700	537	47,163
<b>Library of Congress</b> Cataloging of pre-1917 Cyrillic publications		(130)	(130)	
Program of microfilming foreign documents		15,000	5,000	10,000
Southern Asian Accessions List		47,000		47,000
<b>Lille, Catholic Institute of (L'Institut Catholique de Lille)</b> General support of Graduate School of Business Administration		50,000	50,000	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>London School of Economics and Political Sciences, Incorporated, The</b> Support of Congress of Sociology to be held under auspices of the International Sociological Association		10,000	10,000	
<b>Madras, University of</b> Training in methods of applied social science research		52,200		52,200
<b>Marquette University</b> Participation in summer case method seminar at Harvard Business School		800	800	
<b>Massachusetts Institute of Technology</b> Research in economic and political development by Center for International Studies	750,000		300,000	450,000
Research on international affairs	5,000			5,000
Research on international communications	500,000		500,000	
Study of British and German attitudes toward European cooperation		25,000	25,000	
<b>Mathematical Association of America, Incorporated</b> Study of status of teaching, research and use of mathematics, and relationships to sciences and other fields of knowledge		25,000	25,000	
<b>Metropolitan Detroit Building Fund</b> Improvements and expansion of health, welfare and recreation agencies		150,000		150,000
<b>Michigan, The Regents of the University of</b> Development and improvement of work in the behavioral sciences		220,250	76,750	143,500
Grants-in-aid for graduate students in Asian and Near Eastern studies		8,000		8,000

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<i>Michigan, continued</i>				
International legal studies		500,000	500,000	
Program of self-study in the behavioral sciences		(10,180)	(10,180)	
Study of consumer behavior	77,000		62,453	14,547
Summer seminar on mathematical methods for the study of behavior and decision-making		(1,401)	(1,401)	
<b>Middle East Institute, The</b>				
Middle East Journal		50,000		50,000
Periodic survey and report on research on Near and Middle East and Africa north of the Sahara	27,950		18,850	9,100
<b>Minnesota, Regents of the University of</b>				
Development and improvement of work in the behavioral sciences		133,500	44,500	89,000
Seminar on leadership and education in foreign affairs		15,500	15,500	
<b>Mississippi, University of</b>				
Participation in summer case method seminar at Harvard Business School		941	800	141
<b>Montana State University</b>				
Participation in summer case method seminar at Harvard Business School		921	921	
<b>National Academy of Sciences</b>				
Support of International Congress of Anthropological and Ethnological Sciences		9,000	9,000	
Research by the Committee on Disaster Studies of the National Research Council	129,600			129,600
Research by the Conference Board of Associated Research Councils on exchange of post-doctoral specialists and scholars		14,000	14,000	
<b>National Association of Foreign Student Advisers</b>				
General support		20,225	20,225	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>National Bureau of Economic Research, Incorporated</b>				
General support of research program		1,250,000	1,250,000	
<b>National Catholic Rural Life Conference</b>				
Rural development activities with its constituent agencies and with United Nations organizations	35,000		20,000	15,000
<b>National Civil Service League</b>				
Educational program on personnel problems in the Federal Government		30,000	15,000	15,000
General support	15,000		15,000	
<b>National Education Association of the United States</b>				
Study of educational implications of research and development in mental health and mass communications		4,800	4,800	
<b>National 4-H Club Foundation of America, Incorporated, The</b>				
General support of International Farm Youth Ex- changes (less cancellations and refunds of \$9,933)		190,067	70,067	120,000
Special International Farm Youth Exchange Program with Burma		47,517	24,208	23,309
Special International Farm Youth Exchange Program with countries of the Near East		122,554	62,097	60,457
Special International Farm Youth Exchange Program with India, Pakistan and Nepal		261,787	130,893	130,894
<b>National Lutheran Council</b>				
Aid to refugees, primarily in Europe		50,887	50,887	
<b>National Merit Scholarship Corporation</b>				
Program of undergraduate scholarships		20,000,000	3,055,405	16,944,595
<b>National Municipal League</b>				
Research and education in problems of local and state government	40,000		40,000	
General support		120,000		120,000

