

Alfred P. Sloan Foundation

ANNUAL REPORTS



W. S. 1954

REPORT *of* THE
ALFRED P. SLOAN FOUNDATION

INCORPORATED

1938

ALFRED P. SLOAN FOUNDATION, INC.
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PREFACE

THE ALFRED P. SLOAN FOUNDATION, INC. ADMINISTERS A PRIVATE FUND FOR PUBLIC BENEFIT. THE FOUNDATION RECOGNIZES ITS OBLIGATION, THEREFORE, TO REPORT PERIODICALLY THE POLICIES WHICH GOVERN THE MANAGEMENT OF THE FUND, THE USES TO WHICH IT IS PUT, AND TO NAME THE DONEES WHO ARE BENEFITED BY IT. ACCORDINGLY, THIS PUBLIC REPORT IS SUBMITTED FOR THE YEAR 1938.

PREVIOUS TO DECEMBER, 1937, THE FUND WAS NOMINAL AND WAS USED, FOR THE MOST PART, TO PROVIDE DONATIONS FOR THE GENERAL SUPPORT OF A LARGE NUMBER OF LOCAL ELEEMOSYNARY ORGANIZATIONS. THESE MISCELLANEOUS DONATIONS HAVE NO BEARING UPON THE AIMS AND OBJECTIVES WHICH HAVE GOVERNED ALL THE OPERATIONS OF THE FOUNDATION SINCE JANUARY 1, 1938. IT WOULD BE WITHOUT POINT, THEREFORE, TO REPORT THEM IN DETAIL.

ON THE OTHER HAND, A FEW GRANTS-IN-AID WERE MADE DURING 1937 IN FURTHERANCE OF THE PRESENT POLICIES, AND ARE HENCE INCLUDED IN THIS REPORT. AS A MATTER OF RECORD, THE ORIGIN OF THE FOUNDATION IS NOTED, AND THE GROSS RECEIPTS AND DISBURSEMENTS OF THE FUND ARE SHOWN FROM ITS BEGINNING.

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Origin and History

This Foundation was organized under the name of the Sloan Foundation, Inc. on August 2, 1934 under the laws of the State of Delaware. It is a non-profit membership corporation. At that time Mr. and Mrs. Alfred P. Sloan, Jr. made an original gift to the Foundation of securities valued at \$500,000.

• An amendment to the Certificate of Incorporation on July 8, 1936 changed the name of the Corporation to its present form, but in all other respects the Certificate remained as originally filed. Additional securities were then set aside for transfer to the Foundation. Subsequently, in December 1937, these transfers were consummated at the market prices then obtaining. Other gifts have been made as the activities of the Foundation have expanded.

• The Certificate of Incorporation clearly imposes certain restrictions upon the activities of the Foundation. Operations are confined to those of a religious, charitable, scientific, literary, or educational nature; individuals having a personal interest in the affairs of the Foundation are forbidden to receive any benefit from its operations, and no activities designed to influence legislation or of a propaganda nature are permitted.

• Within this restricted area, wide latitude is allowed. Grants and donations, as well as other expenditures, may be made either from accumulated income or from any other funds of the Corporation. The Corporation may enter into contracts, employ staff personnel, establish offices, and in general carry on all activities necessary or desirable properly to conduct its affairs.

• The Certificate of Incorporation provides for members of the Corporation who shall be interested in its objectives and purposes. The members are obliged to elect a Board of Trustees in which is vested the active management of the affairs of the Corporation. The by-laws of the Corporation permit the Board of Trustees to elect the corporate officers who may or may not be members of the Board. The Trustees may appoint committees, delegate powers, establish and alter by-laws, make grants and donations, borrow money, and take such other actions as naturally arise in the course of managerial duties.

Field of Activity

By decree of its Board of Trustees, the Foundation has, since January 1, 1938, devoted its resources exclusively to the field of American economic education and research. Within this restricted area, moreover, the Foundation acts only as a grant-making agency. It conducts no educational work on its own account, nor does it engage directly in research. Its activities consist of granting financial aid for specific projects submitted and carried on by fully accredited educational institutions within the borders of the United States.

• Accepted projects receive grants-in-aid on a budgetary basis for a one-year period. At the end of the year a certified accounting is made to the Foundation, and all unused funds are returned. Renewals are considered in ample time to assure the uninterrupted progress of activities continuing over a period of years. In rare instances, unrestricted funds are granted to outstanding educational institutions engaged exclusively in economic education and research. Independent endowments, however, are not considered at the present time.

