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Cox Hearing, 11-24-1952  
Adobe pg 11

[http://www.channelingreality.com/Hearings/Cox\\_Hearing/1952\\_11\\_24\\_Cox\\_Hearing.pdf](http://www.channelingreality.com/Hearings/Cox_Hearing/1952_11_24_Cox_Hearing.pdf)

Report of the Trustees begins on the next page.

(The report of the study for the Ford Foundation on policy and program was received as an exhibit and is on file with the committee.)

(The document referred to, Report of the Trustees of the Ford Foundation, follows: )

Excerpt from the testimony of H. Rowan Gaither, Associate Director of the Ford Foundation  
November 24, 1952

Hearing before the Select Committee to Investigate Tax Exempt Foundations and Comparable Organizations House of Representatives, Eighty-Second Congress, Second Session on H.Res. 561, Eugene E. Cox, Chairman

# REPORT OF THE TRUSTEES OF THE FORD FOUNDATION, SEPTEMBER 27, 1950

## THE TRUSTEES

Henry Ford II, chairman of the trustees, president, Ford Motor Co., Detroit, Mich.  
Karl T. Compton, chairman of the board, Massachusetts Institute of Technology, Cambridge, Mass.  
Donald K. David, dean, Harvard School of Business Administration, Allston, Mass.  
James B. Webber, Jr. Vice President, J. L. Hudson Co., Detroit, Mich.  
John Cowles, president, Minneapolis Star and Tribune Co., Minneapolis, Minn.  
Benson Ford, vice president, Ford Motor Co., Detroit, Mich.  
Charles E. Wilson, president, General Electric Co., Schenectady, N.Y.  
Burt J. Craig, secretary-treasurer, Detroit, Mich.

## INTRODUCTION

In the fall of 1948, anticipating final settlement of Federal estate-tax matters and the probable receipt during 1949 and 1950 of income sufficient to permit the Ford Foundation to undertake a greatly expanded program, the trustees authorized the appointment of a study committee to serve as independent consultants to the foundation.<sup>1</sup> This committee was made up of men widely known and respected in such fields as education, medicine and public health, the natural sciences, and political science and government, the social sciences, the humanities, and modern business and industry. Members of the study committee were Mr. H. Rowan Gaither, Jr., and chairman; Thomas H. Carroll, D. C. S.; Charles C. Lauritsen, Ph. D.; William C. DeVane, Ph. D.; Francis T. Spaulding, Ed. D.<sup>2</sup>

A staff directed by Mr. Gaither served the committee and included Mr. William McPeak and Mr. Dyke Brown, assistant directors; Mr. Paul Bixler; and Mr. Don K. Price.

On November 22, 1948, the chairman of the trustees wrote the chairman of the study committee as follows:

“The foundation was established for the general purpose of advancing human welfare, but the manner of realizing this objective was left to the trustees. Now that the time is near when the foundation can initiate an active program, I think that its aims should be more specifically defined.

“The people of this country and mankind in general are confronted with problems which are vast in number and exceedingly disturbing in significance. While important efforts to solve these problems are being made by government, industry, foundations, and other institutions, it is evident that new resources, such as those of this foundation, if properly employed, can result in significant contributions.

“We want to take stock of our existing knowledge institutions, and techniques in order to locate the areas where the problems are most important and where additional efforts toward their solution are most needed.

“You are to have complete authority and responsibility in this undertaking and you are to have a high degree of discretion, subject of course, to general policy approval of the trustees, in the means you employ and in the choice of consultants and other personnel. \* \* \* We want the best thought available in the United States as to how this foundation can most effectively and intelligently put its resources to work for human welfare.”

The study committee agreed at the outset that the purpose of the study was not to accumulate a comprehensive catalog of projects which the foundation might undertake, but to block out in general terms those critical areas where problems were most serious and where the foundation might make the most significant contributions to human welfare.