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>National Opinion Research Center</b>				
Development and improvement of work in the behavioral sciences		36,000	12,000	24,000
Study of response errors in surveys		34,665	34,665	
<b>National Planning Association</b>				
Appraisal of technical assistance in Latin America	92,000		92,000	
Development of methods for studying the effects of American foreign trade on American communities		100,000	100,000	
Study of economic programing		42,500	42,500	
<b>National Probation and Parole Association, Inc.</b>				
Program to aid in strengthening courts and agencies for the treatment of juvenile delinquents		600,000	110,000	490,000
<b>National Social Welfare Assembly, Inc.</b>				
Delegation from India and Near East to Conference of Social Work at Toronto		(6,563)	(6,563)	
<b>Near East Foundation</b>				
Consultants on agricultural credit and public health	129,550		60,000	69,550
Program for village women in Iran		6,500	6,500	
<b>Nepal, Government of</b>				
Research and training in village and small-scale industries	142,213		63,272	78,941
<b>New York Public Library</b>				
Furnishing of Frederick Lewis Allen research room as memorial to late trustee		25,000	25,000	
<b>New York University</b>				
Evaluation of orientation program for foreign students		10,000	10,000	

	<i>unpaid</i> <i>Sept 30</i> <i>1954</i>	<i>changes during period</i> <i>grants</i> <i>and</i> <i>(cancellations)</i>	<i>payments</i> <i>and</i> <i>(refunds)</i>	<i>unpaid</i> <i>Sept 30</i> <i>1955</i>
<b>North Carolina, University of</b>				
Development and improvement of work in the behavioral sciences		246,000	74,500	171,500
Program of self-study in the behavioral sciences		(4,039)	(4,039)	
<b>North Central Association of Colleges and Secondary Schools, The</b>				
Experimental program of instruction in foreign affairs in American high schools		125,000	47,600	77,400
<b>North Dakota, University of</b>				
Participation in summer case method seminar at Harvard Business School		971	971	
<b>Northeastern University</b>				
Participation in summer case method seminar at Harvard Business School		700	700	
<b>Northwestern University</b>				
Participation in summer case method seminar at Harvard Business School		913	913	
Training and research on Africa		235,000	63,000	172,000
Transcriptions and analysis of proceedings in labor mediation cases		2,800	2,800	
<b>Norwegian Nobel Institute, The</b>				
International Conference on Western Democracies and World Problems		50,000	50,000	
<b>Notre Dame du Lac, The University of</b>				
Research and training in East European studies	42,000			42,000
<b>Pacific Northwest Library Association</b>				
Study of library facilities for coordinating and improving services and facilities in Pacific Northwest		60,000		60,000
<b>Pakistan, Government of</b>				
College of Agriculture, University of Peshawar		400,000	40,000	360,000
National training-within-industry program	70,000		35,264	34,736
Polytechnic and industrial training center	274,400		200,000	74,400

	<i>unpaid</i> <i>Sept 30</i> <i>1954</i>	<i>changes during period</i> <i>grants and</i> <i>payments and</i> <i>(cancellations) (refunds)</i>		<i>unpaid</i> <i>Sept 30</i> <i>1955</i>
<i>Pakistan, continued</i>				
Program of technical education		500,000	67,000	433,000
Technical assistance to Pakistan National Planning Board	100,000	1,220,000	350,000	970,000
Village aid program	687,072		710	686,362
Women's education program, Punjab	15,000		14,500	500
<b>Panjab University, India</b>				
Training in methods of applied social science research		52,300	10,201	42,099
<b>Pennsylvania, The Trustees of the University of</b>				
Grants-in-aid for graduate students in Asian and Near Eastern studies		3,300		3,300
Study of consumer expenditures, incomes and savings, by Bureau of Labor Statistics, U.S. Department of Labor, University of Pennsylvania and other academic institutions	225,100		107,515	117,585
Study of education for administration, both business and public, at the Wharton School and elsewhere		10,000	10,000	
Survey of the behavioral sciences		50,000	50,000	
<b>Pennsylvania State University</b>				
Research in Russian history by an American scholar visiting Russia		2,500	2,500	
<b>Population Reference Bureau</b>				
General support		25,000	12,500	12,500
<b>Princeton University, Trustees of</b>				
Grants-in-aid for graduate students in Asian and Near Eastern studies		5,000		5,000
<b>Public Administration Clearing House</b>				
Research and education in problems of administrative management of city, state and national governments and international organizations	225,000		200,000	25,000

