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THE WORLD BANK

Washington, D.C.

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The World Bank

1818 H Street NW

Washington DC 20433

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Liaison - Ford Foundation - Volume 01



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RETURN TO
GENERAL FILES

LIAISON

Ford Foundation

I

<i>Mr. [illegible]</i>	<i>5.22</i>	
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Ford Found

December 18, 1964

Dear Dick,

Thank you very much for sending me your "Directory
of Personnel" dated November 1, 1964.

Yours sincerely,

wf

W. D. S. Fraser

wf.

Mr. Richard S. Reed
The Ford Foundation
477 Madison Avenue
New York, New York 10022

THE FORD FOUNDATION

MEMORANDUM

DATE 17 Dec 64

TO: W.P.S. Fraser - World Bank

FROM: RICHARD S. REED

SUBJECT: Ford Foundation Personnel Directory

I thought you might like
to have a copy. Despite
its date it's hot off the
press.

Regards,
Dick

RECEIVED
GENERAL FILES
COMMUNICATIONS

1964 DEC 18 AM 10:29

Ford Found.

IDA		IBRD		IFC	
FORM NO. 92 (10-61)		CORRESPONDENCE RECORD FORM			
FROM The Ford Foundation New Delhi, India			DATED December 11, 1964		
SUBJECT Letter of thanks for sending latest annual report of the Bank and the brochure giving gen. descrip- tion of the Organizations etc.					
REFERRED TO Mr. Votaw			DATE RECEIVED Dec. 16, 1964 ks		

Ford Found

November 13, 1964

Mr. Richard S. Reed
Assistant Director of Administration,
The Ford Foundation,
477 Madison Avenue,
New York, N.Y.

Dear Mr. Reed:

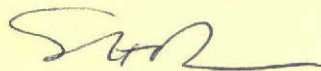
Please find enclosed a copy of our Correspondence Record Form which I mentioned to you yesterday and of which you would like to have a sample.

I also enclose a copy of a brief description of our Research Files. They are the only part of our Files for which we have this type of outline.

Should there be any particular aspect of our organization or any particular problem you should want to explore further, I shall be glad if you would let me know.

I am sorry that there was no time to discuss, in more detail, the questions in which you were interested.

Yours sincerely,



S. Hartz Rasmussen
Archivist

Attachments.
SHR:asl

Ferd Ferme

October 21, 1964

Dear Mr. Reed:

As a result of your telephone conversation with Mr. Lejeune, I have pleasure in enclosing a copy of our

- a) Policies and Procedures Statement No. 13 of the Bank's Administrative Manual entitled "Travel Policy",
- b) Organization Chart for the Bank as a whole, and
- c) Organization Chart for the Administration Department of the Bank.

I understand that you are particularly interested in what our practice is when a staff member travels to a destination by some route other than the most direct, and by different modes and class of travel.

As far as routing is concerned, a staff member must travel by the most direct route, and any deviation must be approved by the Director of Administration. We are quite rigid on this, and if there is any deviation, the staff member must pay for any additional cost himself. A staff member cannot downgrade a first-class ticket in order to do extensive travelling in a lower class.

As far as mode of travel is concerned, we expect staff members to travel by air on official business whenever possible. Other modes of travel may be authorized provided the cost does not exceed the cost of equivalent air travel. Mileage for travel by car is 12¢ a mile, limited to distances of about 250 miles.

As far as class of travel is concerned, we insist on first-class though this policy is currently under review in the Bank. If a staff member is obliged to travel tourist class, he is reimbursed for the cost of a tourist class ticket and not a first-class ticket. In short, he does not pocket the difference. We do permit first-class baggage allowance during travel at less than first-class.

If you have any questions about our travel policy or organization, please do not hesitate to call.

Yours sincerely,

W. D. S. Fraser
Administrative Planning Officer

Enclosures (3)

Mr. Richard S. Reed
Assistant Director of Administration
Ford Foundation
477 Madison Avenue
New York, New York

cc: Mr. Lejeune
Mr. Hauenstein
WDSFraser:eg
wf

Ford Foundation

September 1, 1964

Dear Mr. Ward:

As always, it was an inspiration to have the opportunity to chat with you on Friday. I have read through your paper once and find it rich with the blessed truth and shall want to refer to it repeatedly.

I look forward to the occasion of meeting with you, and often, both in New York and especially in Washington where I hope you will call.

With best personal regards,

Very sincerely yours,

George Tobias

Mr. F. Champion Ward
Assistant Director
International Programs
The Ford Foundation
477 Madison Avenue
New York, New York
Enclosures (4)

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RECEIVED
SEP 1 1964
FORD FOUNDATION

Ford Foundation

September 1, 1964

Dear Mr. Ward:

As always, it was an inspiration to have the opportunity to chat with you on Friday. I have read through your paper once and find it rich with the blessed truth and shall want to refer to it repeatedly.

I look forward to the occasion of meeting with you, and often, both in New York and especially in Washington where I hope you will call.

With best personal regards,

Very sincerely yours,

George Tobias

Mr. F. Champion Ward
Assistant Director
International Programs
The Ford Foundation
177 Madison Avenue
New York, New York
Enclosure (1)

GT:ec 1964 SEP -2 AM 11:46

RECEIVED
GENERAL FILES
COMMUNICATIONS

Ford Found

September 1, 1964

Dear Mr. Gant:

Thank you very much for the opportunity to chat with you on some of our common interests on August 28. I hope that the occasion may be renewed either in Washington or in New York soon.

I look forward to the occasion of meeting with Mr. Rudlin here next month.

With best personal regards,

Very sincerely yours,

George Tobias

Mr. George Gant
The Ford Foundation
477 Madison Avenue
New York, New York

GT:ec

Ji

RECEIVED
GENERAL FILES
COMMUNICATIONS

1964 SEP -2 AM 11:46

GL:ec

MEM DOLK' MEM DOLK
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THE DOLK HOLLANDSTON
MR. GEORGE CAMP

GEORGE DORTON

ALL EYECLOSED LONLE

MYER REAR BELAONET LEBELGE

MR. HARTON REAR NEXT MONDAY

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HARTON on the MEM DOLK soon

note that the occasion may be renamed EYER in
MYER LON on some of our common interests on VLENNER SO. I
think LON will have for the opportunity to meet

Dear MR. CAMP:

September 1, 1964

Handwritten signature

Lord Ford

August 28, 1964

Mr. Melvin Fox
The Ford Foundation
477 Madison Avenue
New York, N.Y.

Dear Melvin,

I was delighted to see you at the Congress on French-speaking Africa last week, especially as it seems quite a long while since we last met.

As I mentioned to you, I have now taken up a new appointment with the World Bank with responsibility for the Bank's relations with the United Nations and its specialized agencies. Since I expect to be in New York from time to time I do hope that we shall have more opportunities to meet. If, in the meantime, you plan to be in Washington at any time, please let me know.

With kind personal regards,

Yours sincerely,

Lewis Perinbam
Liaison Officer
Development Services Department

LP:sw

Lord Llanctân

CROSS REFERENCE SHEET

COMMUNICATION: Letter

DATED: May 8, 1964

TO: Dr. Clair Wilcox

FROM: Albert Waterston

FILED UNDER: E.D.I. * General

SUMMARY: Reg. an essay on The Planning and Execution of Economic Development
in South-East Asia.

General file
Liaison Ford Foundation

December 27, 1963

Mr. Robert Schmid
Director of Administration
The Ford Foundation
477 Madison Avenue
New York 22, N.Y.

Dear Mr. Schmid:

It was thoughtful of you to send me the completed revision of your travel policies. I am asking our people to review these in order that we may compare them with our own. I am sure this will be a worthwhile exercise for us.

Your paragraph "outburst" finds a sympathetic ear insofar as I am concerned. I guess one has to conclude, as you did, that it is a sign of the times. My own rather shallow conclusion is that one can only keep in mind in this administrative vineyard that people have more fun than anybody, and take up the chores from there.

With all best wishes for the coming year,

Yours sincerely,

William F. Howell
Director of Administration

WFH/it

Liaison Ford Foundation

Mr. R. Diez-Hochleitner

December 27, 1963

George Tobias

Ford Foundation Seminar - "Manpower Problems of Economic Development"
Lagos, Nigeria; February 24 - March 3, 1964

Mr. J. Donald Kingsley, Director of the Africa Department of Ford Foundation, New York, telephoned this morning to say that the Government of Nigeria, National Manpower Board and the Ford Foundation are convening a Seminar in Lagos, Nigeria, February 24 to March 3, 1964. The subject of the Seminar is "Manpower Problems of Economic Development." The governments of all West African English-speaking countries will attend.

All expenses of the trip for all participants are being paid by the Ford Foundation.

Mr. Kingsley stated that the Government of Nigeria and the Ford Foundation wish to have four Americans participate, in their personal capacities, as experts in the manpower field. The four are Mr. Kingsley, himself, Professor F. Harbison of Princeton University, Mr. J. H. Hilliard, USAID Deputy Assistant Administrator for Human Resources, and myself. Mr. Hilliard had telephoned me earlier this week to state that he would attend and participate and that he hoped I would also.

For myself, I regard the invitation as a welcome opportunity to participate in the Seminar because of its potential benefit for the manpower and economic development programs of Africa. Earlier Ford Seminars on other aspects of economic development in other sections of Africa have been singularly successful. I am not aware of any conflicting engagements at that time and I should like to inform the convener that there does not appear to the Bank or to me to be any obstacle to my attendance.

cc: Mr. Busse

GT:ec

81

Liaison Ford Foundation

THE FORD FOUNDATION

477 MADISON AVENUE

NEW YORK 22, N. Y.

ROBERT SCHMID
DIRECTOR OF ADMINISTRATION

December 23, 1963

Mr. William Howell
The World Bank
1818 H. St., N.W.
Washington, D.C.

Dear Mr. Howell:

I am often reminded by events here at the Foundation of how very helpful you and your key staff members were in the extended discussion on administrative matters which you organized during my visit to Washington early this year. Since then you have sent us copies of revised segments of your administrative policies manual which, again, have been extremely useful as we continue our policy revision and updating project here.

I shall never understand why the production of these essentially mundane and humdrum housekeeping guidelines is accompanied by quite so much agony, hysteria, and despair. Battle lines will suddenly form around an unsuspecting and innocent sub-paragraph, and an outside observer would swear that the fate of civilization depended on the drafting of that phrase. Is it possible that we have lost a certain sense of proportion? Do we take ourselves too seriously?

Please excuse the preceeding outburst. It is accounted for by the fact that we have just completed revision of most, if not all, of our travel policies. I am enclosing a copy of our revision, and if any aspects of these guidelines are of particular interest to you I shall be glad to give you the pros and cons and compromises which went into the final outcome.

With best wishes for the season and the coming year,

Sincerely yours,



ack Dec 27

Lumen Ford Foundation

THE FORD FOUNDATION

477 MADISON AVENUE
NEW YORK 22, N. Y.

INTERNATIONAL
TRAINING AND RESEARCH
PROGRAM

December 16, 1963

Mr. Riccardo Diez-Hochleitner
Division of Education
International Bank for Reconstruction
and Development
1818 H Street, N. W.
Washington, D. C.

Dear Mr. Diez-Hochleitner:

Mr. Howard has asked me to reply to your letter of December 9. I am sorry that the dates of your Paris mission conflict with those of our meeting but if you find later that you can come, we would by all means like you to join us. We will send you the discussion materials for the meeting in the hope that you may be able to come.

Sincerely yours,

Irwin T. Sanders

Irwin T. Sanders
Associate Director

December 9, 1963

Dear Mr. Howard:

Let me thank you for your very kind letter of December 3 inviting me to attend a meeting on comparative education on January 16/17, 1964 in New York. It is most probable that I shall be in Paris on a mission of the Bank/IDA during those days and therefore regret very much not being able to attend. However should my mission not happen to coincide with the dates of your meeting and if a last minute acceptance would be agreeable to you it would be a pleasure for me to participate in the discussions. Please send me by all means the materials you refer to in the last paragraph of your letter.

With best regards,

Sincerely yours,

R. Diez-Hochleitner
Chief, Education Division
Department of Technical Operations

Mr. John B. Howard
Director
Intl. Training & Research Program
The Ford Foundation
477 Madison Avenue
New York 22, N.Y.

ack Dec 16

RDH:js



MEMORANDUM

TO: Participants of Meeting on International Activities in the field of Education, January 16-17, 1963, New York City

FROM: Irwin T. Sanders

The purpose of this meeting, as already indicated to you, is to discuss ways in which the field of professional education in general, and the Schools (Colleges or Departments) of Education in particular can contribute more effectively to the international demands being made upon them. Brief accounts of what nine schools are already doing accompany this memorandum. These statements should enable us to base our discussion on actual accomplishments and experienced needs. In addition, several participants not connected with Schools of Education can speak to the agenda items out of a diverse background of study and sojourn abroad.

THE PROPOSED AGENDA

Thursday, January 16, 1964

1:30 p.m. - 5:30 p.m.

EDUCATIONAL AND TRAINING PROGRAMS

- 
1. Where should educational emphasis at the graduate level lie, distinguishing between long-term and short-run needs? Upon preparation of
 - a. planners and operators of technical assistance programs in education?
 - b. future professors of education here and abroad?
 - c. the stay-at-home U. S. teacher (high school, elementary)?
 - d. the school administrator in U. S. and overseas?
 2. What are the ingredients of successful educational programs with an international dimension?
 3. How does one secure effective feedback from a faculty member's foreign experience to the regular campus programs?
 4. What part do (or should) internships abroad play in effective training of the future professional educator?

5. How can the international component of undergraduate training be strengthened in Schools of Education?

7:00 p.m. - 9:00 p.m.

RESEARCH ACTIVITIES INVOLVING THE INTERNATIONAL DIMENSION

6. In what research areas has most notable progress been made? In what areas is there the most pressing need?
7. What is the role of educational development centers or institutes in research gains?
8. What research strategy should be followed to meet demands more effectively?
9. What does the professional educator contribute to interdisciplinary research on educational problems? What do the various disciplines contribute to the understanding of education?

Friday, January 17, 1964

9:00 a.m. - 12:00 p.m.

SERVICE PROJECTS

10. What are the merits and drawbacks of Schools of Education undertaking projects abroad under contracts with aid agencies?
11. What benefits accrue to a School of Education from a Peace Corps or other type of training program? How can these benefits be increased?
12. What kind of service activities on the part of Schools of Education can improve U.S. understanding of the world situation?
13. How can Schools of Education better articulate the international aspects of teaching, research and service?

1:30 p.m. - 3:00 p.m.

PRIORITIES RELATED TO INTERNATIONAL ACTIVITIES

- ✓ |
14. What are the most important steps ahead for
- a. the field of professional education?
 - b. the professional associations interested in the international dimensions?
 - c. the Schools of Education?
 - d. the agencies which utilize abroad the products of the U.S. Schools of Education?

Other questions or topics can be added after we convene and the order of questions can also be rearranged if the situation requires.

COMPARATIVE EDUCATION CENTER
UNIVERSITY OF CHICAGO

Ford Foundation
or file

The University of Chicago setting

1. There is a set of area programs and also other related programs with a more functional focus (the list is omitted to save space). The Comparative Education Center, sited in Education, is of the latter type. Human Development is administratively separate but closely linked to Education.

2. There is extreme flexibility of faculty collaboration (especially in the above programs) with much interlocking of personnel. Student programs are also flexible; education students commonly take seminars in the above programs or in departments. The University has almost no "overseas project" staff as such.

3. The University is disinclined to take on overseas operations (the principal exception has been in Education - infra).

4. Chicago has been a pioneer in work on the "economics of education" with a strong development component, and this focus is deliberately built into Education also (infra).

Research on Development Education

The Center is the main departmental instrument here. It has both U. S. and foreign students, but other students and faculty do research in this area independently. Virtually all the research in the Center is cross-cultural, as are its courses and seminars.

There are dissertations (including several involving planned replication) on the function of education in developing countries; recruitment to schools; socio-historical studies; interrelationship between education and development.

Faculty research is diverse. Apart from work of students we have studies on recruitment of secondary and university students, occupational aspirations and job allocations of graduates, and related topics in several countries. This particular application of a "functional" approach is comparatively distinctive of the Center.

Progressively, the Center staff has been involved in studies of educational planning and its underlying theory.

There are some studies on sources and other traits of teachers in a few countries. To a modest degree historical studies on some of these topics have been carried out. Other faculty in Education have directed dissertations and in a few cases carried out research abroad on curricula, testing, etc. Human Development staff and students are engaged in studies of political socialization and related topics.

The Center staff has been pursuing extensive theoretical and analytical work bearing on the role of education in development, the relation of education to social mobility in diverse societies, and various aspects of the economics of education.