The study committee also agreed at the outset that it should view the needs of mankind in the broadest possible perspective, free from the limitations of special professional interests, if it was to discover the most important and opportunities of human welfare. The study committee invited each member to ignore the confines of his specialty or profession and bring to the committee the best thought in his field concerning the most pressing problems of human welfare generally, whether they lay in his field or elsewhere. Each committee member by agreement respected the

boundaries of his own experience and training only for the purposes of administrative coordination.

The magnitude of the study may be suggested statistically. More than 1,000 persons were directly interviewed by the study committee and the staff. Over 7 man-years went into the study exclusive of the time devoted to it by advisers and conferees who were acting without compensation. Materials prepared and accumulated run into many thousands of pages.

In the opinion of the trustees, the conclusions and recommendations of the committee were influenced by and responsive to the best American Judgment of our times. Advisers represented every major segment of American life and every major discipline and field of knowledge. In the area of government and international affairs the committee secured the opinions and points of view of officials in State and Federal Government, representatives of the United Nations and its affiliated agencies, business and professional leaders, and the heads of private organizations with world affairs. The presidents of many leading universities, contributed generously. The views of military leaders were sought and obtained. The viewpoint of labor was solicited. Conferences were held with the heads of many small enterprises—often sole proprietorships—as well as heads of large corporations.

It is significant that the General Report of the Study Committee, which followed some 22 special and individual reports, carried with it unanimous committee endorsement.

It is this report which provides the basis for the following report from the trustees of the foundation.

For the trustees:

HENRY FORD II, Chairman

## PART I. HUMAN WELFARE

The purpose of the Ford Foundation is simply stated in its charter: “to receive and administer funds for scientific, educational, and charitable purposes, all for the public welfare.”

Fundamental to any consideration of human welfare is human survival. All efforts to prolong life, to eradicate disease, to prevent malnutrition and famine, to remove the causes of violent accidents, and—above all—to prevent war, are efforts to forward welfare of man.

The improvement of physical standards of living is also vital to human welfare. Living standards finally can be considered high enough only when the inhabitants of the entire world have been freed from undue anxiety over the physical conditions of survival and from extreme preoccupation with obtaining those conditions.

But it is clear that the welfare of man requires far more than mere human survival and the improvement of physical standards of living.

Basic to human welfare is general acceptance of the dignity of man. This rests on the conviction that man is endowed with certain unalienable rights and must be regarded as an end in himself, not as a cog in the mechanisms of society or a mere means to some

social end. At its heart this is a belief in the inherent worth of the individual and the intrinsic value of human life. Implicit in this concept is the conviction that society must accord all men equal rights and equal opportunity.

Human welfare requires tolerance and respect for individual, social, religious, and cultural differences, and for the varying needs and aspirations to which differences give rise. It requires freedom of speech, freedom of the press, freedom of worship, and freedom of association. Within wide limits, every person has a right to go his own way and to be free from interference or harassment because of nonconformity.

Human welfare requires that freedom be enjoyed under a rule of law to guarantee to all men its benefits and opportunities. It calls for justice, self-government, and the opportunity for every citizen to play an effective part in his government.

Human welfare requires that power at all levels and in all forms—political, economic, or social—be exercised with a full sense of social responsibility and general good. It requires, further, that individuals recognize an obligation to use their capabilities, whatever they may be, to contribute to the general well-being.

It is clear that these requirements for human welfare are in substance the ideals and aims of democracy. The ultimate concern of both is with the individual, and the welfare of the individual can advance only in an environment that encourages individual freedom.

For men can be only as free as the arrangements and conditions of society enable them to be. Men cannot forsake society in search of freedom. They must live together whether they want to or not. All are thrust from birth into an immense network of political, economic, and social relationships. This interdependence can be a curse where men are enslaved by state machines or other men. It can be most fruitful and rewarding where free men work together in confidence and mutual respect.