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>Public Administration Service</b>				
Study of government management accounting in Burma		13,000		13,000
<b>Puerto Rico, University of</b>				
Research in comparative public administration		5,500	5,500	
<b>Rangoon, University of</b>				
Economic Research Center		15,000	7,500	7,500
<b>Resources for the Future, Inc.</b>				
General support	2,410,000		1,000,000	1,410,000
<b>Rice Institute, William M.</b>				
Research on adolescent problems in the Near East	35,000		35,000	
<b>Royal Institution for the Advancement of Learning, The (McGill University)</b>				
Grants-in-aid for American graduate students in Asian and Near Eastern studies		3,500		3,500
<b>Sage Foundation, Russell</b>				
Program to further the practical utilization of the behavioral sciences		731,000		731,000
<b>Salzburg Seminar in American Studies, Inc.</b>				
General support		125,000		125,000
<b>Santa Clara College, President and Board of Trustees of</b>				
Participation in summer case method seminar at Harvard Business School		1,133	800	333
<b>Social Science Research Council, The</b>				
Activities of the Committee on Economic Growth		150,000	30,000	120,000
Cross-cultural study of child-rearing		(64)	(64)	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<i>Social Science Research Council, continued</i>				
Grants-in-aid for research by individual specialists and/or conferences to advance research on the Soviet and East European area		80,000	40,000	40,000
Support of the "Current Digest of the Soviet Press"		99,000	19,800	79,200
Summer training sessions in the behavioral sciences	165,000			165,000
 <b>Society for the Advancement of Economic and Socio-Political Education (Verein zur Förderung Wirtschafts und Gesellschafts-politischer Bildung)</b>				
Educational activities in Germany		125,000		125,000
 <b>Society of Catholic Medical Missionaries, Inc.</b>				
Training of nurses and midwives at Holy Family Hospital, Dacca, East Pakistan		100,000	100,000	
 <b>South African Institute of Race Relations</b>				
Research and education in race relations	81,960			81,960
 <b>Southern California, University of</b>				
Research on political organizations and institutions in contemporary Japan		23,575	23,575	
 <b>Southern Languages Book Trust</b>				
General support		400,000	1,991	398,009
 <b>Stanford Junior University, The Leland</b>				
Development and improvement of work in the behavioral sciences		408,500	150,500	258,000
Enlargement of Hoover Institute and Library services to scholars and institutions	150,000		150,000	
Grants-in-aid for graduate students in Asian and Near Eastern studies		2,200	2,200	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>International legal studies</b>		600,000	600,000	
<b>Program of self-study in the behavioral sciences</b>		(6,262)	(6,262)	
<b>Program to further the practical utilization of the behavioral sciences</b>		75,000	18,750	56,250
<b>Study of rejection of leadership opportunities in British politics</b>		15,000	10,000	5,000
<b>Training and research on China</b>		15,000	5,000	10,000
<b>Stanford Research Institute</b>				
<b>World symposium on applied solar energy</b>		26,500	23,000	3,500
<b>Teachers College (Columbia University)</b>				
<b>Survey of current events discussion and study materials for secondary schools</b>		4,800	4,800	
<b>Toledo, University of</b>				
<b>Participation in summer case method seminar at Harvard Business School</b>		800	800	
<b>Trustees Society of the Lebanon College of Suk-el-Gharb</b>				
<b>Enlargement of curriculum</b>	50,000		36,666	13,334
<b>Turkey, Government of the Republic of</b>				
<b>Pilot program for improvement of secondary school education</b>		146,327	120,745	25,582
<b>Tuskegee Institute</b>				
<b>Study on progress and problems of the Negro farmer in U. S.</b>	6,000		6,000	
<b>Ukrainian Academy of Arts and Sciences in the United States, Inc., The</b>				
<b>Research and publication on East Europe</b>		25,000	12,500	12,500
<b>United Foundation, Inc.</b>				
<b>General support</b>		250,000	250,000	