One member has recently published a large study on development problems in Appalachia. Jointly with a committee of the SSRS we conducted a conference to stimulate historical-analytical work on education in development. The large cross-national testing project (though for the moment confined to advanced countries) will doubtless be extended.

Finally, the Center provided two issues of the Comparative Education Review, in large part as a medium for disseminating our approaches.

Courses and lectures

Departmental and especially Center staff participate variously in other University programs (mentioned earlier).

The Center courses are all cross-cultural and all in some degree deal with development. Our functional approach, we think, offers a mechanism for putting U. S. education in a world perspective. Students from other parts of the Department and from other parts of the University participate.

The Department has foreign students in all sections; most of these individuals will have key roles when they return home.

A special seminar is about to begin, set up to enhance the development orientation of Peace Corps veterans and others with similar experience.

The Department now has a special committee to develop additional coordination in its cross-cultural teaching and research.

Service

The Department has only one operation program abroad: the Chicago, Ford Foundation project on teacher training and experimental schools in Pakistan. Two U. S. students did dissertations in that program as did one student from Pakistan; others have come over for shorter courses.

The Department has no AID projects. It has given assistance to an AID research project in Chile, provided various consulting services, and a lecturer for ECLA training programs. Staff have served with the Unesco center in Brazil and various services have been performed for Paris Unesco--including recent memos for Dr. Coombs. One member is editing a

volume for Unesco. One member of the Center has lectured at Accra and another has served in the Rio Unesco center. There has been consulting for the East-West Center. A Center member served with a World Bank mission, another taught in a Peace Corps training program and did other consulting for them. The Department has conducted one training program.

Other members of the Department have served in one or another country: exam consultant in India, lectures in Israel, training West African examiners, etc.

The Center staff has participated in innumerable conferences concerned with this broad area of work, both in the United States and abroad. It has advised in plans for proposed new centers, coordinated plans for a joint international conference on comparative education with Unesco, and taken leading parts in the Comparative Education Society.

Internships

Little has been done in this direction. Two students on the Pakistan project were essentially interns. A few U. S. students and some foreign ones have done field research abroad. A new NDEA program is built around the idea of an intern year abroad for all participants.

Documentation

The Department maintains a good library with large purchases in the relevant areas. The Center has voluminous document collections, with special emphasis on pre-publication reports. No special stress is put on case studies.

We are beginning a computer-tape archive of field data, beginning with our own studies but later adding copies of data from related studies conducted elsewhere.

HARVARD GRADUATE SCHOOL OF EDUCATION

Until 1962 the Harvard Graduate School of Education had no formal arrangement for promoting the study of education in the context of developing societies, although many individual faculty members had been involved in these problems. In that year the Center for Studies in Education and Development was established with a grant from the Carnegie Corporation, and the School, in conjunction with the Nigerian Government and AID, took the first step to set up an experimental Comprehensive Secondary School in Western Nigeria. The school, with the "back stop" organization, though financed separately, is considered as forming part of the general activities of the Center.

Research. The Center is in general concerned with research which will clarify the nexus of relationships between different types and aspects of education, and the process of modernization or economic growth. Much of this is carried out on an individual basis by faculty and research students (Fellows). Research in the development functions of education is being done by persons having the following background disciplines: economics, political sciences, anthropology, psychology, history, statistics. Of about fifteen persons, all are either working on material acquired overseas or (six of them) are overseas. The subject matter of these studies is planned so as to throw diversified light on some stubborn underlying problems. It is hoped that the variety of approaches may reveal one or two which are of importance. On a larger scale is a study being carried out in the Middle East in conjunction with the Harvard Center for Middle Eastern Studies and School of Public Health. This, still in the reconnaissance stage (four persons overseas), aims to explore relationships between investment in health and education, and economic development. Travel for the early stage of this project is met by AID.

Planning. The practical application of much of the Center research is in the field of planning. A promising study was being started under Ford Foundation auspices, analyzing the need for trained manpower as projected by the planning organization in the Dominican Republic, and relating it to both the out-put of the schools and the cost of altering that out-put. This had to be brought to an end, but it is hoped to start a comparable study elsewhere in Latin America. It should be noted that this was being set up as a type of research laboratory as well as an "operation."

Individual Center members are working on fairly long-term projects in Guatemala (AID) and Pakistan (Harvard-Pakistan Group, Ford financed) on educational planning. Shorter term consultancies are being carried out in two other countries.

Material obtained from these activities is discussed at a Center Seminar, and the attempt is being made to develop various basic concepts on planning.

Teaching. As well as the seminar just referred to, to which come a number of faculty members not attached to the Center, reports are from time to time made to the general faculty of the school. It is emphasized that the Center provides various channels, part-time attachment for example, by which faculty can express their interest in education overseas.

Center faculty also teach two seminars on problems of social and educational growth in developing societies. One is for graduate students in Harvard Graduate School of Education and includes a considerable planning content. Normally a number of overseas students attend this seminar. It should be noted that while these are in no sense attached to the Center, Center faculty often take a fairly large measure of responsibility for aspects of their work. The other is for freshmen of Harvard College.

A proposal for a Ph.D. program in educational planning is under consideration by the School.

The Nigerian School. This is an attempt to develop a type of institution which may be particularly appropriate to Nigeria at its present state of economic and social development. This has provided several members of the faculty with opportunities to make studies of, for example, curriculum development and language teaching. A socio-economic study is also being planned of the background from which the students are drawn, and to which many of them will return.

Students. Students attached to the Center as Research Assistants or as Fellows (the latter engaged solely as research) are paid stipends from the Center resources, except where supported otherwise. (One is in receipt of a Social Science Research Council grant, and another has a Ford Foundation Area Studies Fellowship.)

Miscellaneous activities. Center faculty have also been engaged in Peace Corps training programs, and in evaluating educational programs of the Alliance for Progress.

Occasional papers. It is proposed to issue a series of occasional papers, of which the first two are in draft.

Premises. The Center and Nigerian Project are located on the ground floor of a single house. A small library is being built up in a room which also serves for seminar meetings.

Other activities of the School of Education. The above comprise all the formal activities of the Harvard Graduate School of Education in the field in international, development, comparative, or whatever other term one wishes to employ, education. However, individual faculty members are from time to time engaged in specific projects of personal research or study outside the framework of these activities.

INTERNATIONAL AND OVERSEAS ACTIVITIES
SCHOOL OF EDUCATION
INDIANA UNIVERSITY

Summary of Trends and Problems

The School of Education of Indiana University has been committed to international and overseas education for well over a decade. Among the three component tasks--training, research and service--the School of Education programs have placed primary emphasis upon the provision of services for educational development overseas.

Most of these services were and continue to be rendered on a contractual basis with U.S. or foreign government agencies. The dollar volume of past contracts was close to \$45,000,000, and current obligations are about \$5,000,000. One of the large contracts in the past dealt with the development of teacher education in Thailand. Major current contracts relate to the development of higher education in West Pakistan, elementary school teacher training programs in Brazil, vocational education in Uruguay, audio-visual programs (and educational communication media) in Nigeria and Sierra Leone. In addition, individual faculty members from the School of Education have taken part in several short-term surveys or study activities overseas.

Training efforts were and continue to be related in large measure to the service component of overseas activities. Emphasis is upon the training of foreign students either in the United States or in their native countries. For instance, the West Pakistan contract (including the Institute of Education and Research) involves 12 U.S. professional personnel overseas and 21 Pakistani students on the Indiana University campus. The total number of foreign students in the School of Education is 95. About half of these (42) receive training under contractual auspices, and the remainder are brought to the School of Education under various public or private auspices.

Although foreign students are used occasionally in comparative and international education courses as resource persons, by and large they remain not integrated into research on (or teaching about) educational development in their native countries. This phenomenon is not unique, however. Other departments, particularly foreign area programs, experience the same difficulty of integrating foreign students into research or instructional activity. The absence of such integration is caused partly by the weak disciplinary preparation of foreign students, but largely by lack of motivation on the part of foreign students to get involved in research which does not directly contribute to the development of their technical skill. Although the contribution of foreign students should certainly be maximized, it appears that international and foreign studies must be developed primarily with reliance upon U.S. professional personnel and U.S. students.

Most of the U.S. personnel recruited for overseas services in educational development programs administered by the School of Education did not receive any particular foreign area training (save the usual orientation briefings and occasionally private language tutoring). They were selected

largely on the basis of experience and professional competence, which indicates indirectly that demand for overseas service personnel is heavier for senior-type professionals than for junior-rank trainees. In fact, most of the overseas personnel had to be hired from outside the university, for the present faculty could not and cannot be assigned or induced to perform further (many worked abroad for from two to six years) service overseas.*

The difficulties of such hiring practices are self-evident for program development in international education. Inter-institutional cooperative ventures should be considered mandatory if overseas staffing problems are to be resolved, particularly if some foreign area and language training are to be considered prerequisites. A corollary dilemma of foreign assignments is that the opportunity costs of overseas work far outweigh the existing pay differentials between domestic and foreign employment in equivalent positions, particularly in educational and university jobs. Overseas service is frequently performed at a penalty to career advancement, which makes junior personnel hesitate to enter training in international education. It would therefore seem desirable that training in international education on the doctoral level should be combined with overseas service under some new version of a sandwich program. Furthermore, overseas service should be weighted as heavily as publications or teaching records in appointment or promotion procedures.

Research (if any) under these service contracts was primarily of an applied (largely implemental) nature. As a rule, no provision was made for enabling personnel returning from overseas assignments to engage in follow-up research. The feedback of overseas experience into instruction on international education has been very limited. Despite this, some research related to foreign educational experiences or trends has been done by individual faculty members (and by a few doctoral students). Most persons, however, who served overseas consider the completion of their assignment as just that-- a "job done." Since no provisions are made to offer them supplemental compensation for follow-up studies, they lose the incentive to keep up with foreign developments unless they meanwhile become professionally interested in foreign area studies.

Several basic problems exist in this area. One is how to build into the service contracts research activity of a worthwhile creative nature and to permit the overseas assignee to engage in such research while still overseas. What can be done in regard to follow-up research assignments

*A further difficulty stressed by contract administrators is that current security clearance procedures are cumbersome and lengthy, if not indeed superfluous, and highly damaging in terms of the selection of professional personnel best qualified for overseas service, particularly on the junior level.

several years after the termination of contracts? Another problem is how to overcome the attitude that the mere fact of overseas service or residence abroad by a faculty member is a mark of omniscience; for without continuing research and study integrated with area and foreign studies conducted in other departments of the university, his foreign experience cannot be effectively transmitted to students.

The School of Education at Indiana University is now only in the initial stage of developing what it hopes to be an integrated program in international and overseas education which would blend training, research and service components. Essentially, a new sandwich program is contemplated, which will initially emphasize instructional and research functions with subsequent extension of research and overseas service components. It is contemplated that in addition to the present 12 courses in the School of Education relating to comparative and international education, the instructional program will draw also upon 182 existing courses dealing with international, cross-cultural or comparative problems already offered at the University in other schools, departments or foreign area programs.

The research component of the new program was strengthened recently by a small grant from the Carnegie Corporation to start research (and clearing house activity) on international educational development and planning, which will attempt a comparative survey of the relationship of education to national development.

In developing new programs, the School of Education is concerned with still another more difficult and complex problem: how to use the international education program as a vehicle for strengthening teacher training in foreign areas, particularly teacher majors in social sciences and the humanities. What kind of cooperative programs between the international programs in the School of Education, and area programs and other departments of the University can lead to the improvement of teacher competence in foreign areas and thus strengthen secondary school instruction?

PROGRAM IN COMPARATIVE EDUCATION
UNIVERSITY OF MICHIGAN

While the School of Education, as a department of the Graduate School, has produced studies in comparative or "developmental" education, beginning in 1902, so great an expansion in the field has occurred since 1947, and especially in the past five years during which time 18 NDEA, Title IV Fellowships have been awarded to the program, that there are now twenty-three full-time doctoral candidates in Comparative Education.

Recent individual researches in education and economic development have been completed or are in the final stages of preparation for Jamaica, Sierra Leone (3), Iran, Mexico, Nigeria, Uzbekistan, India, Ghana, Thailand, and the Philippines. Similar studies for Syria, Tanganyika, Somaliland, Japan, Peru, and India (3) are well under way.

Faculty and advanced students are working together on development studies of Uzbekistan, the Province of Quebec, and of a representative group of twenty countries under the title, "The Allocation of Educational Resources to the Population."

Michigan courses which "prepare American students for technical assistance overseas or which are designed to put education in the United States in world-wide perspective" are:

Contemporary Education in America and Europe (includes treatments of the selected colonies of Continental European powers);

Contemporary Education in Latin American countries;

Contemporary Education in East and South East Asia;

Society and Education in Japan;

Contemporary Education in the British Commonwealth;

Contemporary Education in the U. S. S. R;

History of Educational Ideas in Russia and Eastern Europe;

Seminar: Special Problems in Comparative Education;

Workshop: International Education (India, Japan, Canada, United Kingdom, Latin America, Thailand).

Exchanges with the University of Sheffield for five years, and now for the first year with the University of Keele, have enabled seventy-five Michigan undergraduate students to spend a semester abroad in the study of professional education, and nine Michigan and fifteen University of Sheffield faculty members and advanced students to teach and study abroad.

A grant-in-aid from the U. S. Department of State, under Public Law 480 to be used to conduct exchanges of four faculty members and four doctoral candidates each year with the University of Baroda and the University of Bombay has been received. A program of research and experimentation in teacher education will be conducted under the joint auspices of the three institutions over a period of five to ten years.

Two Alliance for Progress AID projects in industrial education have been undertaken, and negotiations for one in the administration of higher education are in progress.

For a Ph.D. degree in Comparative Education the applicant must spend at least one year in a three- or four-year program in the country or region of his special interest. While the student is expected to arrange for the financial support of this field work, everyone receives substantial help through one of the following:

Horace H. Rackham School of Graduate Studies;

University of Sheffield Exchange Program;

NDEA, Title IV Program;

Center for Japanese Studies;

Center for Russian Studies;

Center for South East Asia Studies;

School of Education Grants and Exchanges;

Indian Comparative Education Project.

Other special projects undertaken by the Program are:

Bibliographic Retrieval Systems for teaching and research;

Data Collection Retrieval Systems;

Notes and Abstracts in the Social Foundations of American and International Education;

The publication of faculty research monographs and selected dissertations.

In many cases doctoral committees in Comparative Education contain more members from such departments of the Graduate School as History, Political Science, Geography, Economics, Anthropology, Sociology, English, Physics, Engineering, than from Education. The response to invitations to serve as members has been cordial and in a few instances the chairmanship has been given to a member of another department. External examiners have been recruited also from American and foreign universities.

INTERNATIONAL DIMENSIONS IN PROFESSIONAL EDUCATION
MICHIGAN STATE UNIVERSITY

I. What the College of Education is doing in the international sphere:

A. Development Education research in progress or recently completed:

1. A Study of Teacher Training Programs in Relation to National Development in Sub-Sahara Africa (Hanson).
2. Education and Development in Emerging Nations: A Basic Reader (Brembeck and Hanson).
3. The Administration of Education in the Soviet Union (Rudman and Roe).
4. Follow-up Study of Graduates from Taiwan Vocational Agriculture Schools for Years 1950, 1955, and 1959 (Meaders).
5. Development Studies of East Pakistan Academy for Rural Development (Schuler).
6. Education and Development as Perceived by Selected Educational Leaders in India, Pakistan and the Philippines (Brembeck).
7. A Cross-Cultural Study of Adolescent Behavior (Gottlieb).
8. A Study of the Role of Vocational Education in the Development of Nigeria (Ferns).
9. Education in Emerging Africa: A Select and Annotated Bibliography (Brembeck and Keith).
10. Education and Development in India and Pakistan: A Select and Annotated Bibliography (Brembeck and Weidner).
11. A Cross-Cultural Study of the Factors Underlying Academic Motivation: Phase I, Preliminary Study (Farquhar).
12. Study of Motivational Factors Influencing the Academic Achievement of Eleventh Grade Puerto Rican High School Students: Phase Two (Farquhar).

B. College of Education courses which are designed to (1) prepare students for technical assistance overseas or (2) place U. S. education in world-wide perspective:

International Education
Education in the Western World
Education in the Non-Western World
Education and Development
History of Education

Projected Area Courses: Education in Sub-Sahara Africa, Central America, South Asia, etc.

Independent Readings and Research

C. Service projects which involve staff members in foreign assignments :

1. Projects coordinated through the College:

- a. Pakistan Academies for Rural Development. Number of faculty participants to date--5.
- b. Central American Research Project, Guatemala. Number of faculty participants to date--12.
- c. Association of American Schools in Mexico and Latin America. Number of faculty participants to date--32.
- d. Brazil Audio Visual Project. Number of faculty participants to date--5.