In modern world large-scale and complicated arrangements are needed to provide the social and economic and political conditions under which human freedom may be assured and human welfare advanced. This is not to say that political institutions in and of themselves can assure human welfare—or even constitute democracy. Undemocratic institutions may be found in a free, democratic society. Majority rule alone does not guarantee democracy. What

distinguishes a democratic society is the respect for others which makes men unwilling to be either slaves or masters. When the democratic spirit is deep and strong it animates every phase of living—economic, social, and political relations among groups and nations, as well as personal relations among men.

In times of uncertainty there is a tendency to resist change out of an illusion that free institutions are made more secure by an unchanging order. This, we believe, strikes at the very heart of democracy. Democracy must do more than declare its principles and ideals; it must constantly translate them into action. For its great strength lies in its ability to move steadily forward toward the greater achievement of its goals and the more complete fulfillment of human welfare—to meet the eternal challenge of change by giving, where necessary, fresh forms to its underlying principles. It is man's faith in this dynamic ability which assures the survival of democracy.

In the light of these convictions, and in view of their obligation and opportunity to advance human welfare, the trustees of the Ford Foundation therefore state as their purpose the advancement of the ideals and principles of democracy.

## PART II. HUMAN NEEDS

The critical problems which obstruct advancement in human welfare and progress toward democratic goals are today social rather than physical in character. The problems and opportunities of our time arise out of man's relations to man—rather than his relations to the physical world.

How large and far-reaching a domain of interest this may be is seen in even the most general review of the many issues and problems of our time.

Among all problems in human relations, the greatest challenge is the achievement of peace throughout the world. There is vital need for adequate military preparedness to protect the free nations of the world against aggression, and for concerted effort to mitigate current tensions. But there is also the greater long-range need for unremitting efforts to remove war's basic causes and to build a world foundation for permanent peace.

This is the greatest single issue of our times. In the balance is the very survival of man.

The underlying causes of war are many—poverty and disease, the tensions which result from unequal standards of living and economic insecurity, racial conflict, and the forces, generated by political oppression and conflicting social theories. Half the people of the world are either starving or lack adequate food. Illness and disease are widespread.

Ignorance and misunderstanding, actually fostered in many parts of the world by political censorship of the free exchange of information and ideas, add greatly to the unrest which stems from material lacks. They pose dangers as great as the prejudices induced by the distortion of information. When knowledge goes unshared, the minds of men have no common ground on which to meet.

Such conditions produce unrest and social instability. Men submit to dictators when hunger and frustration undermine their faith in themselves and in the existing order.

Hundreds of millions of dollars and organized effort on the part of men and women all over the world are today focused on this goal of lasting peace. The needs of freedom-loving people everywhere—particularly in relatively underdeveloped areas—are seemingly endless; yet the United States is striving at hard cost of blood and resources to strengthen their economies in the belief that on the eventual prosperity of these peoples depends our own, as well as world, security. The working record of the United States justifies the faith which created it, though it has not yet proven adequate to the task of ensuring that the rule of law shall govern relations among nations.

Foundation-supported activities can, where such private aid is proper and officially welcomed, assist

in the analysis of fundamental issues or policies where our Government or the United Nations may lack objectivity, talents, or time. A foundation can support studies by special committees, individuals, or research institutes where official agencies are hampered by foreign or domestic political considerations or by the appearance of self-interest. It can, in appropriate situations, make available to the State Department or to the United Nations expert knowledge and judgment on important subjects. It can attempt to anticipate problems upon which independent advance thought and study are important to the adequate formulation or execution of policy.

There is constant need, also, for public understanding and support of the policies of our Government and the United Nations in international affairs.

This does not imply that a foundation should sponsor or support activity having as its purpose the propagandizing of the views of the State Department or any other agency or group. To the contrary, it must preserve impartiality and objectivity in all its activities; if the results of such studies are critical of existing policy, their wide dissemination is perhaps even more important.

Although the conduct of international affairs urgently needs men and women of the highest intellectual competence and stature, government is often unable to find, attract, and hold the quality of persons required in sufficient number. Efforts to establish a high tradition of public service and to select and train more and better leaders for public service must be undertaken promptly.