	<i>unpaid Sept 30 1954</i>	<i>changes during period</i>		<i>unpaid Sept 30 1955</i>
	<i>(cancellations)</i>	<i>grants and</i>	<i>payments and</i>	
		<i>(refunds)</i>		
<b>United States National Student Association</b>				
Scholarship program for foreign student leaders		128,000		128,000
<b>University Religious Conference</b>				
Study tour of India in 1954		(35)	(35)	
Study tours of India in 1955 and 1956		25,000	22,000	3,000
<b>Virginia, University of</b>				
Conference on problems of training for the foreign service		2,500	2,500	
Research activities of the Graduate School of Business Administration		800	800	
Studies of crises of French Society		15,000	15,000	
<b>War Relief Services, National Catholic Welfare Conference</b>				
Aid to refugees, primarily in Europe		94,156	94,156	
<b>Washington, University of</b>				
Grants-in-aid for graduate students in Asian and Near Eastern studies		2,500	2,500	
History of Chinese Communist Party to 1938 (Memoirs of Chang Kuo-T'ao)	12,200		12,200	
Participation in summer case method seminar at Harvard Business School		800	800	
<b>Washington University, The George</b>				
Study of institutions established to further European economic integration		(100)	(100)	
<b>Wesleyan University</b>				
Studies of achievement motivation and economic development		21,000		21,000
<b>West Virginia University, Board of Governors of</b>				
Participation in summer case method seminar at Harvard Business School		800	800	

	<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<b>Wooster, Board of the Trustees of the College of</b>				
Furnishing of the Otelia Augspurger Compton Dormitory as memorial to Karl T. Compton, late trustee		25,000	25,000	
<b>Yale University</b>				
Grants-in-aid for graduate students in Asian and Near Eastern studies		3,600	3,600	
International legal studies and law school teacher training		1,600,000		1,600,000
Program in economic administration in foreign countries		100,000		100,000
Research and training in the economic behavior of households		60,000	20,000	40,000
Study of Indonesian agrarian policy	51,400		39,600	11,800
<b>Young Men's Christian Associations, National Board of</b>				
Aid to refugees, primarily in Europe		17,567	17,567	
Committee on Friendly Relations Among Foreign Students		10,000	10,000	
<b>Fellowship Programs</b>				
Fellowships for training relating to: Asia and the Near and Middle East				
for the academic year 1952-53	24,829	(9,741)	15,088	
1953-54	83,462		69,702	13,760
1954-55	262,640		200,000	62,640
1955-56		335,000	156,013	178,987
1956-57		500,000		500,000
Soviet Union and Eastern Europe				
for the academic year 1954-55	132,497		117,569	14,928
1955-56		200,000	62,777	137,223
1956-57		200,000		200,000

<i>unpaid Sept 30 1954</i>	<i>changes during period grants and (cancellations)</i>	<i>payments and (refunds)</i>	<i>unpaid Sept 30 1955</i>
<i>Fellowship Programs, continued</i>			
<b>Africa</b>			
for the academic year 1954-55	54,789	45,788	9,001
1955-56	200,000	(32,000)	119,310
1956-57		200,000	200,000
<b>International relations training</b>			
for the academic year 1956-57		100,000	100,000
Nonacademic foreign study and research fellowship program	39,650	18,150	21,500
Predoctoral graduate fellowships for those who have not concentrated in the behavioral sciences:	107,367	42,990	64,377
Special Fellowships (Asia, Near and Middle East) 1955-56		90,000	90,000
	<u>\$45,338,142</u>	<u>\$64,957,658</u>	<u>\$41,387,066</u>
			<u>\$68,908,734</u>

# Statement of Project Expenses

for the year ended September 30, 1955

TV-Radio Workshop	\$1,764,738	
<i>Less</i> Income from sponsors	<u>1,503,590</u>	
		\$ 261,148
Overseas field offices and program specialists:		
India	\$ 295,862	
Pakistan	223,659	
Near East	124,709	
Burma	248,095	
Indonesia	<u>114,928</u>	
		1,007,253
Assistance for the establishment and operation of an economic development institute by the International Bank for Reconstruction and Development		42,500
Study of role of women's activities and organizations in Near East		27,500
Assistance in strengthening the library of the United Nations Economic Commission for Asia and the Far East		25,000
Miscellaneous (less refunds of \$18,154)		<u>8,433</u>
		<u><u>\$1,371,834</u></u>