2. Other projects:

- a. University of Nigeria. Number of faculty participants to date--7.
- b. University of the Ryukyus. Number of faculty participants to date--2.
- c. Taiwan Agricultural Project. Number of faculty participants to date--2.
- d. Studies in Russian Educational Administration. Number of faculty participants to date--2.
- e. Other Latin American Projects. Number of faculty participants to date--4.
- f. Israel Educational Research Project. Number of faculty participants to date--1.
- g. Thailand Assessment of Education and Human Resources. Number of faculty participants--2 by the time of this meeting.

3. Summary: As nearly as we are able to determine during the last seven years 60 College of Education faculty members have participated in at least 10 overseas education projects of different types.

D. Institute for International Studies in Education

The Institute is an agency of the University for giving focus and direction to the study of the role of education in the development of emerging nations. Its several goals are to: (1) initiate, stimulate, and, where possible, support studies in development education, (2) contribute to the growing body of theory about education in the development process, (3) give strategy guidelines to overseas projects, (4) provide laboratory research experiences through overseas projects, (5) train graduate students for technical assistance and other overseas positions and (6) assist in integrating the overseas experiences of faculty into on-going campus programs.

II. Problems encountered and steps which might be taken to help make a more effective contribution in development education :

A. Using overseas experience to improve campus teaching and research :

Typically a person returns from overseas work and immediately plunges back into the program which he left earlier, as though the overseas experience were an interesting but isolated event, having little or nothing to do with his future professional behavior. The impact of the experience is soon lost. Three provisions would help the returnee and others with similar experience to incorporate what was learned into teaching and research programs.

1. Time and money to support "turn around" time in order to permit the faculty member to: (a) do follow-up writing and research on the project, and (b) plan for making the experience an on-going part of his activity.
2. Time and money to support "lead time" for faculty members who are going on either technical assistance or research assignments overseas. Generally speaking the overseas experience would be more productive of follow-up research and teaching if there were better build-up.
3. Time and money to support faculty sessions on curriculum planning for the purpose of incorporating overseas knowledge into academic programs.

B. Giving reality to graduate training programs :

The problem touches both American and foreign students. Too much graduate research in development education is done in the library, with the graduate student having no first-hand experience with field conditions and problems. Library research must be combined with field research. The following provisions would help.

Time and money to do thesis research in the field. Foreign students would benefit greatly if they could go to their own lands to do thesis research, returning to the campus to complete the writing and take the degree. Likewise American students would benefit by field research as a regular part of the program. Dean Taggart has had some funds for this purpose, but they have been very limited.

C. Giving National and International focus to Development Education as a field of enquiry and practice:

This relatively new field is necessarily inter-disciplinary. As yet, however, in operation it is disciplinary, with representatives from education, economics, social science, sociology and other fields, plus a host of international agencies, working independently and largely from their respective points of view. Now we need to develop agencies and programs which will lend some cohesion and central direction to this energetic but

terribly diffused and fragmented field. Professional education should be taking leadership in the effort to bring the tools of the several relevant disciplines to bear on the study and use of education in the development process.

INTERNATIONAL EDUCATION PROGRAMS, SCHOOL OF EDUCATION
UNIVERSITY OF PITTSBURGH

"A major element in the Ten-Year Plan of the University of Pittsburgh is to build an 'International Dimension' into all academic components and to structure programs for a maximum contribution to human progress at home and abroad. Through its several faculties and administration, the University has engaged in institution-wide planning and has made a considered commitment to extend the International Dimension in all aspects of University life." (From a University position paper entitled "A Ten Year Plan to Develop the University of Pittsburgh as a World Center of International Education, Research and Service.")

The School of Education, in cooperation with other schools of the University and in particular with the Graduate School of Public and International Affairs, is establishing a new area of studies in international educational planning and development. On the advisory panel of the new area of study are representatives of the School of Education, GSPIA, the Graduate Library School, the Department of Foreign Languages, and the Office of Educational and Cultural Exchange.

As presently conceived, the international programs will have training, research, service and clearing house components, as follows:

1. A graduate curriculum to train educational administrators, teacher trainers, higher education personnel, and planning officials from the U. S. and from other countries in the principles and techniques of educational planning and strategies of development in both developing and industrialized economies.
2. A graduate program to prepare administrative international officers for colleges, universities, and organizational work.
3. A continuing research program to study educational development problems in developing countries; to assess the role of new educational techniques and methods in developing countries (programed instruction, television instruction, and new approaches to school organization and administration).
4. An international educational planning and development clearing-house to collect information on planning and development activities in various countries and to disseminate information on educational development activities throughout the world, in part through a proposed new Journal of International Educational Planning and Development, or through a department in an existing educational journal which may be taken over by the School of Education.
5. Internship programs to provide on-the-job experience in educational planning posts in foreign countries for American graduate students preparing for international service in the U. S. Government, international organizations, foundations and universities.

6. A faculty exchange program, to provide opportunity for exchange of key staff between the School of Education and universities abroad and international organizations.

The Advisory Committee

The International Education Curriculum Committee is presently collecting data relevant to the following questions:

1. What are the major educational planning and development needs abroad to which the School of Education and the University should address itself? (An inventory of major program emphases of international agencies, AID, foundations and others is anticipated, followed by a setting of priorities for feasible university involvement.)
2. What are the specific applied research areas and questions to which we should address our resources?
3. What should be the dimensions of the interdisciplinary curriculum in educational planning and development and what new courses are needed?
4. What are the dimensions of the clearing-house on international educational planning and development that the School could appropriately handle?
5. How do we organize to add to our present resources to perform these functions efficiently?

The Curriculum

A basic course in the new graduate curriculum is now being offered. Called International Education 200, International Educational Planning and Development, the course examines the role of education in developing countries; discusses methods of collection and analysis of data relevant to educational planning; explores the planning rationale in relation to other development needs; and encourages participants to suggest innovations in organization, curriculum, teacher education and instructional methods which are compatible to the development goals of countries selected for study.

In addition to the above core course, Foundations of Education 231 (Comparative Education), and courses in economic and social development and related fields in other schools are recommended for those wishing to pursue the international education curriculum. Specialized work in curriculum, administration, teacher training, new teaching methods, techniques and materials, will be provided, according to special interests and experience of the student.

Workshop seminars (for graduate credit) are planned by the Office of Educational and Cultural Exchange for those wishing to specialize in Administration of international programs at colleges and universities.

Research

Research studies proposed for the immediate future are those which have been identified as significant in discussions off campus and which are of interest to various faculty members on campus in terms of on-going academic programs. It is anticipated that these projects will be undertaken on an interdisciplinary basis and in cooperation with various international, regional, and governmental agencies:

1. A study of attitudes toward technical work in developing countries. An interdisciplinary study to assess reasons for resistance to technical work in various geographic regions and to point toward possible ways of encouraging greater interest in technical occupations.

2. A study of teacher training in developing countries and an assessment of the impact of foreign aid programs (probably in cooperation with the American Association of Colleges for Teacher Education). A look at changing teacher education practices and institutions in selected geographic regions and an assessment of what has happened in programs where substantial American aid has been available in the past but phased out. Have innovations been continued? Have new institutions survived? Have contacts with the former backstopping institution been continued? Has the backstopping program been of significance to the U. S. institution and, if so, how has it profited? (This study will be conducted in close cooperation with the Institution Building Studies of the Graduate School of Public and International Affairs.)

3. A study of communications resources and facilities as they relate to educational, economic and social development. Potentially, a two-part study which would (1) consider optimum possible uses of communication techniques and the newer educational media in contributing to educational and economic goals of developing countries, and (2) implement optimum plans on an experimental basis in selected countries.

4. A study of opinions and attitudes as they affect educational planning in developing countries. What are the attitudes and opinions of various professional, government and lay groups as educational planning progresses in a developing country and how do these attitudes affect the planning process?

5. A two-stage study to (1) delineate behaviorally defined objectives of instruction related to preparation of responsible citizenship in the Atlantic Community; (2) develop sequences of learning experiences (capitalizing on recent and continuing advances in educational technology) which are demonstrated to be functionally related to the achievement of these behavioral objectives.

Clearing-House

A Spanish speaking graduate assistant is presently assigned to the collection of materials pertaining to education in Latin America, both from the United States and from the various Latin American countries.

In addition, plans for the establishment of an international journal of educational planning and development are being explored. Probably the first step will be a department in a well established educational journal for which the School is likely to assume publishing responsibility in the near future. Additional resources will be sought in the future to establish a classification and coding system for information in international development and to establish an intensive collection, analysis, storage and retrieval operation.

The School will continue to develop its Comparative Education Series, published by the University Press. Titles to date include: (1) Growing Up in English Secondary Schools; (2) Khrushchev and the Central Committee Speak on Education; (3) The Education of Children and Youth in Norway. Titles in the future will include reports on development studies as they are undertaken and may include selected dissertations on international education (dissertations to date include one on teacher education in the Polish republic and one on teacher education in Jordan).

Service

School of Education faculty are heavily involved in international consultant activities. Twelve professors have been involved in short-term overseas programs during the past two years. Similarly, the School accepts contract activities from time to time and has recently conducted a Peace Corps training project, a Science Education Training Project for AID trainees, an AID training program in educational measurement for African nationals, an AID seminar for Latin American educators on Education and Socio-Cultural Patterns, an Office of Education contracted seminar on Patterns of Higher Education for African educators, and another for Latin American educators on Patterns of American education. During April, 1964, the School will host the American Association of Colleges for Teacher Education's sixth annual conference in international understanding.

The School of Education is presently participating in an AID university-wide program to backstop and develop the academic and research programs of the University of Ecuador. This kind of service program will be of increasing interest to the School as it attempts to relate field experience to on-going academic and research programs in international education on campus. All professional staff on international projects are permanent members of the faculty and are expected to return to campus to enrich university offerings and programs in the future.

Summary

The 1960 report of the J. L. Morrill Committee on the University and World Affairs recommends that "all American universities should improve the competence of their graduate and professional schools to teach and conduct research on international aspects of their disciplines and professions. Many universities...should become diversified centers of strength to train specialists in world affairs for careers in teaching and other professions." The report also suggests the "need to develop special educational programs fitting the needs of their foreign guests."

Within an atmosphere of total university awareness of the significance of these recommendations, the School of Education at the University of Pittsburgh is developing an interdisciplinary program of research, training and service in international education which will go far beyond the "cafeteria" approach characteristic of many such efforts of the past.

COMPARATIVE/OVERSEAS EDUCATION CENTER

STANFORD UNIVERSITY

The Stanford University Center for Comparative/Overseas Education recognizes investment in education as a crucial instrument in the forward thrust of all nations. Most polities, particularly the newly developing nations, seek economic, social, and political conditions that are unattainable without a high measure of literacy throughout the population and specialized training in many of the segments of the economy. Planners in both the governmental and the private sectors now call for a greater investment in education to create human capital consonant with the long and short range national plans.

On the other hand, educationalists are increasingly aware of the potential role that the educational establishment can and should play in nation building. The missing key at the moment is a group of educational planners, sufficiently conversant with the theory and the process of the social sciences (the stuff out of which national plans are constructed), and adequately prepared in the arts and sciences of education--planners able to bring educational forces to bear directly on the accomplishment of national goals.

The Stanford Response

Our program at Stanford has four facets, each geared to the problem sketched above:

1. Theory building concerning educational strategies,
 2. Training of educational strategists at the doctoral level,
 3. Research on which policy regarding educational investment can be based,
 4. Service to requesting nations on building their own training and research programs in educational planning.
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1. Theory building. The Center staff consisting of professional educators, economists, political scientists, anthropologists, sociologists, and others is giving much of its time and effort to building a theory and methodology of comparative education through research, writing and other means.
 2. Training. A group of 10 highly selected post-MA candidates is admitted each year to undergo three years of advanced training and research. Sixty per cent of these are U. S. citizens with two years experience each in the United States and overseas. Forty per cent of the candidates are from other nations, likewise mature individuals. The first two years are given to advanced courses and seminars in the social sciences, language and education. The third year is spent on a research project overseas.

3. Research. There is widespread agreement on the importance of the educational investment; but there is a scarcity of research to demonstrate what educational means and ends may be most productive under differing national and cultural conditions. Stanford University and Stanford Research Institute, with financial assistance from the United States Government, private foundations, and other sources, have for seven years engaged in a variety of research activities to help fill the research gap. Over 20 research projects are completed or near completion, most of them to be published in the Comparative Education Series.

The need is paramount for a global scanning of the problems associated with human resources development and nation building. Such a global research map would lead to master plans of priorities in research that could guide our individual and collective efforts. For instance, it is conceivable that the nature and amount of investment in education would vary with such factors as (1) whether or not a nation has been independent only a few years, for a generation or more, or has been independent for over a century; (2) whether or not a nation is largely homogenous or heterogeneous racially; (3) whether or not the existing educational establishment of a nation is oriented toward a classical tradition or toward a modern development theory; (4) where on an economic development ladder a nation is at the moment; and one can continue to hypothesize on many variables that could be significant.

From such a research-based literature on education and the development processes under differing conditions, we should by comparative studies be able to extract any generalizations and action principles that may lie unobserved or untested at present. With these generalizations and principles in hand we might construct sets of strategies that would help us in our own foreign aid programs and help others who seek educational answers in developing human resources.

4. Service. Stanford has undertaken several service contracts, the largest being: (1) an AID/Stanford/University of the Philippines multi-purpose contract for the strengthening of the University of the Philippines Colleges of Business Administration, Engineering, and Education, with general counsel on university building, and (2) an AID/Stanford/Philippines Department of Education contract to strengthen five regional national collegiate centers for the training of teachers for the technical and agricultural schools of the Philippines.

In addition, more than three-quarters of the faculty associated with the Stanford Comparative Education Center have served overseas in a variety of capacities in assisting the educational efforts of emerging nations.

Financial aid

Ten fellowships and research assistantships are currently available to the students on campus and five grants are available for the third year of research overseas.

ALL-UNIVERSITY SCHOOL OF EDUCATION
SYRACUSE UNIVERSITY

International Activities

The primary involvement in international activities of the All-University School of Education, Syracuse University, takes place through the Center for Development Education. The Center, advised by an all-University committee composed of representatives of several disciplines and members of the administration, has two major functions. The first is to undertake or coordinate research pertinent to the educational problems faced collectively or individually by the developing nations.

One such problem is that of the process of educational planning, particularly involving the establishment of specific learning objectives for the educational system and the measures necessary for the successful implementation of educational plans. Until educational planners can enumerate the specific qualitative and quantitative educational requirements of particular developing nations in terms of a comprehensive costs/benefits analysis for the attainment of desired performances in occupational and other social roles, educational planning will necessarily rest largely upon intuitive procedures, with all the risks that such an approach entails. Similarly, unless educational plans are carefully related to the total process of educational decision-making in a society, they may prove to be only paper exercises. For the maximum effectiveness of educational planning, therefore, it seems necessary both to attempt greater precision in the assessment of educational planning objectives and to seek a fuller understanding of the role of educational plans to the decision-making mechanisms of developing societies.

In pursuing this research task, the staff of the Center, with the collaboration of colleagues from other University departments, hope to conduct experimental pilot projects and intensive field studies in a number of developing societies. Perhaps too much previous research on the role of education in national development has resulted only in broad treatments of the subject, without sufficient attention to the significant variations which might be revealed through detailed studies. In particular, the establishment and evaluation of experimental institutions in a variety of settings could provide a useful approach to gain further insight into qualitative aspects of education.

A second function of the Center is the administration or coordination of various international programs for the School of Education. The Center affords a channel through which the specialized talent found in the School of Education can be focused on curricular and methodological problems found in the educational institutions of developing nations. The Center also coordinates, through an all-University effort, professional programs for foreign or American teachers, educational planners and administrators studying at Syracuse University.

Although the Center for Development Education has been in existence for less than one year, it nevertheless is involved in several significant activities. Among these are the following:

1. A graduate, multidisciplinary program in comparative education. Although the academic content of this program, which includes overseas experience, varies according to student interest and goals, many participants seek to develop skills in educational planning. For these students an attempt is being made to provide overseas internships in ministries of education, national planning institutes and the like.

2. A research project designed to assess technical assistance programs in the developing areas. This large-scale research undertaking is sponsored by AID and administered and coordinated by another University department. The Center for its part is attempting to evaluate administrative policies and practices of technical assistance programs in agricultural education.

3. Conferences on Development Education. The Center initiated in the summer of 1963 a series of annual conferences bringing together persons from universities, private foundations, government and international agencies interested in the problems of development education. The first such conference brought together persons from many academic disciplines and resulted in a publication titled, Education and the Development of Nations. The theme for the summer of 1964 will be "Progress and Problems in Educational Planning."