Inevitably linked with the search for peace is the need to strengthen democracy and our own domestic economy. The processes of self-government, designed to keep political power responsive to the people and to express their will in action, are often seriously affected by lack of citizen participation in government and civic affairs, and by ineffective governmental machinery.

Ways must be found to reduce misunderstanding and downright ignorance of political issues, personalities, and public needs, and to increase constructive participation.

There is need to achieve increased economic stability, both at home and abroad, with a satisfactorily high output and the highest possible level of constructive employment. Despite the fact that our industrial economy is the productive in history, it is still characterized by booms and by depressions which cause suffering and waste and create social and political tensions.

The lack of industrial peace continues to result in diminished individual and business earnings, in

reduced output, and in public inconvenience and social friction.

There is need for every citizen to have some adequate understanding of the economic institutions, problems, and issues in our industrial society. Economic questions underlie government policy, affect the daily existence of every citizen and are world-wide in their implications.

As important to our own economy as to our search for peace is the need to strengthen, expand, and improve our educational facilities and methods.

Democracy requires equal and unlimited opportunities for education and educational institutions geared to the needs and goals of society as a whole. It has been said that, "No society can long remain free unless its members are freemen, and men are not free where ignorance prevails."

Even in this country persons of all races and colors do not have equal access to education. The advantages of education are also walled off behind economic barriers. Free tuition alone does not guarantee all children a chance to attend primary and secondary schools. Some are barred by such things as the cost of books, clothing, and supplies; others must drop out because their families need the money they can earn. The poorer families, and those composed of members of our minority groups, are the ones most urgently requiring educational opportunity to improve their economic and cultural status. Yet they are the very ones against whom these educational barriers loom highest, and in consequence their cultural and economic inequalities tend automatically to be inherited.

The high cost of college and of higher education in general makes real equality of opportunity impossible. More and more of the financial burden is being thrust upon the student in the form of higher tuition fees. In consequence, high education threatens to become increasingly the prerogative of the well-to-do.

For education to depend so largely on individual economic status presents grave dangers to democracy. We thereby deny to millions of young people an equal chance to make the most of their native abilities; we also deprive society of a vast number of potential leaders and of citizens educated to assume their adult responsibilities—personal, civic, and social.

Perhaps the greatest single shortcoming of our schools system is its tendency to concern itself almost exclusively with the dissemination of information. School should be the most important influence outside of the home for the molding of whole persons. Yet individual purpose, character, and values, the bases of which are laid in the home, are

often inadequately developed by institutions which could, by precept and deeper teaching, assume a major share in supporting them most successfully.

Education must meet the needs of the human spirit. It must assist persons to develop a satisfactory personal philosophy and sense of values; to cultivate tastes for literature, music and the arts; and to grow in ability to analyze problems and arrive at thoughtful conclusions. Only thus will graduates of our schools and colleges attain the wisdom necessary to live integrated and purposeful lives.

If we are to train youth for effective citizenship, we must bring about a satisfactory relationship between general and special knowledge. While specialization is to be encouraged as a proven technique, there is need also to understand how specialized knowledges fit together for the constructive interests of society as a whole. This means more than graduating adequate numbers of specialists and general students; it will require the development in both an understanding of their relations one to the other and of relations of both to society. We are today, perhaps, turning out too many graduate specialists who lack a sense of our society as a whole.

Our educational system faces numerous other problems, such as the great shortage and often the poor quality of the teaching personnel at the primary and secondary levels; the pressure of enrollment upon physical plant during the growth of the postwar school population; the apathy of parents and other citizen groups toward school requirements; the difficulties of obtaining adequate financing, particularly in regions of low economic potential; and the slowness with which schools adopt new procedures and aids for teaching.

Attention needs also to be given to the less-publicized types of education which exist outside the schools. The formative and continuing influences of the home, the church, the school, the college and university have been profoundly modified by the enormous development of mass media of communication—newspapers, magazines, radio, movies, television. Because the effects of these are so strong upon the individual and so pervasive from early childhood to the end of life, they present many major problems for society as well as for the individual.