# Reserve for Appropriations Approved by Board of Trustees

for Grants and Projects

September 30, 1955

Accredited American colleges to be selected:	
College grant program for increasing faculty salaries	\$50,000,000
American Bar Foundation:	
Support of a survey of the administration of criminal justice in the United States	1,340,000
Assistance for the establishment of an economic development institute by the International Bank for Reconstruction and Development	42,500
Behavioral Science Program:	
Grants-in-aid: Development and improvement of work in the behavioral sciences	425,000
Recruitment and training program	157,588
Inventory of behavioral knowledge	43,187
Brookings Institution, The:	
Program of training conferences for high-level Federal executives	121,500
Carnegie Endowment for International Peace:	
Study of United States public attitudes toward the United Nations	52,000
Conditions of Peace:	
Study in problems of American foreign policy	56,044
European Refugees Program	20,838

Fund for Peaceful Atomic Development, Inc.:	
Contribution toward costs of organization and operations	75,000
Institute of International Education, Inc.:	
Activities in the field of exchange of persons	300,000
International Exchange-of-Persons Program	74,596
Lafayette Fellowship Foundation, Inc.:	
Support of its fellowship program for study in the United States by young Frenchmen	1,000,000
Mental Health Program:	
Support of research and research training in mental health	15,000,000
Nuffield College, Oxford University:	
Support of a program of European political and economic studies	280,000
Overseas Activities:	
Overseas field offices and program specialists	318,885
Overseas Development Program	14,804,104
Publication of a report on a reconnaissance survey of rural Iran	3,550
Specialist in research and training in the Near East	39,423
Study of Universal Disarmament	20,000
Survey of Chinese Refugee Situation	10,000
Television activities, including activities of the TV-Radio Workshop	3,152,799
Training and research activities in Asia and the Near and Middle East, Africa, and the Soviet and Slavic areas	70,811
	<u>\$87,407,825</u>



# Appendix

## Statement by the Trustees of The Ford Foundation

November 6, 1955

The capital funds of The Ford Foundation consist largely of Ford Motor Company stock, and for several years the Trustees of the Foundation have considered offering some of this stock for public sale and substituting other types of investment in order to diversify its investment portfolio.

The Foundation owns more than eighty-eight per cent of all the outstanding stock of Ford Motor Company, but the 3,089,908 shares it holds are shares of nonvoting "A" Stock. The right to vote in the affairs of management rests solely in 172,645 outstanding shares of "B" Stock, all of which are owned by members of the Ford family and their interests.

The Trustees have thought that any shares sold to the public should have voting rights because of considerations in the public interest. Furthermore, voting rights would substantially increase the marketability of the shares.

For more than a year, members of the Finance Committee of the Trustees of The Ford Foundation have explored with representatives of the Ford family ways in which these voting rights might be acquired. Members of this Committee are Charles E. Wilson, Chairman; James F. Brownlee, H. Rowan Gaither, Jr., and John J. McCloy.

The Committee retained Eli Whitney Debevoise as legal counsel, George J. Leness and A. M. White as financial advisers, and Lionel Edie as economic adviser. Advisers to the Ford family have been Frederick M. Eaton, legal counsel, and Sidney J. Weinberg, financial adviser.

Henry Ford II and Benson Ford are both Trustees of the Foundation, but, of course, took no part in the study and consideration given this matter by the Trustees or any committee of the Trustees.

As the result of long study and negotiation, a plan has now been worked out and approved by the Trustees and members of the Ford family under which

the family will give up their exclusive right to vote in the affairs of management, and will transfer sixty per cent of the voting rights to a new Common Stock.

The plan involves a reclassification of the stock of Ford Motor Company. Three types of stock are to be issued—a new voting Common Stock, a new voting “B” Stock, and a new nonvoting “A” Stock. The three types of stock will have the same interest per share in earnings and assets, but will vary as to voting rights.

There are now outstanding 3,322,395 shares of nonvoting “A” Stock. Of these, 3,089,908 shares are owned by The Ford Foundation, 190,347 shares are owned by members of the Ford family and family interests, and 42,140 shares are owned by 108 key employees of Ford Motor Company as a result of their exercise of employee stock options. (These employees have options to buy in installments over the next three years some 101,000 additional shares.)