4. Research on educational planning in India. One of the two full-time members of the staff of the Center spent one year in India preparing a case study on the process of educational planning and the implementation of educational plans in that country since its independence.

5. Teaching and service activities. The Center has designed and is staffing a special section of an introductory course in professional education open only to foreign students. This course provides for school visitation and other community experiences not usually needed by American students. The Center is further assisting in an experimental student teaching arrangement in Guatemala for future teachers of Spanish.

6. Coordination of the "technical studies" portion of Peace Corps training programs. Syracuse University has been the recipient of several Peace Corps contracts which have involved the preparation of trainees for overseas teaching positions. In addition to the area educational research which must precede each training period, this undertaking has resulted in a multidisciplinary research proposal, now under preparation by members of the Center and other departments of the University, to assess the impact which the presence of Peace Corps teachers has had on schools in selected overseas areas. The Center is further proposing to increase the efficiency of Peace Corps teachers by investigating in selected geographic areas ways of improving instructional materials and teaching procedures.

COMPARATIVE AND INTERNATIONAL EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Long active in the field of comparative and international education, Teachers College has taken many steps in recent years to expand, improve, and coordinate three major functions that a graduate school of education in a large university can perform in the international arena: namely, rendering direct assistance to other peoples of the world as they seek to improve their educational institutions and practices; preparing persons for overseas educational service and leadership; and promoting the advancement of knowledge and development of theory about education in world affairs through instruction, publication, and research.

I. Overseas Educational Assistance Programs

Without diminishing our educational ties to Europe, Teachers College is now committed to working intensively with several important countries located in all three of the emerging continents of the world. Government contracts and foundation support have enabled us to carry on long-term educational services in Southwest and South Asia (Afghanistan and India), in the English-speaking nations of Middle Africa, and, most recently, in South America (Peru).

A. Teacher Education and English Teaching in Afghanistan

The scope and range of achievement in assisting educational development in the ninth year of our AID project in Afghanistan continues to be remarkable. Not only did we assist in the teaching of English in the University of Kabul and in preparing Afghan teachers of English for the secondary schools, but we aided significantly in the establishment during 1962-63 of a Faculty of Education at the University to promote the professional preparation of teachers and administrators for the schools and training colleges of the country. Especially important, too, was the acceleration of efforts to expand and improve the training of primary school teachers in various ways.

Among the most gratifying fruits of technical assistance was the effective way in which Afghan participants who have been trained in the United States and in Kabul are taking over positions at the University and the Institute of Education and performing tasks which had formerly been performed by their American counterparts. Happily, the Ministry of Education asked the Teachers College team to help induct inexperienced Peace Corps volunteers into their new jobs as teachers of English in the secondary schools. This proved to be a noteworthy example of the way an effective university contract can facilitate cooperation among American government agencies overseas. As an outgrowth of the Afghanistan project, an International Center for Teaching Materials was established at Teachers College to assist in the preparation of textbooks, educational materials, and other aids to instruction for rapidly developing countries of the world.

B. National Program of Professional Education in India

In the fifth year of its work in India under AID auspices the Teachers College team in New Delhi continued its role of assistance in the launching of the National Institute of Education. Americans served on the NIE committees to build departmental curriculum programs and syllabuses with a view to the beginning of instruction in degree courses by September 1964.

The team in India also rendered valuable service at the request of the Ministry of Education in a range of important tasks that included preparing model syllabuses and graded textbooks for the teaching of science and social studies; conducting seminars for science teachers and teachers of English; assisting with a survey and evaluation of secondary education and teacher training centers; and constructing tests of achievement and of academic aptitude. Among the unexpected contributions of the team was the prompt assistance rendered at the urgent request of the Ministry of Education to prepare bulletins for teachers on the contribution of education to the defense efforts resulting from the Chinese border aggression.

A second group of educators from India, all selected in the light of their appointments as staff members of the National Institute of Education, came to the United States for advanced training during 1962-63. The inauguration of a month's orientation program before they left Delhi and improved planning and seminar work during their stay at Teachers College contributed to the value of the participant training program as an integral part of the India project.

C. Institute for Education in Africa

In order to coordinate what had become a vigorous and rapidly growing outreach of Teachers College in the direction of Africa during the past three years, the Institute for Education in Africa was established by the Trustees in November, 1962, and Professor Karl W. Bigelow was appointed its executive officer. This move not only symbolized the College's long range interest in African education, but recognized the fact that remarkably varied programs of instruction, field service, and research were already in existence. It illustrates, too, how the efforts of private foundations and government agencies can be mutually supportive in improving the work of an American university in the international field. The three main enterprises brought under the administrative tutelage of the Institute are:

1. The Afro-Anglo-American Program in Teacher Education

The A-A-A program was inaugurated in 1960 with funds granted by the Carnegie Corporation to establish close relationships between Teachers College, The University of London Institute of Education, and nine African universities and university colleges, located in Sierra Leone, Ghana, Nigeria, Uganda, Tanganyika, Southern Rhodesia, and Basutoland. The purpose is to strengthen teacher education in and for Africa by means of staff exchanges, fellowships for young African educators to come to Teachers College, and a program to prepare Americans for educational work in Africa. (See II below.)

2. Teachers for East Africa Project

By February, 1964, the Teachers for East Africa project, sponsored by the Agency for International Development, will have completed its third year of supplying American teachers and rendering technical assistance to East Africa. (For details, see II below.)

The testimony of those who have known the program best has been uniformly and almost embarrassingly favorable concerning its effectiveness and its contribution to educational development in East Africa. Progress has also been

made in assisting the East African governments to plan and develop new programs for the training of non-graduate African teachers for secondary school teaching, a difficult but significant departure from the norm.

At a significant international working conference held at Entebbe in January of 1963 representatives of five governments and five institutions of higher education, both public and private, came together to consider ways to expand and improve the training of teachers in and for Africa. From the beginning, TEA has been a multilateral aid project between the United States and the United Kingdom. With the independence of the East African countries and with the increase of the British effort to a level of parity with the American, TEA has become one of the most significant regional educational assistance projects in the world, truly multilateral on the part of those countries being assisted as well as of those doing the assisting. TEA also illustrates the effectiveness of combining into a coordinate whole the task of providing technical assistance to aid developing countries to expand their own educational institutions at the same time that external teachers are supplied on an emergency basis to help meet the desperate shortage of teachers. A second and still more extensive international conference is to be held at Mombasa in February, 1964 to deal with the problems faced by the governments and the University of East Africa in the expansion and improvement of the training of teachers for East Africa.

3. Peace Corps Training Programs

Recognizing that the other developing nations of Africa need far more teachers from external sources than they can possibly produce for themselves, Teachers College has been glad to respond to the urgent need by training large numbers of Peace Corps volunteers for teaching in West Africa. (For details, see II below.)

D. Basic Educational Development in Peru

The international outreach of Teachers College to Latin America was signalized in March, 1963 when an AID contract was signed whereby Teachers College agreed to assist the Ministry of Education of Peru with a program designed to aid in the basic development of the educational system of the country. Assistance is planned to include aid in meeting Peru's economic needs in expanding the professional training of teachers, in preparing instructional materials for primary, rural, and fundamental education, in coordinating technical education with industrial training, and in planning for new school construction and equipment.

II. Special Training Courses for Overseas Educational Service

In three years from mid-1961 to mid-1964, Teachers College will have conducted special training programs for more than 1,000 American teachers for overseas teaching service.

A. A-A-A Training Programs

During 1962-63 Teachers College was the meeting ground for three groups of A-A-A participants: six fellows and junior staff members from several teacher training institutions in Africa, ten American fellows preparing to teach in training colleges and secondary schools in Africa, and senior staff members from

three of the nine participating universities: Makerere University College, the University of Ibadan, and the University of London. The Carnegie Corporation renewed its support of the A-A-A program by a second three-year grant in the amount of \$450,000 for the years 1963-66.

B. TEA Training Programs

Beginning in February, 1961 Teachers College has recruited, selected, and trained 369 teachers for service in the secondary schools of Tanganyika, Kenya, Uganda, and Zanzibar. Plans are now under way for a fourth group of 150 to be selected and trained in 1964.

C. Peace Corps Training Program

Starting with out first effort which comprised a group of 51 trainees headed for Sierra Leone in the fall of 1961, Teachers College will have conducted, by mid-1964, six Peace Corps programs for some 500 trainees.

<u>Year</u>	<u>Program</u>	<u>No. of Trainees</u>
1961	Sierra Leone I	51
1962	Nigeria VI	69
1963	Nigeria VII	188
1963	Nigeria VIII	73
1963	Guinea (Phase 2)	29
1964	Nigeria	<u>90</u>
Total		500

The special training programs for overseas service, TEA and Peace Corps alike, have served to highlight what is more generally a growing and close cooperative relationship between Teachers College and the University School of International Affairs and Regional Institutes. Official liaison has been established between Dr. Andrew W. Cordier, dean of the School of International Affairs and R. Freeman Butts, director of International Studies at Teachers College. Teachers College faculty members now serve as staff members in the major cognate regional institutes of the University; and, conversely, Professor I. Gray Cowan and Professor Alan F. Westin have taken particular leadership in marshalling more than 20 university scholars to take part in the special training programs as instructors of African area studies and American studies.

A conference was held in May, 1963 for some 26 experts from all over the country to study ways to improve the teaching of foreign area studies and American studies; it was financed by the New World Foundation and sponsored jointly by Teachers College, the School of International Affairs, and the Department of Public Law and Government. All in all, these developments in our special training programs promised to lead to useful re-evaluations of methods of teaching area studies in American colleges and universities as well as the training of teachers for overseas service, and conceivably leading to the improvement of American teacher education in general.

III. Instruction, Publication, and Research

A. Courses in Comparative and International Foundations

Five faculty members of the Department of Social and Philosophical Foundations regularly give courses in Comparative and International Education.

The titles of these courses are as follows:

Fundamentals of comparative education
Fundamentals of international education
Education and the problem of nationalism
Education for the economic and social improvement of
technologically underdeveloped areas
Asian education and cultural change
European education and cultural change
African education and cultural change
Studies in African education
Culture and education in modern China
The politics of African education
Studies in comparative and international foundations of
education

B. Courses in the Department of Curriculum and Teaching

Several new courses have recently been designed:

Materials and aids for fundamental and adult education
and community development
Audio-visual materials and methods
Preparation of written educational materials for
developing countries
American education in relation to educational developments
in India
Laboratory practice in preparation of written educational
materials for developing countries

C. Recent Publications on Comparative and International Education Completed
or in Process by Professors at Teachers College

Bereday, George Z. F., Comparative Method in Education, Holt, Rinehart,
and Winston, to be published February, 1964

Butts, R. Freeman, American Education in International Development,
Harper and Row, 1963

Hu, C. T., Political Implications of the Educational Development in
China (being written)

Scanlon, David G., Church-State Education in Africa, Teachers College
Bureau of Publications, to be published June, 1964

Scanlon, David G., Conflicting Traditions in African Education, Teachers
College Bureau of Publications, to be published January, 1964

Scanlon, David G., (co-author with L. Gray Cowan), Education, Economics,
and Politics in Africa, Praeger, to be published in 1964

Scanlon, David G., Education in Uganda, U.S. Office of Education, to be
published early, 1964 (monograph of 175 pages)

Scanlon, David G., History of African Education (being written)

The Year Book of Education, published jointly by Teachers College
and the Institute of Education of the University of London

D. Organized Research Projects

1. Teachers for East Africa Research

A research unit was established as an integral part of the TEA program when the program was authorized in 1961. The research unit has as its objective the study of the teaching effectiveness and cultural adaptability of the TEA teachers in relation to their personal and educational backgrounds and the environmental and educational settings in which they live and work. A three man research team is currently collecting and analysing data throughout East Africa. It is hoped that the results of this research will have broad implications for the future selection and training of young Americans recruited for teaching positions in Africa.

2. Research Supervised by the Department of English and Foreign Languages

A program of cumulative research in the teaching of English as a Foreign Language was inaugurated in February of 1962 and financed by a grant from the Ford Foundation. The project is developing strong reinforcement between overseas and home instruction in English as a Foreign Language, a subject which the U.S. State Department has declared to be of increasing importance in this country's international relations. The project includes the study of programming of materials in English structure, the improvement of testing, reading and writing, and laboratory practices, and the assembling of materials for a casebook of representative experiences of teachers of English overseas.

TESL, the Teaching of English as a Second Language, is a cooperative undertaking, co-sponsored by Teachers College and the Council of Public Schools in Boston. The three-and-a-half year project, inaugurated in July, 1963, is financed by the U. S. Office of Education and has as its main objective the preparation of a set of materials designed to teach English as a second language to children of early elementary school age.

.....

At year's end in 1963, an All-College Committee on Preparation of Personnel for Overseas Service was reconstituted to give special attention to the needs of the 350 foreign students who are enrolled at Teachers College from 50 countries; and the Faculty Conference of June 3, 1963 devoted major attention to the role of Teachers College in international education.

Teachers College has now established the general design of its international role for the coming decade with respect to several major functions of international education: in its services to educational development in a half dozen countries on three continents, in its instructional offerings on the home campus related to the comparative and international foundations of education, in its staff exchange and study fellowship programs, and in its special training programs that will have prepared more than 1,000 Americans for overseas teaching service within three years.

The most important next step is a vigorous push forward in plans for the advancement of knowledge and basic research in international education. Teachers College now has established an operational framework within which it can develop a fascinating skein of research, provided there are adequate funds. Its overseas programs are now placed throughout the world in such a way that together they represent nearly the whole spectrum of the various stages of national development. With resources for the support of research projects or centers that would parallel and draw upon field projects and that would provide for senior research associates, research fellowships, and field service internships, Teachers College could make extraordinary contributions to the advancement of knowledge related to the role of education in national and international development. By such means the training for overseas service would be still further improved, the direct educational assistance to other countries would be enhanced, and the cause of extending the boundaries of knowledge and teaching of international studies would be fundamentally served.

FORM NO. 75
(2-60)

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

INTERNATIONAL DEVELOPMENT
ASSOCIATION

ROUTING SLIP

Date

Dec. 6 / 63

NAME

ROOM NO.

~~Mr. U.B. Ryan~~
Mr. D. H. H.

This is almost certainly the
week we shall be in Paris talking
with ONVSCs. HSH

To Handle

Note and File

Appropriate Disposition

Note and Return

Approval

Prepare Reply

Comment

Per Our Conversation

Full Report

Recommendation

Information

Signature

Initial

Send On

REMARKS

May I reply accepting
this personal invitation,
conditional to no interfe-
rence with Saudi/1963 business
on January 16-17?

From

A. D. H. H. H.

Liaison Ford Foundation

THE FORD FOUNDATION

477 MADISON AVENUE
NEW YORK 22, N. Y.

INTERNATIONAL
TRAINING AND RESEARCH
PROGRAM

December 3, 1963

Mr. Riccardo Diez-Hochleitner
Division of Education
International Bank for Reconstruction
and Development
1818 H Street N. W.
Washington, D. C.

Dear Mr. Diez-Hochleitner:

One of the matters of concern in American higher education, as you are certainly aware, is that of preparing professional people for effective service abroad as well as at home. In the field of education this means strengthening the international dimension in the professional schools of education. These schools are training people for and often undertaking projects in educational development abroad. It has been suggested to us that a meeting would be timely to assess what schools of education are doing in the international sphere, what problems they encounter, and what steps might be taken to help them make a more effective contribution. Included, of course, is the problem of feedback from experience in technical assistance programs in order to improve campus programs of teaching and research.

Therefore, I am writing to invite you to attend a meeting of about twenty people in New York City, January 16-17, 1964 to discuss these matters. As you can see from the list of participants enclosed, we have included non-academic people who make use of the products of American professional schools as well as faculty members from the schools. However, we are inviting you as an individual interested in and informed about these questions rather than as an institutional or agency representative.

The meeting will be held at the St. Regis Hotel (Fifth Avenue and 55th Street), beginning with lunch at 12:00 noon on Thursday, January 16. Our discussions will continue on through dinner until about 9:00 p.m. On Friday morning we will resume at 9:00 a.m. and meet through lunch until about 3:00 p.m., at which time we expect to adjourn. The Ford Foundation will be happy to cover all travel and hotel expenses.

Nearer the time of the meeting we will send you some materials to provide a common basis for discussion. I hope very much that you can be with us.

Sincerely yours,

ack Dec 9



John B. Howard
Director

RECEIVED
GENERAL FILES
COMMUNICATIONS

1963 DEC -4 PM 3:29

[Handwritten signature]
270-44-1

1. The first of the two main points is that the Commission has not yet received the information requested by the Council in its letter of 10 October 1963.