• It is not expected that educational projects initiated by the

Foundation will be supported in perpetuity. The Foundation's function is to assume the risks of new enterprises which, because of their experimental character, would prove an unwarranted burden upon the regular administrative budgets of the sponsoring institutions. Hence, at the outset, initial expenses are absorbed and necessary equipment is furnished. As yet the Foundation's first educational grant-in-aid is barely in its second year. It is expected, however, that successful projects will be expanded until their maximum usefulness is assured, and will be supported until they can be made self-sustaining, or else can be absorbed in the regular operating expenses of the institutions of which they are a part.

• In no case does the Foundation assume responsibility for the administration of the projects which it sponsors, nor does it feel called upon either to affirm or refute the ultimate pronouncements or findings of its donees. Its sole function is to encourage a more general and effective type of economic education, and to make possible additional research which promises significant findings for widespread diffusion.

ECONOMIC EDUCATION

The Foundation is interested in education only in the time-honored sense of that term. So conceived, education transcends the ideas and interests of any one person or group of persons. Its only allegiance is to the truth as proclaimed by sound scholarship. It insists upon comprehensive understanding and infinite patience, and

hence refuses to ally itself with panaceas or short cuts of any kind. It accepts no single program, for none can claim the whole truth; likewise, it makes no blanket condemnation lest even a kernel of truth be smothered. It carefully segregates fact from opinion, requiring rigid proof of the one and insisting upon generous tolerance for the other. It recognizes that while social change is inevitable, progress depends upon intelligent thought and action. It aims, therefore, through knowledge and understanding, to guide social change in the path of orderly evolution towards constantly higher standards of normal living.

• Thus defined, education in the field of economics is the particular concern of this Foundation. The subject is, of course, an old one, but recent years have given it new emphasis. Today, more than ever before, economic questions of far-reaching significance are constantly being thrust before the populace for decision. This is as it should be. It is the way of democracy. The hope of democracy is that the decisions shall be wise and education is relied upon to make them so.

• But there is today in the United States probably less mass education in economics than is generally believed. In the elementary schools there are over twenty-two million pupils. Many educators have suggested that simple economic concepts can and should be introduced at this point. General social subjects rate high in point of emphasis. Community life, citizenship, American heroes and holidays, United

States history, and current events are all pretty generally accepted in some form as a regular part of the curriculum. Undoubtedly, there is some economic value in these subjects, but certainly the curriculum provides for no systematic gradation of ideas, no coherent and continuous program starting with the kindergarten and working upwards.

• Secondary schools account for approximately six million students. It is doubtful, however, if economics as such is taught in more than half the schools. Where offered, it is almost universally a one-semester course with an actual enrollment of only slightly more than a quarter that of American history. The tendency towards integration of the social studies makes it impossible to isolate economics from other subjects such as community civics, problems of American democracy, elementary business training and the like. But considering the fact that all of these subjects together are customarily given less weight than American history alone, and that apparently most schools devote less time to any one of them than is generally devoted to either ancient or medieval history, it would seem that the total quantity of economics taught in these general courses can not be very great even though they may be heavily weighted in that direction.

• In the colleges and universities economics is, of course, universally offered the million or more students in attendance. Just how generally the subject is elected is difficult to estimate. If figures compiled at the University of Michigan can be taken as fairly representative of the situation at the

state universities, it would seem that upon graduation in recent years about fifty per cent of the students have received three hours credit in economics; thirty-five per cent have had up to six hours; and ten per cent, as much as thirty-five hours.

• Adult education appears more hopeful. There are probably a greater number of adults studying economic questions, in more or less formally organized groups, than children and youths studying the subject in the schools and colleges combined. It is estimated that over twenty-two million persons in the United States are identified with adult education in some form. Of forty readily identifiable groups about half would seem to be definitely interested in the study of economic life, although this does not necessarily mean half of the twenty-two million because the groups are of different size. Of these groups public forums are particularly interested in economic subjects, and there are over fifteen hundred such forums in the country carrying on regular meetings and claiming a membership of over a million people. Alumni educational programs, labor classes, business and professional clubs, and the granges generally devote a considerable amount of their time to various phases of the subject, while extension courses, community schools for adults, religious organizations, women's clubs, and informal study groups invariably include some economics in their programs.