Under the plan, each share of this “A” Stock will be exchanged for fifteen new shares. The shares owned by the Foundation will become new nonvoting “A” shares, but as any of these shares are sold to the public it is planned to convert them into shares of the new voting Common Stock. The “A” shares owned by Company employees will become shares of new voting Common Stock. The “A” shares owned by members of the Ford family and their interests will become shares of new voting “B” Stock.

There are now outstanding 172,645 shares of voting “B” Stock, all owned by members of the Ford family and their interests. Each of these shares will be exchanged for twenty-one shares of the new voting “B” Stock, an exchange ratio differing from the fifteen-for-one ratio applicable to the shares of “A” Stock. Holders of the old “B” shares will thus acquire a 1.74 per cent additional equity in the Company. This increased equity reflects, in addition to the other terms of the plan, the relinquishment of the exclusive right to vote in the affairs of management. In transferring sixty per cent of the voting rights to the new Common Stock, holders of old “B” shares accept an immediate drop in their voting rights from 100 per cent to forty per cent for all family interests.

There will, then, be 53,461,470 shares of stock in Ford Motor Company outstanding after the stock reclassification.

The Ford Foundation plans to make a public offering of about fifteen per cent of its holdings. While no date has been fixed, it is hoped that this offering can be made shortly after the first of the year. Prior to the offering, a statement as to Ford Motor Company’s history, business and operations, earnings, and financial position will be filed with the Securities and Exchange Commission and made public.

Assuming such a sale, Company stock then outstanding would include 14,065,143 voting shares and 39,396,327 nonvoting shares. Of these totals:

Public investors would own 6,952,293 shares of new voting Common Stock, and Ford Motor Company employees, on the basis of options thus far exercised, would have received on the reclassification 632,100 shares of new voting Common Stock.

The new Common Stock will have one vote per share. The total shares of new Common Stock will hold sixty per cent of the voting power, although they would represent initially only about fourteen per cent of the total outstanding stock of the Company. As additional "A" shares are sold in the future and converted to the new Common Stock, these shares will also participate in the sixty per cent voting power which attaches to all this Common Stock in the aggregate.

Members of the Ford family and family interests will own 6,480,750 shares of new voting "B" Stock. Whenever any of these shares are sold or transferred outside the family, they must first be converted into shares of new Common Stock with one vote per share.

So long as there are at least 2,700,000 shares of the new "B" Stock outstanding, these shares will carry sufficient votes per share to give the outstanding "B" Stock in the aggregate a maximum of forty per cent of voting rights. This percentage will be reduced to thirty per cent when the outstanding shares of the new "B" Stock fall below 2,700,000 shares. When the outstanding shares of the new "B" Stock fall below 1,500,000 shares, the new "B" Stock will no longer carry any specified percentage of voting rights, but will carry only one vote per share—just like the new Common Stock.

The Ford Foundation would own 39,396,327 shares of new nonvoting "A" Stock. If any of these shares are sold to the public, it is planned to convert them into shares of new Common Stock with one vote per share.

The Trustees wish to express publicly their appreciation of the willingness of members of the Ford family to consider relinquishing their exclusive voting rights in order to facilitate the efforts of the Foundation to diversify its investment portfolio, and for their fine spirit in long negotiations towards a satisfactory plan for doing so.

*Frank W. Abrams*  
*James F. Brownlee*  
*John Cowles*  
*Donald K. David*  
*Mark F. Ethridge*  
*H. Rowan Gaither, Jr.*  
*Laurence M. Gould*  
*John J. McCloy*  
*Charles E. Wilson*  
*Charles E. Wyzanski, Jr.*

Subsequent to November 6, 1955, the amount of stock to be offered for public sale was increased to twenty-two per cent. Accordingly, on January 18, 1956, after registration of the issue with the Securities and Exchange Commission, 10,200,000 shares of Ford Motor Company common stock, issued upon the reclassification of outstanding shares of stock then held by the Foundation, were sold to a group of underwriters at \$63 per share. These shares were, in turn, offered and sold to the public at \$64.50 per share. Proceeds to the Foundation totaled \$642,600,000.

Subsequent to the sale, the Foundation held 36,148,620 shares of new Class "A" Ford Motor Company stock.



*Elizabeth M. Gruse* | *design*  
*Hillison & Eppen Company, Chicago* | *printing*