2. The second point is that the Commission has not yet received the information requested by the Council in its letter of 10 October 1963. The Commission has not yet received the information requested by the Council in its letter of 10 October 1963.

3. The third point is that the Commission has not yet received the information requested by the Council in its letter of 10 October 1963. The Commission has not yet received the information requested by the Council in its letter of 10 October 1963.

4. The fourth point is that the Commission has not yet received the information requested by the Council in its letter of 10 October 1963. The Commission has not yet received the information requested by the Council in its letter of 10 October 1963.

5. The fifth point is that the Commission has not yet received the information requested by the Council in its letter of 10 October 1963. The Commission has not yet received the information requested by the Council in its letter of 10 October 1963.

RECEIVED
GENERAL FILES
COMMUNICATIONS

THE ECONOMIC CO-OPERATION
AND DEVELOPMENT ORGANIZATION

List of Participants for January 16-17 meeting on
Comparative Education

- ✓ Donald Adams, Syracuse University ✓
- ✓ C. Arnold Anderson, University of Chicago ✓
Orville Brim, Russell Sage Foundation
- ✓ R. Freeman Butts, Teachers College, Columbia University ✓
- ✓ Philip H. Coombs, International Institute for Educational Planning ✓
- ✓ Adam Curle, Harvard University ✓
- ✓ Nicholas DeWitt, Indiana University ✓
- ✓ Ricardo Diez-Hochleitner, Division of Education, World Bank
Claude Eggertson, University of Michigan
- ✓ Harold Enarson, Agency for International Development ✓
- ✓ John S. Everton, Office of Educational Services, Education and World Affairs ✓
Clarence H. Faust, The Ford Foundation
- ✓ Paul R. Hanna, Stanford University ✓
- ✓ John B. Howard, The Ford Foundation ✓
- ✓ Richard Humphrey, American Council on Education ✓
John E. Ivey, Michigan State University
- ✓ Robert Jacobs, Southern Illinois University ✓
- ✓ Francis Keppel, Commissioner of Education, U. S. Office of Education ✓
- ✓ Charles A. Myers, Massachusetts Institute of Technology ✓
- ✓ Irwin T. Sanders, The Ford Foundation ✓
- ✓ Seth Spaulding, University of Pittsburgh ✓
George Waggoner, University of Kansas
- ✓ Champion Ward, The Ford Foundation ✓

*Liaison
files Ford Foundation*

THE FORD FOUNDATION
32, FEROZSHAH ROAD
NEW DELHI-1, INDIA

CABLE:- FORDENS NEW DELHI
TELEPHONE:- 46951 (10 LINES)

November 11, 1963.

Mr. George Tobias
Manpower Advisor
International Development Association
International Bank for Reconstruction and
Development
1818 H Street, N.W.
Washington 25, D.C.
U.S.A.

Dear George:

W.B. Reddaway, Director, Department of Applied
Economics, University of Cambridge. Author: The Development
of the Indian Economy.

John P. Lewis, Member, Council of Economic Advisors.
Author: The Quiet Crisis in India, Brookings.

Didactically yours,

RLC

Robert L. Clark
Consultant on Manpower

1963 NOV 12 PM 3:30

COMMUNICATIONS
RECEIVED

THE FORD FOUNDATION
32, FERROZ SHAH ROAD
NEW DELHI-1, INDIA

CABLE: FORDS NEW DELHI
TELEPHONE: 46921 (10 LINES)

November 11, 1963.

Mr. George Tobias
Manpower Advisor
International Development Association
International Bank for Reconstruction and
Development
1818 H Street, N.W.
Washington 25, D.C.
U.S.A.

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Author: The Quiet Crisis in India, Brookings.

Respectfully yours,

1385

Robert L. Clark
Consultant on Manpower

1963 NOV 15 PM 3:30

RECEIVED
GENERAL FILES
CORRESPONDENCE

Liaison Ford Foundation

October 28, 1963

Dear Professor Calderwood:

It was most kind of you to answer my letter, all the way from Lebanon. I wanted you to know that it had gotten here, and to send you good wishes for a useful and pleasant stay in Beirut.

Sincerely yours,

Harold Graves

Professor James D. Calderwood
THE FORD FOUNDATION
P.O. Box 2379
Beirut
Lebanon

hng
HNG/js

① Mr. Dietrich Hockeleiter
② Op. Files
③ Dr. Ramon de Zubiria
HBR

October 25, 1963

Mr. Michael Illich
Assistant to the Representative
for Colombia and Venezuela
The Ford Foundation
Apartado Nacional 5321
Bogota, Colombia

Dear Mr. Illich,

✓
Thank you for your letter of October 20. As far as I know I shall be in Washington during the next two months, and shall be very glad to make the acquaintance of Dr. Ramon de Zubiria if he is in Washington during this time. Perhaps you would be kind enough to let me know when Dr. de Zubiria expects to be in Washington.

I gather from your letter that you are having an interesting time, and send you best personal wishes.

Yours sincerely,

(signed) H. B. Ripman

H. B. Ripman
Assistant Director
Department of Technical Operations

HBRipman:pgn

Learn and Grow

THE FORD FOUNDATION

BEIRUT, LEBANON

CABLE ADDRESS:

" FORDLEB "

P. O. BOX 2379

TELEPHONE: 40432

Mr Harold N. Graves Jr, Director of Information,
International Bank for Reconstruction and Development,
1818 H Street, N.W.,
Washington 25, D.C.

October 21st, 1963.

Dear Mr Graves:

Please excuse my apparent impoliteness in not acknowledging your cordial letter of September 13th until over a month later. As you can see, I am in Lebanon with the Ford Foundation. The departmental secretary at the university forwarded your letter by surface mail and it only just reached me.

It was most thoughtful of you to recall our conversation in San Dimas, Calif. last July and to send me the material on increasing the capital subscription of the IBRD. Recently, I have been reading in the press of the annual meeting in Washington and of some of the new departures envisaged in bank lending policy in the future.

It was a pleasure meeting you at San Dimas and I hope you will be on the "workshop circuit" again next summer. You did a fine job.

Sincerely,

James D. Calderwood

James D. Calderwood, Professor,
School of Business Administration,
University of Southern California.

1963 OCT 31 5:17 PM

CONFIDENTIAL
RECEIVED

THE FORD FOUNDATION

BEIRUT, LEBANON

CABLE ADDRESS:

"FORDLEB"

P. O. BOX 2379

TELEPHONE: 40432

Mr Harold N. Graves Jr, Director of Information,
International Bank for Reconstruction and Development,
1818 H Street, N.W.,
Washington 25, D.C.

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Sincerely,

James D. Galderwood, Professor,
School of Business Administration,
University of Southern California.

1963 OCT 24 PM 3:14
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CORRESPONDENCE

THE FORD FOUNDATION

CALLE 17 No. 9-21. OF. 602
BOGOTA - COLOMBIA

Lionel Ford Foundation

OVERSEAS DEVELOPMENT PROGRAM
LATIN AMERICA AND CARIBBEAN

OFFICE FOR COLOMBIA, PERU AND VENEZUELA

POSTAL ADDRESS APARTADO NACIONAL 5321
CABLE ADDRESS: FORDCOL, BOGOTA
TELS. 347-488 415-065

October 20, 1963

Mr. Hughe Rippman
International Bank for
Reconstruction and Development
Washington, D.C.

*ack'd
Oct 25*

Dear Mr. Rippman:

About a year and a half ago I came to see you at the suggestion of Mr. Christopher Fremantle and we had a very interesting conversation regarding the Bank's interest in manpower planning in various regions of the world.

I am presently Assistant to the Representative of the Ford Foundation, covering Venezuela and Colombia. Our activities are mainly directed towards the field of higher education but we have also entered the manpower planning field through a grant to ICETEX, a unique organization partly financed by the private enterprise sector, whose main purpose is to finance the studies of Colombian students abroad.

I am writing to you at this moment to introduce to you the Rector of the University of the Andes, Dr. Ramón de Zubiría, who is one of the most forward looking men I have met during the last year and who is very interested in meeting you.

I would appreciate your letting me know if you are going to be in Washington during the next two months as Dr. de Zubiría intends to visit Washington for a few days during this period.

Sincerely yours,

Michael Illich

Michael Illich
Assistant to the
Representative for
Colombia and Venezuela

1963 OCT 22 AM 8:02

MI:bhd

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GENERAL ENCL
OCT 22 1963

ack Oct 25

MI:phg

RECEIVED
GENERAL FILES
CORRESPONDENCE

1963 OCT 25 AM 9:05

Colombia and Venezuela
Representative for
Assistant to the
Michael Smith

Michael Smith
Sincerely yours,

belong.

Mr. Smith is intended to visit Washington for a few days during this
going to be in Washington during the next two months as Dr. de
I would appreciate your letting me know if you are

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power financing in various regions of the world.
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Dear Mr. Kibbman:

Washington, D.C.
Reconstruction and Development
International Bank for
Mr. Hugh Kibbman

Michael Smith

October 30, 1963

OFFICE FOR COLOMBIA, VENEZUELA AND VENEZUELA

LATIN AMERICA AND CARIBBEAN
OVERSEAS DEVELOPMENT PROGRAM

TELE: 343-488 412-082
CABLE ADDRESS: FORDCOL, BOGOTA
POSTAL ADDRESS: AV. EL TIRO, 2351

BOGOTA - COLOMBIA
CABLE IN NO. 8-31 OF 803

THE FORD FOUNDATION

Michael Smith

CROSS REFERENCE SHEET

COMMUNICATION: Memo

DATED: October 18, 1963

TO: Files

FROM: D.S. Ballantine

FILED UNDER: Chili General Neg. (Operational Files)

SUMMARY: Conference with Ford Foundation Officers regarding Argentina and
Chile Re- Education

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL FINANCE
CORPORATION

OFFICE OF THE PRESIDENT

August 26, 1963

Mr. Woods:

I have looked through attached enclosures which will be of interest both to our area department and TOD. I do not think there is any hurry in passing them on and you may care to have a quick look at them before they are sent down to Escott Reid and Siem Aldewereld.


G.C. Wishart

Amper
Project 2351
11/11/63
Thanks -
Pass along to Escott - Siem
9/12

The Ford Foundation

August 26, 1963

Dear Mr. Hazard:

In Mr. Woods' absence, I should like to acknowledge and thank you for your letter to him of August 19. ✓

Mr. Woods is at present on the West Coast. You may not have heard, but he had to go into hospital in Seattle some weeks ago for an operation. The operation was very successful and he has made a fine recovery from it. He is now taking a short holiday on the West Coast to recuperate before returning to the office here early in September.

We shall be holding your letter, with its enclosures, for Mr. Woods to see on his return.

Yours sincerely,


G. C. Wishart
Personal Assistant to Mr. Woods

Mr. Leland Hazard
The Ford Foundation
32, Ferozshah Road
New Delhi 1, India

GCWishart:cml

THE FORD FOUNDATION
32, FEROZSHAH ROAD
NEW DELHI-1, INDIA

Letter Ford Foundation
AUG 23 REC'D

CABLE:- FORDENS NEW DELHI
TELEPHONE:- 46951 (10 LINES)

August 19, 1963.

Mr. George D. Woods
President
International Bank for Reconstruction
and Development
1818 H Street
Washington D.C.
U.S.A.

Dear George:

As you know just now the World Bank report is coming in for news coverage and editorial comment in India. You did me a great favor in giving me in confidence a copy of this report last spring. It enabled me to assert with reinforced assurance the conclusions I had reached about Indian management when I was here last January and February.

I returned on June 19th and will remain until September 11th. This letter would be too long if I said more than that Minister Subramaniam has decided to accept my recommendations for management demonstration programs at the Durgapur steel plant and the Sindri fertilizer plant. The programs have been worked through 9 senior Secretaries and a sub-committee of 5 Secretaries including Finance.

I have developed 4 basic memoranda, 3 for Durgapur and one for Sindri. These documents constitute a kind of blueprint for the programs. I enclose a set, not with any thought that you can personally read them, but believing that you may wish to pass them on to some member of your staff.

Ack Aug 26.

Experienced India hands, Douglas Ensminger, Ken Galbraith, and Chester Bowles, consider this action program as something new under the sun. As Douglas Ensminger puts it, too many friends of India "blow in, blow off, and blow out".

I am sending a copy of this letter and the enclosures to Dave Hill.

Sincerely,



Leland Hazard

attachments - Research Files
India 243.

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

Learn's Foundation

Q
Complete list
RD-17

F. F. HILL
VICE PRESIDENT

June 27, 1963

Mr. Ricardo Diez-Hochleitner
Chief, Education Division
Department of Technical Operations
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington 25, D. C.

Dear Mr. Diez-Hochleitner:

This is a long overdue note of thanks for your letter of May 17 and for sending me a copy of your paper "Education and Economic and Social Development." I found it stimulating and useful.

The fact that education is both a consumer and a production "good", as you point out, makes it extremely difficult to deal with in a logical, objective way, even if one were quite sure "what ought to be done." I was talking this morning with a Chinese friend of mine from Taiwan who is currently on a FAO assignment in Liberia. He pointed out that the President of Liberia was currently interested in trying to impress some of his African neighbors with Liberia's progressiveness and with this in mind, was pushing education. I gather that much of the investment is going into elementary school buildings without much attention to where the teachers are going to come from. At the other end of the scale, university salaries and perquisites are such that it is not possible to attract and keep African faculty. In between are some 16 secondary schools in which standards are woefully low. Here we have a case where for political reasons the President of a country is playing to the understandable desire for education on the part of people in the countryside without any serious concern for what is being done in relation to developmental needs. Liberia's reputation for sound government is not very high, of course, in any field.

I thought the four distinguishing characteristics of education which you describe on pages two and three of your paper were particularly useful. The economics of investments in education in countries in the early stages of development presents a particular problem.

Sincerely yours,

F. F. Hill
F. F. Hill

Lam Ford Foundation

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

*see file
Ford Foundation*

F. F. HILL
VICE PRESIDENT

*Mr. B. B. Hill
WMS*

May 13, 1963

Mr. H. B. Ripman
Assistant Director,
Department of Technical Operations
International Bank for Reconstruction
and Development
1818 H Street N.W.
Washington 25, D. C.

Dear Mr. Ripman:

Thank you for your letter of May 3 enclosing
a list of educational projects financed by your
organization and a copy of your organization chart.
I am circulating these to my colleagues.

Sincerely yours,

F. F. Hill

F. F. Hill

(Dictated by Mr. Hill and
signed in his absence).

THE FORD FOUNDATION
437 MADISON AVENUE
NEW YORK 17, N.Y.

W. F. W. 12
W. F. W. 12

May 14, 1963

[Handwritten signature]

Mr. J. Edgar Hoover
Federal Bureau of Investigation
Washington, D.C.

Dear Mr. Hoover:

Thank you for your letter of May 10, 1963, regarding the Ford Foundation's interest in the work of the Federal Bureau of Investigation. We are very glad to hear of your organization's interest in the work of the Ford Foundation.

Sincerely,
J. Edgar Hoover

1963 MAY 14 AM 10:23

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GENERAL FILES
CORRESPONDENCE

*Liaison, Ford Foundation
Files*

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

OFFICE OF REPORTS

May 1, 1963

Mr. Harold N. Graves, Jr.
Director of Information
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington 25, D. C.

Dear Mr. Graves:

Thank you very much for your suggestions, at least two of which I will follow up. I especially appreciate your capsule comments on each man.

Please let me know if I can ever be of assistance.

Sincerely yours,

Rich Magat

Richard Magat
Director
Office of Reports

RM:eh

P.S. Your note of correction about John Truesdale's affiliation arrived in plenty of time to prevent my writing him at the wrong office.

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GENERAL FILES
CORRESPONDENCE

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NEW YORK 25 MAY
433 MADISON AVENUE
THE FORD FOUNDATION

Lans Ford Foundation

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

F. F. HILL
VICE PRESIDENT

April 30, 1963

Mr. Hugh Ripman
Assistant Director,
Operations Department
International Bank for
Reconstruction & Development
1818 H Street
Washington 25, D. C.

Dear Mr. Ripman:

I would like to express on behalf of my colleagues and myself our appreciation for the visit you and Mr. Diez-Hochleitner made to the Foundation this morning. I am sure that continued cooperation between our respective organizations will be fruitful in many ways. I hope you and your associates in IBRD will feel free to call by telephone at any time and to stop in when you are in New York.

As indicated in our conversation this morning, the Ford Foundation's work in the developing countries, which we refer to as our Overseas Development Program, is organized on a regional basis with a Program Director with offices in New York for each region. As you know, we have Foundation Representatives in a number of countries although we make no effort to be represented or indeed to make grants in every country.