• The fact is that mass education in economics is a particularly difficult problem. In the first place, the subject matter

itself is ill-suited to such treatment. It includes, on the one hand, a body of abstractions largely the reflection of economic life in the eighteen hundreds, and, on the other, a large number of technical empirical studies dealing with highly specialized topics. These two general sources have never been satisfactorily evaluated and merged into any comprehensive and timely body of knowledge. Furthermore, there is no general agreement as to what the average citizen should know and understand as distinct from what is of interest only to the scholar and specialist in the field. Consequently, even elementary textbooks are cluttered with material remote in interest and significance to the readers they aim to serve. Finally, satisfactory techniques have never been developed for teaching the subject. The instruction is very generally regarded as unsatisfactory, therefore, even by those who conduct it. Under the circumstances, it is not surprising that school authorities regard economics with misgiving, and adult groups face troublesome problems in organizing stimulating meetings devoted to economic problems.

• Despite all of these handicaps, however, few would deny that economics has developed to the point where back of conflicting theories, controversial issues, and unsolved problems, there is a sizable body of conceptions, interpretations, and conclusions that may properly be considered as scientifically established. Probably a universal understanding of such facts alone would go far towards clarifying public knowledge concerning many of the pressing questions of the day. Then again, there are now available means of communication more

effective than ever before in the history of civilization, but no serious attempt has been made to develop them as instrumentalities for wide diffusion of knowledge relating specifically to our economic life. Most important of all, however, there is an insatiable demand for clear, authentic, and objective economic information cast in a form that can be readily obtained, intelligently discussed, and easily assimilated.

• Mass economic education, then, while presenting clearly defined problems for eventual solution, offers, at the same time, challenging possibilities for more immediate realization. The difficulties need not here be recounted. The task is clearly not within the scope of commercial enterprise. It is likewise beyond the possibility of most educational budgets already hard pressed with increasing demands and shrinking incomes. It appears a proper field, therefore, for Foundation aid.

ECONOMIC RESEARCH

It would be interesting to know to just what extent research in the social sciences has actually influenced civilization. Certainly a considerable number of current ideas and practices might easily be traced back to their sources in research studies, and the route would be found not infrequently to be that of popular writings. On the other hand, instances are all too numerous of a total disregard of scientific knowledge in some expressions of popular opinion, in general approval of certain social procedures, and in no small amount of legislation. Probably a complete answer to the

query would reveal that much of the research itself is inconsequential; that a great deal that is significant has never been brought to the attention of the public; and that no inconsiderable amount of what is both significant and widely known is not applied because of obstacles. Prejudice, habit, cherished traditions and the ever-present conflict between immediate gain and ultimate welfare will probably always hold in check the application of social practices, however well authenticated they may be. Then again, the admission would have to be made that the very indecisiveness of much of the social science research is, in itself, good reason for delay.

• The very fact, however, that certain instances may be cited of knowledge gained, widely diffused, and generally applied gives rise to hope and suggests a procedure. The first step would seem to be the wide diffusion of the significant facts already known, and it has already been pointed out that this is the Foundation's first concern. At the same time, the ever-present need for new investigations as well as the reexamination of old concepts is fully recognized, and the Foundation proposes to aid such work. Consistent with its educational program, however, such research studies as the Foundation sponsors should be of such a nature as to offer the hope of uncovering new facts helpful to the population at large in formulating judgments on nationally important economic issues. Research so restricted in scope as to benefit only particular groups, or so confined in area as to apply exclusively to specific regions, clearly does not fall within the Foundation's field of work.

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General Approach

Efforts directed towards the development of more effective economic education and research must necessarily be experimental. Something more than a mere multiplication of present practices is necessary. Improved methods have to be created; instrumentalities, hitherto unused, need to be developed; and new approaches must be devised which will make the essentials of economics a vital reality to the populace at large. For such tasks there are no set formulas.

• Accordingly, the Foundation is supporting a wide range of what may properly be termed new "patterns." Within each "pattern" improved techniques are being developed, and new mediums are being used to bring economic knowledge within the grasp of the people. Interesting radio programs, new types of motion pictures, non-technical low priced literature, more functional and personalized approaches to economic studies, better training for effective leadership in economic life—all conceived in the spirit of sound scholarship—are fairly representative of the sort of activities being carried on within these various "patterns."