Concerned with individual dignity and well-being, the trustees are disturbed by the extent to which our society fails to achieve one basic democratic objective—the full development and use by each person of his inherent potentiality.

No census can show how many persons in our society labor under the disabling effect of emotional maladjustment. The estimates range widely; some authorities regard emotional maladjustment as the

most characteristic and widespread ill of our civilization. In a small percentage of instances this takes the form of crime, delinquency, and insanity. In the great majority of cases it is disclosed in illness, in unstable family life, in erratic and unproductive work habits, and in inability to participate effectively in community life. Maladjustment makes people unable to live happily with their fellows, makes them unwilling to cooperate adequately, or unable to compete successfully.

The lack of satisfactory adjustment manifests itself significantly in the use of leisure time. Shortened hours of work, earlier retirement, and the medical advances which have increased life expectancy, have all made great increases in leisure time. Nevertheless, many persons appear unable to find constructive uses for their nonworking hours, and this contributes significantly to personal and social tensions.

The problem of personal adjustment is probably also affected by the nature of the jobs which must be done in a mass-production economy. Many psychologists state that human beings possess a fundamental need to feel the significance of their daily work by close identification with its end result. As clerical and mechanical tasks have become more specialized, as machines have taken over more of the functions formerly performed by brain or hand, this occupational satisfaction and sense of identification with the end result of one's effort has decreased. While mass-production techniques obviously cannot be abandoned, the problem is to develop new sources of satisfaction to replace those lost.

Beyond the need to reduce social unrest and individual maladjustment, there is an even greater challenge in the need for positive steps to provide opportunity for development by individuals of their full potentialities. The mere absence of maladjustment can never be an ultimate goal. By whatever means can be discovered, creative functioning in all aspects of individual and social living should be encouraged.

Considerations such as these have led the trustees to a general conclusion that man must choose between two opposed courses. One is democratic, dedicated to the freedom and dignity of the individual. The other is authoritarian, where freedom and justice do not exist, and human rights and truth are subordinated wholly by the state. This is a critical point in world history.

The democratic course is the choice of the peoples in free countries of the world, and perhaps the hope of tens of millions who are now citizens of totalitarian states. But the making of the choice is not a single, simple act of selection; it is a way of total living, and to choose it means to choose it again and again, today and tomorrow, and continuously to affirm it in every act of life.

At this crossroad we face two great and related needs. The first is the establishment of a lasting peace. The second is the achievement of democratic strength, stability, and vitality.

To work towards these objectives means attack upon many subsidiary problems, all interrelated, all urgent:

- The need for governments, national and international, to be more truly responsive to the people, to be more efficient and at the same time to be grounded more firmly in the active participation of its citizens;
- The need to achieve a relatively stable and more healthy economic system with greater opportunity for personal initiative, advancement, and individual satisfactions;
- The need to develop more able and public-spirited leaders in all fields of responsibility and endeavor;

- The need to improve our educational system for the better development of such leaders and for the preparation of men and women everywhere for the increasing tasks of citizenship and for the conduct of more purposeful and better-rounded lives.

One great need underlies all these problems—to acquire more knowledge of man and the ways in which men can learn to live together in peace in a complex, conflicting, and ever changing world.

In recognizing the challenge of these human needs, the trustees are conscious of the breadth and depth of the opportunity revealed. We are conscious, too, of the relatively small part which any private foundation can play in meeting the challenge. But the power of free men and women when moved by faith and high purpose is limitless. In this American spirit of great hopefulness, we have chosen five areas within which to concentrate, for the present, the resources of the Ford Foundation, leaving to others the continued exploration of such vitally important fields as the physical sciences, medicine, and public health.