In addition to our Overseas Development Program, we have another program in the international field which we refer to as International Affairs. Under this program, grants are made in Europe and a limited number of grants in Japan and Australia. Mr. Shepard Stone is Director of our International Affairs Program.

I am enclosing a list of names and addresses of our Program Directors and Overseas Representatives.

Sincerely yours,



F. F. Hill

1023 1023-5
Enclosures

RECEIVED
GENERAL FILES
CORRESPONDENCE

1963 MAY -2 AM 9:21

THE LORD FOUNDATION

OVERSEAS DEVELOPMENT PROGRAM

DIRECTORS

Mr. Verne S. Atwater

Latin America and
the Caribbean

Mr. George F. Gant

South and Southeast Asia

* Mr. Champion Ward (until 6/30/63)
** Mr. J. Donald Kingsley (after 7/1/63)

Middle East and Africa

* Recently appointed Deputy Vice President for International Programs.

** Currently Foundation Representative in Nigeria.

4/30/63

Liaison Ford Foundation

April 27, 1963

Dear Mr. Magat:

Please forgive a slip of memory. John Truesdale, about whom I wrote you yesterday, is a member of the staff of the National Research Council of the National Academy of Sciences, not of the National Science Foundation.

Sincerely yours,

Harold N. Graves, Jr.
Director of Information

Mr. Richard Magat
Director, Office of Reports
The Ford Foundation
477 Madison Avenue
New York 22
New York

Lester Ford Foundation

April 26, 1963

Dear Mr. Magat:

✓
Thank you very much for your note of April 15. I have two or three suggestions which might be worth your following up. They are:

Donald Pryor. Don is the Secretary of the Cleveland World Affairs Council. He has a very impressive array of experience and technical skill; and I have respect for his judgment and good sense. Don is about 50, and has had a wide variety of experience in writing, editing and reporting. I first knew him when he was a CBS correspondent in Washington during the War. Subsequently, he became Director of Information for the International Refugee Organization, and then had a public relations business of his own here in Washington for a time before going to Cleveland. He is familiar with printing and production of all kinds. He thinks and writes extremely well and, I have no doubt, would edit equally well.

John Truesdale. John is in his early forties. He is a graduate of Grinnell, and for the past four years or so has been in the information office of the National Science Foundation. I do not know John's professional work (although his record suggests that it is good) but I do know that he has had a good deal to do with schools and educators, that he is deeply interested in social problems, and that he has a quite attractive personality.

Frank Fogarty. I have not met Fogarty, and all I know about him is in the attached curriculum, which looks pretty impressive. He was highly recommended by a number of friends of mine in the Washington press when I was looking for someone to appoint to a job quite like the one you are now interested in filling. Since I had already decided on an appointment, I never got around to interviewing Fogarty, but he may be worth your looking into.

I do know, also, that while none of these three men is actively looking for a change, none would be averse to making one.

Sincerely yours,

Enclosure.

Mr. Richard Magat
Director, Office of Reports
The Ford Foundation
477 Madison Avenue
New York 22, New York

Harold N. Graves, Jr.
Director of Information

Lewis Ford Foundation

THE FORD FOUNDATION

477 MADISON AVENUE

NEW YORK 22, N. Y.

OFFICE OF REPORTS

April 15, 1963

Mr. Harold Graves
Director of Publications
International Bank for Reconstruction
and Development
1818 H N.W.
Washington, D. C.

Dear Mr. Graves:

Will Hertz has mentioned your name from time to time, so I'm writing on the chance you might know of a candidate for a job that is likely to develop in this office in the next few months.

Our need is for a writer who is versatile enough to handle a range of assignments from routine news releases to long-article-length booklets, who is flexible enough to suffer the slings and arrows of working in an institutional framework like the Foundation's (meaning that his copy can be tampered with, sometimes to his grief), and who thinks enough about education, social problems, and world events to be able to write analytical (not scholarly) speeches. Some of the work requires interviews and field trips, so he should also have some reporters' instincts and skills. If he has some solid editing talent, too, all the better.

If you come across anyone who seems likely and interested, I would very much appreciate your having him get in touch with me or, if you prefer, I can make the overture at your suggestion. And if anyone occurs to you on the spur of the moment, please don't hesitate to phone.

Sincerely yours,

Richard Magat
Richard Magat
Director
Office of Reports

RM:eh

1963 APR 16 PM 15:21

ack April 26

RECEIVED
GENERAL FILES
CORRESPONDENCE

1963 APR 16 PM 12:51

Mr. Tolson

Mr. DeLoach

Mr. Mohr

Mr. Bishop

Mr. Casper

Dear Sirs:

Enclosed for you are two copies of a letterhead memorandum (LHM) dated and captioned as above. The LHM was prepared by the Federal Bureau of Investigation (FBI) and is being furnished to you for your information and guidance.

The LHM contains information regarding the activities of certain individuals and organizations who are known to be active in the field of civil liberties. This information was obtained from a confidential source who has provided reliable information in the past.

The LHM also contains information regarding the activities of certain individuals and organizations who are known to be active in the field of civil liberties. This information was obtained from a confidential source who has provided reliable information in the past.

I am sure that you will find this information of interest and value. Please let me know if you have any questions or need further information.

Sincerely,
J. Edgar Hoover

Enclosure
J. Edgar Hoover
Director, Federal Bureau of Investigation
U. S. Department of Justice
Washington, D. C. 20535

OFFICE OF RECORDS

NEW YORK 25 N.Y.
APR 16 1963
THE BOARD OF EDUCATION

Liaison Ford Foundation

Mr. Orris A. Schmidt

October 8, 1962

Roger A. Chaufournier

Ford Foundation Meeting on Inflation in Latin America

I discussed Mr. Thomas's request with Messrs. Adler, Alter and Iverson. I understand that invitations to attend the meeting are extended to individuals and not to representatives of organizations. Thus, the question of whether or not Mr. Thomas should represent the Bank does not arise. A suggestion that Mr. Thomas be invited was made to the organizers of the meeting, to Mr. Schwarz through Gerry Alter and to Mr. Ruggles through John Adler. There is no need to inform Mr. Thomas of this action, as it would prove embarrassing to him if no invitation were to be extended after all.

Mr. Iverson agrees we should pay for the cost of Mr. Thomas's travel to Rio. We should, therefore, wait until we know that Mr. Thomas has been invited to inform him of our decision to pay for his trip.

RACHaufournier/djn

c.c.: Messrs. Adler
Alter
Iverson

Liam Ford Foundation

August 8, 1962

Mr. Joseph M. McDaniel, Jr.
Secretary
The Ford Foundation
477 Madison Avenue
New York 22, N. Y.

Dear Mac:

Thank you for your letters of July 9th
and July 27th and for the copies of The Dag
Hammar skjold Library and The Ford Foundation
in the 1960s.

I am very glad to have these volumes
and they are indeed beautifully done. They
will make fine additions to my collection.

With best regards,

Sincerely yours,

(Signed) Eugene R. Black

Eugene R. Black

JVR:mel

Liaison Ford Foundation

THE FORD FOUNDATION

477 MADISON AVENUE

NEW YORK 22, N. Y.

JOSEPH M. McDANIEL, JR.
SECRETARY

July 27, 1962

Mr. Eugene R. Black
President
International Bank for Reconstruction
and Development
1818 "H" Street, N.W.
Washington, D. C.

Dear Mr. Black:

I thought you would be interested
in adding to your library this bound copy of
"The Ford Foundation in the 1960s."

Sincerely,

Lucas

Liaison Ford Foundation

THE FORD FOUNDATION

477 MADISON AVENUE
NEW YORK 22, N. Y.

JOSEPH M. McDANIEL, JR.
SECRETARY

July 9, 1962

Mr. Eugene R. Black
President
International Bank for Reconstruction
and Development
1818 "H" Street, N. W.
Washington, D. C.

Dear Mr. Black:

Mr. Andrew W. Cordier has provided copies
of the final and official publication on the Dag
Hammaraskjold Library and I am attaching one
for your files.

Sincerely,


Secretary

Far East Foundation
NL
Mr. Edelman
File

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

OVERSEAS DEVELOPMENT PROGRAM
SOUTH AND SOUTHEAST ASIA

June 18, 1962

Mr. Ian P. Cargill
Department of Operations - Far East
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington 25, D. C.

Dear Mr. Cargill:

I should like to thank you and Mr. Edelman for the time and information you gave me during my visit to Washington last week. Thank you also for arranging for me to see Mr. Takahashi.

It was a pleasure seeing you again, and I appreciate your consideration in taking time off from what I am sure was a typical Washington schedule.

Sincerely yours,

Richard W. Dye
Richard W. Dye
Program Assistant

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

1) Mr. Schmidt
2) Mr. Jones
3) Mr. Liles
Ford Foundation

OVERSEAS DEVELOPMENT PROGRAM
LATIN AMERICA AND CARIBBEAN

December 20, 1961

Mr. William Diamond
International Bank for
Reconstruction and Development
Washington, D. C.

Dear Bill:

Just a note to say thanks very much for the excellent review of both the World Bank and also your other "competitors" on the Latin American scene. I recognize that these are not in a true sense "competitive" but every now and then my banking background pops out.

I have written to the Johns Hopkins Press for the several economic surveys which the Bank has conducted in Latin America, and also for a copy of your book on development banks. The latter is particularly intriguing to me and I hope that we may have the occasion to discuss these interesting developments further at some future time.

When you next come to Latin America, please don't miss Buenos Aires. Although we do not have an office there now, my home address is 1266 Emilio Mitre Street, Martinez, Buenos Aires, and my telephone number is 7923646.

With warm personal regards,


Verne S. Atwater
Associate Director

Finian Ford Foundation
Free

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

OFFICE OF REPORTS

December 18, 1961

Mr. Harold Graves
Director of Information
International Bank for Reconstruction
and Development
1818 H Street N.W.
Washington 25, D.C.

Dear Harold:

I am sending you under separate cover a copy of a new booklet, "Roots of Change," dealing with the Ford Foundation's program in India.

The booklet describes in informal terms some of the problems involved in economic and social development. I hope you will find it of interest.

Best wishes for the New Year.

Sincerely,

Willard J. Hertz
Willard J. Hertz

WJH:rm

Linn The Ford Foundation

December 8, 1961

Dear Mr. Dye:

I am very glad to have had the opportunity to meet you in Washington last week. I have put your name on the list to receive everything that the Bank and its affiliates issue to the public, and I am hoping that we may have the opportunity to talk face to face now and then.

Sincerely yours,

Harold N. Graves, Jr.
Director of Information

Mr. Richard W. Dye
Program Assistant
The Ford Foundation
477 Madison Avenue
New York 22
New York

HNG/js

Liaison Ford Foundation

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

OVERSEAS DEVELOPMENT PROGRAM
SOUTH AND SOUTHEAST ASIA

December 7, 1961

Mr. Howard Tolley
International Bank for Reconstruction
and Development
1818 H Street, N. W.
Washington 25, D. C.

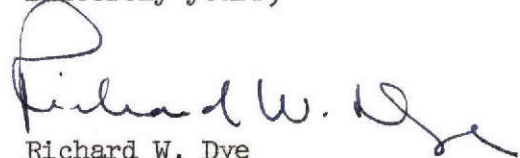
Dear Mr. Tolley:

Both Mr. Wilhelm and I want to express our appreciation for the time and information which you gave us during our recent visit to your office. It was a pleasure meeting you and exchanging views on the many matters of mutual concern.

I am enclosing for your further information an extract from the Ford Foundation 1960 Annual Report concerning the Foundation's overseas development activities. When the 1961 Report becomes available, I shall see that you receive a copy.

If there is any additional information which we can provide, please let me know.

Sincerely yours,



Richard W. Dye
Program Assistant

Enclosure

Liaison The Ford Foundation

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

OVERSEAS DEVELOPMENT PROGRAM
SOUTH AND SOUTHEAST ASIA

December 5, 1961

Mr. Harold N. Graves, Jr.
Director of Information
International Bank for Reconstruction
and Development
1818 H Street, N. W.
Washington, D. C.

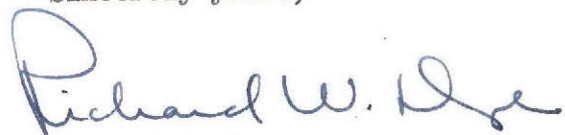
Dear Mr. Graves:

I should like to express my appreciation for the time and information which you gave me in the course of my visit to Washington last week. Also it was a pleasure meeting you, and I am more certain than ever that it is necessary that we keep in closer touch with each other.

I want to thank you also for your offer of assistance in obtaining and providing additional information, publications and names of key individuals ^(telephone book) in your program. As I indicated during our meeting the other day, we are interested in such things as economic development plans and organization, the state of the education system, administrative problems of development, and other information in the fields in which the Ford Foundation might be interested. To repeat, these fields might include economic planning and administration, higher education, management, population, urban development, law and linguistics. We are anxious also to identify those worthwhile projects which will have regional impact.

If there is any further information which I can provide you on the activities of the Ford Foundation in overseas development, please let me know. I look forward to an early opportunity of seeing you again.

Sincerely yours,


Richard W. Dye
Program Assistant

*M. L. for everything
& letter back to HNG*

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ack Dec 8

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1961 DEC -6 AM 10:30

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FROM: [illegible]

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U.S. GOVERNMENT PRINTING OFFICE

THE FOOD POLITICAL ON

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

OFFICE MEMORANDUM

TO: Mr. Black, Sir William Iliff, Mr. Knapp
FROM: Richard H. Demuth
SUBJECT: Meeting with Ford Foundation Officials

DATE: December 4, 1961

DEC 4 REC'D

On November 7 I sent you a memorandum about a meeting of Ford Foundation and Bank officials scheduled for Tuesday, December 5. I have since been advised that Messrs. Stone and Morrill will not be coming and that Ford will now be represented by the following people:

F. F. Hill, Vice President for Overseas Activities;
Joseph E. Slater, Associate Director of International Affairs Program;
F. Champion Ward, Director of the Near East and African Program;
Verne S. Atwater, Director-designate of Latin American Program (effective a year hence);
George Gant, Director of the South and Southeast Asia Program.

Mr. Atwater will replace Mr. Morrill at the 11:00-1:00 meeting with Mr. Schmidt and his staff, while Mr. Slater will probably participate with Mr. Hill in some of the regional meetings.

cc: Messrs. Cargill
Cope
Rucinski
Schmidt/Diamond

November 21, 1961

Dear Mr. Dye:

Thank you very much for your letters of November 15, addressed to Mr. Holmes and me. I will be very glad to see you during the week of the 27th, and to talk with you about both the Bank and the International Finance Corporation (which Mr. Holmes has recently left). Some of us are wondering, however, how your visit would relate to a visit we are to have in the following week from a number of Ford Foundation officials who are associated with the Overseas Development Program.

Sincerely yours,

Harold N. Graves, Jr.
Director of Information

Mr. Richard W. Dye
Program Assistant
Overseas Development Program
The Ford Foundation
477 Madison Avenue
New York 22
New York

HNG:ap

November 17, 1961

Dear Mr. Wilhelm:

Thank you for your letter of November 15 telling of your forthcoming visit to Washington. It will be a pleasure to see you again and I shall be glad to arrange for you and Mr. Dye to meet other persons in the Bank who are concerned with South East Asia.

I shall be expecting a telephone call when you reach Washington on November 27.

Sincerely yours,

Howard E. Tolley
Department of Operations - Far East

Mr. Harry E. Wilhelm
Program Associate
The Ford Foundation
477 Madison Avenue
New York 22, N.Y.

HET
HETolley:mp

*7 cc Liaison Ford Foundation
12/22/61*

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

NOV 20 REC'D

F. F. HILL
VICE PRESIDENT

Gunn

November 16, 1961

Mr. Eugene R. Black
President, International Bank for
Reconstruction and Development
Washington 25, D. C.

*12/1/61 ERB regretted by
telephone to Mr. Hill*

Dear Mr. Black:

In the summer of 1959, there was held in Turkey what came to be known as the "Kilyos Conference." This Conference was sponsored by the Columbia-Michigan-University of Istanbul project in international law which in turn was supported by the Ford Foundation. It dealt with the relationship of administrative and public law to Turkish business, economic development and international trade.

The Conference by all accounts, Turkish as well as American, was an outstanding success. Credit was in part due to good planning and the timeliness of the topics chosen for discussion. But more important than either of these was the opportunity given by the Conference for leading Turks to discuss, in an atmosphere of intellectual freedom, a range of problems of great concern to the development of Turkey. Appreciation of this experience was so strong following the Conference that wide-spread interest was expressed in creating some institutional means whereby such conferences might be continued.