### **PART III. FIVE AREAS FOR ACTION**

*I. The Ford Foundation will support activities that promise significant contributions to world peace and the establishment of a world order of law and justice*

The foundation will support activities directed toward –

- (a) The mitigation of tensions which now threaten world peace
- (b) The development among the peoples of the world of the understanding and conditions essential to permanent peace.
- (c) The improvement and strengthening of the United Nations and its associated international agencies.
- (d) The improvement of the structure and procedures by which the United States Government, and private groups in the United States, participate in world affairs.

*II. The Ford Foundation will support activities designed to secure greater allegiance to the basic principles of freedom and democracy in the solution of the insistent problems of an ever-changing society*

The foundation will support activities directed toward—

- (a) The elimination of restrictions on freedom of thought, inquiry, and expression in the United States, and the development of policies and procedures best adapted to protect these rights in the face of persistent international tension.
- (b) The maintenance of democratic control over concentrations of public and private power, while at the same time preserving freedom for scientific and technological endeavor, economic initiative, and cultural development.
- (c) The strengthening of the political processes through which public officers are chosen and policies determined, and the improvement of the organizations and administrative procedures by which governmental affairs are conducted.
- (d) The strengthening of the organization and procedures involved in the adjudication of private rights and the interpretation and enforcement of law.

*III. The Ford Foundation will support activities designed to advance the economic well-being of people everywhere and to improve economic institutions for the better realization of democratic goals*

The foundation will support activities directed toward—

- (a) The achievement of a growing economy characterized by high output, the highest possible level of constructive employment, and a minimum destructive instability.
- (b) The achievement of a greater degree of equality of economic opportunity for individuals.
- (c) The improvement of the structure, procedures, and administration of our economic organizations: business firms, industries, labor unions, and others.
- (d) The achievement of more satisfactory labor-management relations.
- (e) The attainment of that balance between freedom and control in our economic life which will most effectively serve the well-being of our entire society.
- (f) The improvement of the standard of living and the economic status of peoples throughout the world.
- (g) Raising the level of economic understanding of the citizens of the Nation.

*IV. The Ford Foundation will support activities to strengthen, expand, and improve educational facilities and methods to enable individuals more fully to realize their intellectual, civic, and spiritual potentialities; to promote greater equality of educational opportunity; and to conserve and increase knowledge and enrich our culture*

The foundation will support activities directed toward—

- (a) The discovery, support, and use of talent and leadership in all fields and at all ages.
- (b) The clarification of the goals of education and the evaluation of current educational practices and facilities for the better realization of democratic goals.
- (c) The reduction of economic, religious, and racial barriers to equality of educational opportunity at all levels.
- (d) The more effective use of mass media, such as the press, the radio, and the moving pictures, and of community facilities for nonacademic education and for better utilization of leisure time for all age groups.
- (e) The assistance of promising ventures in education making for significant living and effective social participation.
- (f) The improvement of conditions and facilities for scientific and scholarly research and creative endeavors, including assistance in the dissemination of the results.
- (g) Improving the equality and ensuring an adequate supply of teachers in preschool, elementary, and secondary-school education, and in colleges, universities, and centers of adult education.

*V. The Ford Foundation will support scientific activities designed to increase knowledge of factors which influence or determine human conduct, and to extend such knowledge for the maximum benefit of individuals and of society.*

The foundation will support activities directed toward—

- (a) Advancement of the scientific study of man—of the process of development from infancy to old age; of the interaction of biological, interpersonal, and cultural influences in human behavior; and of the range of variations among individuals.
- (b) The scientific study of values which affect the conduct of individuals, including man's beliefs, needs, emotional attitudes, and other motivating forces; the origins, interactions and consequences of such values, and the methods by which this knowledge may be used by the individual for insight and rational conduct.
- (c) Scientific study of the process of learning, so that individuals may become more effective in acquiring knowledge, skills and attitudes and in adapting themselves to the demands of living.
- (d) Scientific study of the processes of communications, including their channels and content, and their effects upon human behavior.
- (e) The scientific study of group organization, administration, and leadership, for greater effectiveness of cooperative effort and for increased individual satisfaction.
- (f) The scientific study of the causes of personal maladjustment, neurosis, delinquency, and crime, and the improvement of methods for prevention and cure.
- (g) 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.
- (h) Increasing the use of knowledge of human behavior in medicine, education, law, and other professions, and by planners, administrators, and policy makers in Government, business, and community affairs.



## ACKNOWLEDGMENT

The trustees of the Ford Foundation wish to express their grateful thanks and deep appreciation to all those who contributed so generously and so effectively to the investigations leading to this report.

The work of the study committee, assisted by its staff, represents, in the judgment of the trustees, one of the most thorough, painstaking, and significant inquiries ever made into the whole broad question of public welfare and human needs. Their policy recommendations were accepted unanimously by the trustees and are believed to represent the best thought in the United States today.

The names of those responsible are gratefully listed here. Their own report to the trustees, on which this is based, will be published and copies made available to those interested in its findings and conclusions.

Special thanks are due more than 1,000 men and women in business, industry, the professions—in colleges, universities, foundations, and elsewhere—who most generously contributed through interviews, private memoranda, special studies and otherwise to the investigations of the study committee and staff. There is not space here to name them all. Moreover, in any such study the contributions of wisdom and insight are so many and so various it is impossible even to know every contributor.

We hope that each individual who assisted in this inquiry will enjoy a deep sense of personal satisfaction from having helped guide the Ford Foundation toward what we hope may be significant and effective contributions to the good of our country and the advancement of human welfare here and throughout the world.

## THE STUDY COMMITTEE

**H. Rowan Gaither, Jr.**, chairman : Attorney, San Francisco; chairman of the Rand Corp. and adviser to other nonprofit organizations. Formerly assistant director, radiation laboratory, Massachusetts Institute of Technology; consultant, National Defense Research Committee; faculty member, University of California Law School.

**Dr. Thomas H. Carroll**, chairman, division of business : Dean of the School of Business, University of North Carolina. Formerly assistant dean, Harvard School of Business Administration; dean, College of Business Administration, Syracuse University.

**Dr. William C. DeVane**, chairman, division of humanities : Dean, Yale College; Sanford professor of English; director, Yale University division of humanities. Formerly chairman, American Council of Learned Societies; literary editor, Yale Review.

**Dr. T. Duckett Jones**, chairman, division of medicine: Director, Helen Hay Whitney Foundation; director, American Heart Association; adviser, National Heart Institute. Formerly member of the faculty, Harvard Medical School.

**Dr. Charles C. Lauritsen**, chairman, division of natural science : Professor of physics and director, Kellogg radiation laboratory, California Institute of Technology; member, National Academy of Science; adviser to the Office of Naval Research

**Dr. Donald G. Marquis**, chairman, division of social science : Chairman, department of psychology, University of Michigan; chairman, Committee on Human Resources, Research and Development Board, National Military Establishment. Formerly chairman, department of psychology, Yale University; president, American Psychological Association.

**Dr. Peter H. Odegard**, chairman division of political science : Chairman, political science department, University of California. Formerly president, Reed College; Assistant Secretary of the United States Treasury; member Presidents Commission on Migratory Labor.

**Dr. Francis T. Spaulding**, chairman, division of education : Until his death in March of 1950, commissioner of education and president; University of the State of New York. Formerly Chief, Education Branch, Information and Education Division, United States War Department; dean, Harvard School of Education.

## STAFF OF THE STUDY COMMITTEE

**H. Rowan Gaither, Jr., director**

**William McPeak, assistant Director** : Planning and organizing consultant to nonprofit institutions. Formerly Division Chief, Information and Education Research Branch, United States War Department.

**Dyke Brown, assistant director** : Attorney, San Francisco. Formerly assistant dean, Yale University School of Law.

**Don K. Price: Associate director**, Public Administration Clearing House, Washington, D. C. Formerly assistant to the chairman, Hoover Commission.

**Paul Bixler : Librarian**, Antioch College, and chairman, editorial board, the Antioch Review.

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