In June of this year, the Foundation made a small grant to enable a group of prominent university and business men who had been associated with the 1959 Kilyos Conference to investigate the feasibility of establishing a permanent "conference board." This group, sponsored by the Turkish-American Education Association, recommended the establishment of a non-profit, non-political association under Turkish law to be called the "Economic and Social Studies Conference Board." It is contemplated that the Board will consist of perhaps fifty or sixty persons prominent in Turkish business, university and government life. A series of annual summer conferences is planned. The first three conferences are to be devoted to the general topic of "The Problems of Economic Growth and the Lessons of the Turkish Experience." The first conference, scheduled for the summer of 1962, will concentrate on "Problems of Capital Formation and Investment."

The group is working hard to build into its conferences the features that seem to have made the Kilyos Conference of 1959 the success it was. Each conference will run for three weeks, with different topics and varying participants each week. Most of the

Mr. Eugene R. Black

Page Two

November 16, 1961

participants will be Turkish, with some representation from the Middle and Far East and from the West. Some of the participants will be invited to prepare working papers which will be translated and distributed in advance so that meetings can be devoted entirely to discussion. Four competent persons from the West will attend the conference throughout its duration and act as discussion leaders. To promote an informal climate and intimate discussion of the issues at hand, the conferences will be of the "Arden House" type, i.e., held at some isolated location in pleasant surroundings.

The Turkish group are confident that the Conference Board can ultimately become self-supporting, but feel that two or three successful conferences will be necessary to stimulate sufficient local contributions to reach this goal. Estimated conference and administrative costs for three years are placed at \$150,000. The Foundation recently made a \$75,000 grant to be paid in decreasing installments of \$35,000, \$25,000 and \$15,000 to help get the Board's operations under way. The Board has committed itself to raise the balance locally.

Eugene Northrop, the Foundation's Representative in Turkey, has warmly encouraged this Turkish effort from the start. Basing his judgment on two things, namely, the impact of the first Kilyos Conference and confidence in the energy and integrity of the Turks associated with the project, he is convinced that the Board has an excellent chance of being successful both in meeting its commitments and achieving a distinguished place for itself in the intellectual life of Turkey.

To get their first annual conference off to a flying start, the Turks would very much like to have you deliver the keynote address at the opening of the conference. They are hesitant to approach you directly, fearing that you might not be able to accept and not wishing to be in the position of having issued an invitation and receiving what might be interpreted locally as a turn-down. Gene Northrop discussed this matter with me last month at our Foundation Representatives' meeting in Rome, and I agreed to take it up with you. I am enclosing a letter from Northrop to you, which I agreed to deliver, that is self-explanatory.

Both Northrop and I are fully aware of the many demands upon your time as are the Turks. We ventured to write you for one reason: It seems to us quite important that we encourage at every opportunity organizations of leading business, professional and university people deeply concerned with and interested in discussing some of the fundamental issues confronting their countries. Although action does not ordinarily stem directly from such meetings, their long-term effects are often quite important. Hence, our decision to back financially the Turkish Economic and Social Studies Conference Board and to raise with you the question of whether you might be able and willing to deliver the keynote address at the opening session. If you can, I am sure it

THE FORD FOUNDATION

Mr. Eugene R. Black

Page Three

November 16, 1961

would be highly useful and sincerely appreciated. I recognize, of course, that this may be entirely out of the question.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "F. F. Hill", written over the typed name.

F. F. Hill

Liaison Ford Foundation

THE FORD FOUNDATION

477 MADISON AVENUE

NEW YORK 22, N. Y.

OVERSEAS DEVELOPMENT PROGRAM
SOUTH AND SOUTHEAST ASIA

November 15, 1961

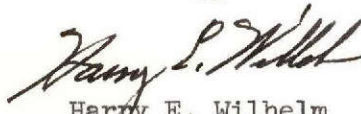
Mr. Howard Tolley
International Bank for Reconstruction & Development
1818 "H" Street
Washington, D. C.

Dear Mr. Tolley:

You may recall that we talked together on several occasions while you were visiting Rangoon and while I was there as The Ford Foundation's assistant representative. I plan to be in Washington for several days beginning November 27 to talk with a number of agencies about the Foundation's activities in Southeast Asia. If you will be available then, I would like to take the opportunity to bring myself up to date on the Bank's work in Burma and to meet those of your associates who are also concerned with Southeast Asia. Mr. Richard Dye, another member of the Foundation's staff, will accompany me.

I will telephone your office on Monday, the 27th, to arrange a time when we may talk.

Cordially,


Harry E. Wilhelm
Program Associate

ack nov 17

Liaison Ford Foundation

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

OVERSEAS DEVELOPMENT PROGRAM
SOUTH AND SOUTHEAST ASIA

November 15, 1961

Mr. Harold N. Graves, Jr.
Director of Information
International Bank for Reconstruction
and Development
1818 H Street, N. W.
Washington, D. C.

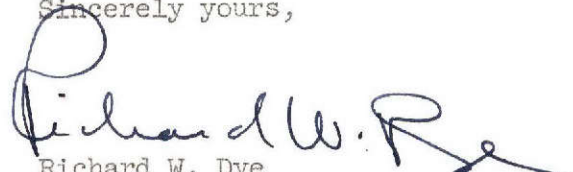
Dear Mr. Graves:

The South and Southeast Asia Program of the Ford Foundation for some years has been carrying on a program of technical assistance to selected countries and institutions in Asia. In this work, we have felt the lack of completely adequate information on the activities and interests of the international lending agencies.

I am sure that you will agree with me when I say that it is now more important than ever, with sources of assistance to the developing countries growing more numerous and varied, that there be a regular and full exchange of relevant information.

I am writing this letter to inform you that I plan to be in Washington the week of November 27th, and would like at that time to meet with you to discuss this problem. If this does not present any difficulty, I shall plan to telephone your office early in the week to arrange an appointment.

Sincerely yours,


Richard W. Dye
Program Assistant

7.7.120]
Shap []
Du. 5 a

ack Nov 21

Room 216

Liaison Ford Foundation

~~1 MR GRAVES~~

~~2 MR MORRIS~~

3 GENERAL
FILE

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

OVERSEAS DEVELOPMENT PROGRAM
SOUTH AND SOUTHEAST ASIA

November 15, 1961

Mr. Jentry S. Holmes
Public Affairs Officer
International Finance Corporation
1818 H Street, N. W.
Washington, D. C.

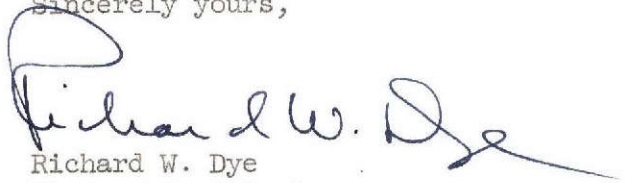
Dear Mr. Holmes:

The South and Southeast Asia Program of the Ford Foundation for some years has been carrying on a program of technical assistance to selected countries and institutions in Asia. In this work, we have felt the lack of completely adequate information on the activities and interests of the international lending agencies.

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Sincerely yours,


Richard W. Dye
Program Assistant

ack Nov 21

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

TAL
2-Ford Found,
NOV 7 REC'D

OFFICE MEMORANDUM

TO: Mr. Black, Sir William Iliff, Mr. Knapp
FROM: Richard H. Demuth
SUBJECT: Meeting with Ford Foundation Officials

DATE: November 7, 1961

I have been in communication with George Gant about the meeting with Ford Foundation officials here in Washington now scheduled for Tuesday, December 5. The Ford people coming are:

F. F. Hill, Vice President for Overseas Activities;
Shepard Stone, Director of International Affairs;
F. Champion Ward, Director of the Middle East and African Program;
Louis Morrill, Director of the Latin American Program;
George Gant, Director of the South and Southeast Asia Program.

These gentlemen will assemble in my office at 10:00 a.m. I have suggested, and they have agreed, that we should have a general meeting with the Vice Presidents and the Area Department Heads running from, say, 10:05 until 11:00. Mr. Gant tells me that the Foundation has decided to embark on several new programs and at the morning general meeting Mr. Hill will be prepared to describe this "new look" in the Foundation's overseas activities.

After the general meeting, it is proposed to have a series of regional meetings with the Area Department Directors. Since the Foundation's geographical areas differ from ours, I would suggest the following schedule:

1. Mr. Morrill to meet with Mr. Schmidt and members of his department - 11:00 a.m.-1:00 p.m.;
2. Mr. Gant to meet with Mr. Rucinski and members of his department - 11:00 a.m.-12:00 p.m.;
3. Mr. Gant to meet with Mr. Cargill and members of his department - 12:00 p.m.-1:00 p.m. (note: if necessary, this meeting could be put off until the afternoon);
4. Mr. Ward to meet with Mr. Cope and members of his department - 11:00 a.m.-12:00 p.m.;
5. Mr. Ward to meet with Mr. Rucinski and members of his Department - 12:00 p.m.-1:00 p.m. (note: if necessary, this meeting could be put off until the afternoon).

Presumably Messrs. Hill and Stone will join in on some of these regional meetings.

To: Mr. Black, Sir William Iliff, Mr. Knapp

November 7, 1961

I propose that, following these regional meetings, we resume the general discussion at lunch, at which I hope that Mr. Black will be host. With all members of the management, our Ford guests, the Area Directors, Mr. Wilson and myself, this would amount to 14 people.

cc: Messrs. Cargill
Cope
Rucinski
Schmidt
Wilson

Liaison
Ford Foundation

THE FORD FOUNDATION

RECEIVED

MİTHATPAŞA CADDESİ 63/1
YENİŞEHİR, ANKARA, TURKEY

TELEPHONE: 12 09 08
CABLE: FORDTÜRK, ANKARA

THE FORD FOUNDATION
RECORDS CENTER

27 October 1961

Mr. Eugene R. Black
The Ford Foundation
477 Madison Avenue
New York 22, N. Y.

Dear Mr. Black:

I am taking the liberty of writing you this informal and off-the-record inquiry in behalf of the Economic and Social Studies Conference Board of Turkey.

The Conference Board has just been established with the help of the Foundation. It is a happy consequence of a conference of the "Arden House" type sponsored in the summer of 1959 as part of an earlier Foundation-supported project. This conference brought together leading Turks and a few foreigners from business, government, and universities for what appears to have been their first relaxed and intimate discussions of problems important to the development of Turkey. Its outstanding success led several prominent businessmen to consider the possibility of institutionalizing annual conferences of the same kind on a variety of topics. Establishment of the Economic and Social Studies Conference Board emerged from their thinking with encouragement from the Foundation, which has agreed to bear half the costs of the operation for the first three years, during which it expected to become self-supporting.

The founding fathers of the organization have worked hard to outline a program for the 1962 Conference, which is to be on the subject, "Problems of Capital Formation and Investment in Industry." A copy of the results of their labors is enclosed. They are now engaged in selecting three Western experts - American and Europeans - who will attend the Conference throughout the three weeks, each of them to take charge of the discussion during one of the weeks. Their greatest problem, however, appears to be the selection of a fourth person to deliver the keynote address at the opening of the Conference. For this purpose they are anxious to have a distinguished person with international standing, feeling quite naturally that only such a person can establish the tone of the conference at the level to which they aspire.

27 October 1961

Their choice is a unanimous one. It is Eugene R. Black, whom they are reluctant to approach formally for fear of being regarded as impertinent.

If I do not share their fears, it is because I have known and worked intimately with the people concerned for some time, and have tremendous respect for them and the role they can play in Turkey. And Turkey is important, for reasons I need not delineate to you. I am therefore making so bold as to inquire myself whether you can and would be willing to accept an invitation from the Conference Board to be their keynote speaker on Sunday evening, 5 August 1962. Incidentally, the location of the Conference has yet to be determined, but it will be somewhere in the vicinity of Istanbul.

Personally, I earnestly hope that you will find it possible to give me an affirmative reply to this informal inquiry. If so, I shall be pleased to relay the good tidings to the Conference Board, in the expectation that they would then approach you formally. I am sure they would want you to continue in attendance at the Conference for as much of the three weeks as you can, though I am equally sure they would be resigned to your departure after the first day or so.

I am taking the further liberty of sending this letter to you by way of Mr. F. F. Hill, who will be able to give you further information about the Conference Board and our interest in it, and who will, I hope, be willing to add his persuasiveness to my own.

Sincerely yours,



E. P. Northrop
Representative in Turkey

EPN:em

1962 CONFERENCE

PROBLEMS OF CAPITAL FORMATION AND INVESTMENT IN INDUSTRY

Keynote Address: Importance of Capital Formation to Industrial Development

August 5 (Sunday Night)

First Week: CHANNELING DOMESTIC RESOURCES INTO INDUSTRIAL INVESTMENT

August 6-10 1) Development of Entrepreneurs - The Profit Motive
and Responsibilities of the Private Investor

2) Marshaling of Capital by the State and Direct Investment in Industry

3) Industrial Credit Institutions

Second Week: FOREIGN ASSISTANCE IN INDUSTRIALIZATION

August 13-17 1) Need for Foreign Assistance - Imports of Capital
Equipment, Export Limitations, and the Balance of
Payments

2) Public Foreign Funds - Sources of Bilateral and Multilateral Aid and their Effectiveness.

3) Foreign Private Investment - Conditions and Incentives,
National Sensitivities

Third Week: ECONOMIC PLANNING AND CAPITAL INVESTMENT

August 20-25 1) Effects of Population Growth on Development of
Industry and the National Income

2) Relation of Agricultural Development to Industrial Investment

3) Avoiding Inflation and Misdirection of Investment

4) Government Economic Policies - Inducements for Capital Formation and Investment in Industry

PROGRAM OF THE FIRST CONFERENCE

AUGUST 1962

PROBLEMS OF CAPITAL FORMATION AND INVESTMENT IN INDUSTRY

Sunday, August 5 - Group gathers at Hotel
Sunday Evening - Dinner for all Participants
Keynote Address - Importance of Capital Formation to
Industrial Development

First Week:

Monday, August 6: General-Availability of Resources for Investment
in Industry - International Experience

Tuesday, August 7: Development of Entrepreneurs

Wednesday, August 8: Marshaling of Capital by the State and Direct
Investment in Industry

Thursday, August 9: Industrial Credit Institutions - The Industrial
Development Bank of Turkey

Friday, August 10: General Discussion on Domestic Sources of Capital

Saturday and Sunday
August 11-12 Free (Sightseeing available)

Second Week:

Monday, August 13: General-Foreign Assistance in Industrialization
International Experience

Tuesday, August 14: Need for Foreign Assistance in Industrialization
Imports of Capital Equipment, Export Limitation
Balance of Payments Difficulties

Wednesday, August 15: Public Foreign Funds - Bilateral and Multilateral
Aid - Sources and Effectiveness

Thursday, August 16: Foreign Private Investment

Friday, August 17: General Discussion of Foreign Assistance and
Investment

Saturday and Sunday
August 18-19: Free (Sightseeing Available)

Third Week:

- Monday, August 20: General-Economic Planning and Capital Investment
International Experience
- Tuesday, August 21: Effects of Population Growth on Industrial
Development and the National Income
- Wednesday, August 22: Relation of Agricultural Development to
Industrial Investment
- Thursday, August 23: Avoiding Inflations and Misdirection of Investment
- Friday, August 24: Government Economic Policies - Inducements for
Capital Formation and Investment in
Industry
- Saturday, August 25: General Discussion of Economic Planning and
Capital Investment in Industry
- Saturday Evening Dinner: Summary Address on Significance of
Conference
-

Liaison Ford Foundation

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

F. F. HILL
VICE PRESIDENT

October 17, 1961

Mr. Richard H. Demuth, Director
Technical Assistance and Planning Staff
International Bank for Reconstruction
and Development
1818 H Street N.W.
Washington 25, D.C.

Dear Dick:

I have checked with my associates and Wednesday, December 6, is satisfactory to all of us for the meeting in Washington with you and your colleagues. When convenient, would you drop me a note indicating the time and place.

Sincerely yours,

F. F. Hill lak

F. F. Hill

Ford Foundation

October 16, 1961

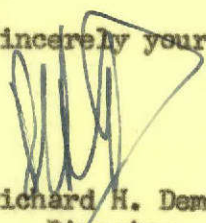
Mr. F. Champion Ward, Director
Overseas Development Program
Near East and Africa
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Champ:

Many thanks for your letter of October 11 about the Zacharias seminar last summer. The ideas that emerged from that seminar look interesting to me and fit in well with similar discussions I had with the UNESCO people in Paris a couple of weeks ago. Despite what I am told about Zacharias' rather disdainful attitude toward UNESCO, I hope to get him together with McCune, UNESCO's Director of Education, and see what emerges. There is a field here which I am sure is worth exploring.

With best regards,

Sincerely yours,


Richard H. Demuth
Director

Technical Assistance and Planning Staff

RHD:tf

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

1. M. M. Ford Ford letter
2. M. Stevenson
3. General Files

OVERSEAS DEVELOPMENT PROGRAM
SOUTH AND SOUTHEAST ASIA

October 13, 1961

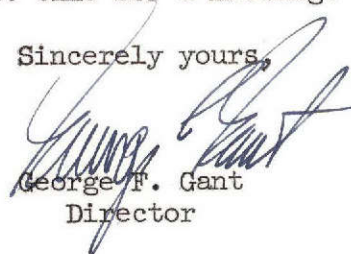
Mr. E. Peter Wright
Department of Operations
South Asia and Middle East
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington 25, D.C.

Dear Mr. Wright:

I thank you kindly for your letter of October 10 about the prospect of the Bank's participation in the financing of a feasibility study of a new crossing over the Hooghly at Calcutta.

Your letter came in time for me to take it with me to Rome this week-end where I will see Dr. Douglas Ensminger, our Representative in India. He will be coming to the States after the meetings in Rome -- that is, about October 23 -- and I will ask him to get in touch with you about a mutually convenient time for a meeting.

Sincerely yours,


George F. Gant
Director

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

Ford Foundation

Repey

OVERSEAS DEVELOPMENT PROGRAM
NEAR EAST AND AFRICA

October 11, 1961

Mr. Richard H. Demuth
International Bank for
Reconstruction and Development
1818 H Street, N.W.
Washington 25, D.C.

Dear Dick:

George Gant tells me that you are interested in the plans that developed as a result of the seminar on African education held at MIT last summer. Frank Sutton and I spent two days there and came away feeling that a considerable amount of energy and intellectual power might now be harnessed, if Zacharias is successful in finding support for the proposed International Educational Services Institute which he wants to set up. For details of what came out of the conference, both projects in particular subjects and the proposal for an International Educational Services Institute, you may wish to consult the report of the seminar, which I am mailing to you separately. In my view, this could be a resource for educational planning and experiment of the kind we discussed with you when you visited us in New York recently.

Sincerely yours,

Champion

F. Champion Ward
Director

ack Oct. 16

October 6, 1961

Mr. F. F. Hill, Vice President
Ford Foundation
477 Madison Avenue
New York 21, New York

Dear Frosty:

Having just returned from our Annual Meeting in Vienna and a short trip in Western Europe thereafter, I want to let you know that, so far as we are concerned, the date of December 6 for a visit by you and your colleagues to the Bank is entirely agreeable. I hope that this date is still satisfactory from your standpoint.

With best regards,

Sincerely yours,

Richard H. Demuth
Director
Technical Assistance and Planning Staff

RHD:tf

ack Oct. 17

September 5, 1961

Mr. F. F. Hill, Vice President
Ford Foundation
477 Madison Avenue
New York 21, New York

Dear Frosty:

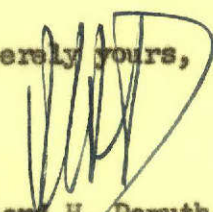
Just a line to tell you how much I enjoyed and benefited from our meeting last Friday. My sincere thanks to you and your colleagues for giving me so much time and so many thoughtful suggestions.

As requested at the meeting, I am enclosing a list of Bank staff assignments indicating the officers who are in charge of our relationships with our various member countries.

I have not yet had an opportunity to check with the management our tentative date for meeting in Washington on December 6 but I will do so shortly and will then write you again.

With best regards,

Sincerely yours,



Richard H. Demuth
Director

Technical Assistance and Planning Staff

Enc.

RHD:tf

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

ROUTING SLIP		Date September 6, 1961	
NAME		ROOM NO.	
1. Sir William Iliff		1212	
2. Mr. Knapp		1212	
<i>See Demuth</i>			
<i>Files</i>			
	To Handle		Note and File
	Appropriate Disposition		Note and Return
	Approval		Prepare Reply
	Comment		Per Our Conversation
	Full Report		Recommendation
	Information		Signature
	Initial		Send On
REMARKS			
<i>Not all right to Jan as I am concerned. hst.</i> <i>OK by me</i> <i>Jan</i>			
From Richard H. Demuth			

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

Ford Foundation

OFFICE MEMORANDUM

TO: Sir William Iliff
Mr. Knapp

FROM: Richard H. Demuth

SUBJECT: Exchange of Information between Bank/IDA and Ford Foundation

DATE: September 5, 1961

Before Mr. Black left for Europe, he had dinner with Henry Heald, President of the Ford Foundation, during the course of which they discussed the Foundation's activities in the field of development programming assistance and agreed upon the desirability of full exchange of information between the Bank/IDA and the Foundation. It was agreed that Mr. F. F. Hill, Vice President of the Foundation, and I should explore this matter, with a view to arranging a meeting between officials of the Foundation's Area Programs and officials of our Area Operating Departments.

Last Friday, following a meeting which I had with Mr. Hill and his principal associates on the subject of education, we touched briefly on the issue of Bank-Foundation relationships in the general area of development assistance. Both Mr. Gant and Mr. Ward, the two principal Area Program Directors present, said that existing arrangements for the exchange of information were adequate, so far as they were aware, and that they touched base with our people whenever proposals came to them in which they believed the Bank/IDA would have an interest. Some probing revealed, however, that their contacts with Bank staff were limited to a relatively few officers. I felt that it might be useful, and in accord with Mr. Black's wishes as I understood them, to arrange for a meeting at which the Foundation officials might meet a broader group of our Area officers and at which there could be a full exchange of information between both parties concerning activities of mutual interest. Accordingly, I suggested that Mr. Hill and his three principal Area Program Directors come to Washington early in December for a full day's series of meetings with Bank officials. This suggestion was warmly received and a tentative date of Wednesday, December 6, was set, subject to checking at Bank/IDA headquarters. If you agree with this, I would like to write Mr. Hill confirming the tentative date.

Laurin Ford Foundation

April 12, 1961

W. Hugh Walker
Ford Foundation
P.O. Box 3279
Beirut, Lebanon

Dear Hugh:

I returned from a trip to Kenya to find your letter of March 16. Both Kathryn and I were sorry to learn of you breaking your knee. You have our best wishes for a rapid recovery.

My colleagues here in the Bank keep me posted to a greater or lesser extent on developments in the Middle East but I do look forward, when you are next in Washington or when I pass through Beirut at some future date, to a first-hand account from you.

Our best regards to the Walkers and everyone in the office.

Sincerely yours,

Kenneth R. Iverson
Assistant Director
Technical Assistance and Planning Staff

KRI:fph

March 10, 1961

Dear Mr. Magat:

There is an editor in Northern Nigeria who is convinced that the overseas missions of the Ford Foundation are simply a means to prepare the world overseas to American commercial penetration. (What put this notion in her mind was the arrival of Carroll Wilson in Kano a couple of weeks ago.) Her name is Suzanne Cronje; she is the editor of African Horizon, an interesting and lively quarterly magazine; and, since I wasn't able to talk her out of her delusion, I hope you will think it worth while to air-mail her a copy of your most recent Annual Report. Her address is:

Mrs. Suzanne Cronje
African Horizon
Gaskiya Corporation
Zaria
Nigeria.

Mrs. Cronje, incidentally, is not an African but a European.

Sincerely yours,

Harold N. Graves, Jr.
Director of Information

Mr. Richard Magat
Ford Foundation
477 Madison Avenue
New York 22
New York

HNG:ap

Lease The Foundation

THE FORD FOUNDATION

477 MADISON AVENUE

NEW YORK 22, N. Y.

OVERSEAS DEVELOPMENT PROGRAM
SOUTH AND SOUTHEAST ASIA

December 30, 1960

Mr. J. Burke Knapp
Vice President
International Bank for Reconstruction
and Development
Washington 25, D. C.

Dear Burke:

Thank you very much for your letter of
December 27, 1960 and the invitation to visit
you on Wednesday, January 4.

I shall be delighted to be there and
to have lunch with you.

Sincerely yours,



Robert E. Culbertson
Program Associate

RECEIVED
BANK MAIL RUD.
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ROUTING SLIP

Date

December 27

OFFICE OF THE PRESIDENT

NAME	ROOM NO.
MR. ALDEWEGRELO Mr. Demuth	506
Mr. Stevenson <i>AS</i>	600
Mr. Wright <i>EMW</i>	602
Mr. Hoffman	EDI
General Files	P-106
Action	Note and File
Approval	Note and Return
Comment	Prepare Reply
Full Report	Previous Papers
Information	Recommendation
Initial	Signature

Remarks

Luncheon: Dining Room (^A), 1:00 p.m.,
Wednesday, January 4th.

From

J. Burke Knapp *JBK*

Laura Ford Foundation

December 27, 1960

Dear Bob:

Thanks very much for your letter of December 23. Please plan to come in and have lunch with us on Wednesday, January 4. I shall get a group together to talk with you about Calcutta.

With best regards,

Sincerely yours,

J. Burke Knapp
Vice President

Mr. Robert E. Culbertson
Program Associate
The Ford Foundation
477 Madison Avenue
New York 22
New York

JBK/js



ack Dec 30

THE FORD FOUNDATION

477 MADISON AVENUE

NEW YORK 22, N. Y.

OVERSEAS DEVELOPMENT PROGRAM
SOUTH AND SOUTHEAST ASIA

December 23, 1960

Mr. Burke Knapp, Vice President
International Bank for Reconstruction and Development
1818 "H" Street
Washington, D. C.

Dear Burke:

As you have perhaps heard from Michael Hoffman and Stuart Mason, we are deeply involved in the plans for assisting Calcutta with its urban rehabilitation and development program. We have been asked by the Chief Minister of West Bengal, after clearance with Mr. Nehru, to finance the provision of a team of town planners who would develop the master plan on the basis of which the development program would proceed.

I am anxious to see you about this because of the great importance of the policy issues involved. In the first place, we believe that one or more of the agencies to provide the major foreign financial support should, ideally, sponsor the master plan as well. The Ford Foundation will not be able to provide capital support and is, hence, not one of the agencies I have just referred to. Secondly, should it not be possible for the World Bank, which would be the logical choice, to sponsor the costs of developing the master plan, the Foundation would be inclined to consider doing so favorably, provided:

1. IBRD, IDA, ICA, etc. wanted us to do so.
2. There is some assurance that if we were to help develop the master plan, financing for its implementation would be available.
3. The IBRD, or IDA and ICA approved the choice of foreign consultants to develop the plan.
4. The IBRD, IDA, ICA, etc. would be willing to indicate in the first instance what subject areas would have to be developed adequately in the plan to meet their requirement for consideration.

I am planning to come to Washington for most of the week of the 2nd of January; that is, I will be coming down on the 3rd. If it were

ack Dec 27

Mr. Burke Knapp

-2-

December 23, 1960

convenient, I should very much appreciate an opportunity to talk with you regarding these problems. If some time that week is not convenient, could you let me know when would be a good time?

Sincerely yours,

A handwritten signature in blue ink that appears to read "Bob".

Robert E. Culbertson
Program Associate

*Merry Christmas to you, Hilary &
the children.*

ROUTING SLIP		Date	April 1560
NAME		ROOM NO.	
Mr. J. Burke Knapp			
.. R.H. Demaree		306	
Files		P-100	
	Action		Note and File
	Appropriate Disposition		Note and Return
	Approval		Prepare Reply
	Comment		Per Our Conversation
	Full Report		Recommendation
X	Information		Signature
	Initial		To Handle
REMARKS			
			
From			

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

OFFICE MEMORANDUM

TO: Mr. S. R. Cope

DATE: April 15, 1960

FROM: A. M. Kamarck *awb*

SUBJECT: Mr. Champion Ward

You might wish to mention to Mr. Knapp and Mr. Demuth that Mr. Champion Ward of the Ford Foundation is planning to come to Washington in May. He will be writing Mr. Knapp, I believe, for an appointment. He told me that he is much preoccupied with the great demand on them for people to help the governments of the Near East and Africa on economic matters and that he wants to discuss this problem with the Bank. He feels, and he is undoubtedly right, that this will be a very rapidly growing problem in Africa.

ROUTING SLIP

Date

April 18

OFFICE OF THE PRESIDENT

NAME

ROOM NO.

~~Mr. Demuth~~

~~506~~

~~Mr. Lejeune~~

813

yes, thank
you

~~Mr. Knapp~~

Action

Note and File

Approval

Note and Return

Comment

Prepare Reply

Full Report

Previous Papers

Information

Recommendation

Initial

Signature

Remarks

Would you like to join?

N. Burke Knapp

From

Learson Ford Ltd
(H)

April 18, 1960

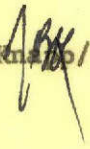
Dear Mr. Ward:

✓ Thanks for your letter of
April 14. I should be delighted to see you
on May 3 at 9:30 a.m., and I shall ask
Mr. Demuth and other interested parties to
join us.

Sincerely yours,

J. Burke Knapp
Vice President

Mr. F. Champion Ward
Director, Overseas Development Program
The Ford Foundation
477 Madison Ave
New York 22, N.Y.

JBKnapp/jb

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

OVERSEAS DEVELOPMENT PROGRAM
NEAR EAST AND AFRICA

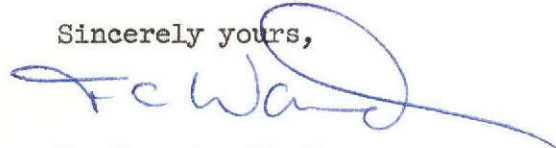
April 14, 1960

Mr. J. Burke Knapp
Vice President
International Bank for
Reconstruction and Development
1818 - H Street
Washington 25, D. C.

Dear Mr. Knapp:

I'm planning to be in Washington on May third and would like very much to wait upon you briefly at 9:30 AM, if that would be convenient for you. I'd like to talk over several Near Eastern matters of mutual interest and also to learn something of the agricultural loans the Bank has been making in Africa. Perhaps it would be possible for Mr. DeMuth to join us. If not, I'll hope to see him later in the day.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "F. Champion Ward", with a large, sweeping flourish extending to the right.

F. Champion Ward
Director

CROSS REFERENCE SHEET

COMMUNICATION: Memo

DATED: March 29, 1960

TO: Files

FROM: A.M.Kamarck

FILED UNDER: Op. Files - Nigeria - Gen. Negotiations.

SUMMARY: Re Ford Foundation Program in Eastern Nigeria. -
Discussions with Mr. Champion Ward.



Record Removal Notice

File Title Urban Development - Calcutta Project (02) - India - Credit 0756 - P009741 - General Correspondence - Volume 14		Barcode No. 30024063		
Document Date Jan. 13, 1960	Document Type Letter			
Correspondents / Participants From: President Eugene Black, IBRD To: Ismail bin Mohamed Ali, Executive Director				
Subject / Title Appointment				
Exception(s)				
Additional Comments Declassification review of this record may be initiated upon request.		The item(s) identified above has/have been removed in accordance with The World Bank Policy on Access to Information or other disclosure policies of the World Bank Group. <table border="1"><tr><td>Withdrawn by Ann May</td><td>Date February 13, 2019</td></tr></table>	Withdrawn by Ann May	Date February 13, 2019
Withdrawn by Ann May	Date February 13, 2019			

Liaison Ford Fdn.

Mr. Black

December 22, 1959

Harold Graves

Ford Foundation Announcement

Mr. Matthews of The Ford Foundation telephoned today and read me a short release concerning your election to the Board of Trustees. It will be made for newspapers of Sunday, December 27. The Foundation will send it to the wire services and, individually, to New York, Washington, Atlanta and London newspapers.

HNG:ap

December 16, 1959

Dear Mr. Matthews:

Here is the biographical sheet on Mr. Black that we spoke about on the telephone. The information given about his Presidency is obsolete in one respect, since the "present term" spoken of has already expired. If it should be relevant to mention it (which I doubt), his present term is his third, and it does end, as the sheet says, on May 1, 1963.

Sincerely yours,

Harold N. Graves, Jr.
Director of Information

Enclosure

Mr. Harvey B. Matthews, Jr.
Assistant to the President
The Ford Foundation
477 Madison Avenue
New York 17
New York
HNG:ap

CROSS REFERENCE SHEET

COMMUNICATION: **Letter**

DATED: December 14, 1959

TO: Mr. Demuth

FROM: George F. Gantt
Director
The Ford Foundation
New York

FILED UNDER: P.R. Letters of Introduction - Gant

SUMMARY: Re his request for letters of introduction for his trip to South and Southeast Asia in January, February and March. (Itinery attached)

Ack. by Mr. Demuth **Letter** dated December 20, 1959.