• Paralleling each "pattern" there is an appraisal program

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SUMMARY OF "PATTERNS" NOW ESTABLISHED

TO WHOM DIRECTED	INSTRUMENTALITIES USED				
	Radio	Motion Pictures	Printed Materials	University Fellowships	Field Studies
Unorganized Adults	University of Chicago p. 28 Public Affairs Committee, Inc. p. 25 Station WIXAL p. 30		University of Chicago, printed transcripts p. 28	Massachusetts Institute of Technology (Indirectly) p. 24	
Organized Adult Groups		Tests being conducted by The Department of Visual Instruction of the National Education Association p. 22	Stephens College, consumer approach to economics p. 27 Public Affairs Committee, Inc. pamphlets p. 25	University of Denver (Indirectly) p. 29	
Schools and Colleges					New Jersey State Teachers College p. 23 Lincoln School p. 23

RADIO. Programs designed for general adult audiences are being given by the University of Chicago and the Public Affairs Committee. The University presents a round table discussion by authorities on current economic and social questions every Sunday over the National Broadcasting Co. network. Each new publication of the Public Affairs Committee is introduced by a specially prepared program given over the coast to coast network of the Columbia Broadcasting System.

MOTION PICTURES. An experimental motion picture which has been developed for use by adult groups and in high school classes is now being tested by The Department of Visual Instruction of the National Education Association. It is a new type of picture combining some features of the dramatic, the educational, and the documentary forms. The picture, together with appropriate study guides, provide the materials for a newly conceived "film forum" in which a half-hour screen production is followed by general discussion.

PRINTED MATERIALS. Booklets, pamphlets, and other printed materials for general distribution as well as for use among adult study groups and in the more formally organized school and college classes are being prepared by the University of Chicago, the Public Affairs Committee, and

which attempts to measure the results accomplished, using the best techniques available in each case. Thus, in the course of time, the most successful procedures will be discovered, and can be multiplied and extended accordingly. From year to year, therefore, it is hoped that the work as a whole may constantly increase in effectiveness and influence.

• The Foundation welcomes constructive criticisms and suggestions. Qualified educational institutions in sympathy with the ideas herein set forth should feel at liberty to submit projects which fall within the scope of the Foundation's field of activity and fit in with its program. Conscientious attention and careful thought is given all such communications.

• Specific projects submitted to the Foundation for consideration should first be definitely formulated in a brief, written memorandum. The objectives should be clearly stated, the proposed procedures outlined, and an estimate given of the



STEPHENS COLLEGE. The University publishes printed transcripts of its radio programs on current social and economic problems; the Public Affairs Committee offers inexpensive pamphlets in which outstanding research studies are summarized in simplified form; Stephens College prepares study outlines and other materials which approach economic subjects from the consumer point of view thus giving a new vitality and sense of reality to the subject.

FELLOWSHIPS. Fellowships are being offered by the Massachusetts Institute of Technology and the University of Denver which aim to affect popular thinking indirectly through the influence of trained leadership in specialized fields. At the Institute mature junior business executives are offered a period of graduate study which emphasizes the general social and economic responsibilities of industrial management. At Denver young men are trained in graduate courses in the science of government management with a view to rendering aid to citizens' groups interested in increasing the efficiency and effectiveness of their local governmental units.

FIELD STUDIES. As a means of developing a more functional approach to the study of social and economic life in secondary schools, experiments were conducted in field observations at the Lincoln School of Columbia University during the academic year 1938. At the same time the program of teacher training in the technique of field studies at the New Jersey State Teachers College was expanded.

probable expense involved. Routine is greatly facilitated by settling as much as possible by correspondence. Conferences and field investigations, demanding as they do a considerable amount of time and expense, properly come last in the course of negotiations.

Grants-in-Aid

DESCRIPTIONS AND EXPLANATIONS

The Brookings Institution Washington, D. C.

For a study entitled: "Preliminary Analysis for a Program of Economic Education"

Total grants to December 31, 1938 \$4,681.34

••• When looking ahead to a long term program, it is helpful at the outset to visualize that program in its entirety and in broad outline. Details can be supplied later when and where desired. In the meantime plans for advancement along one front will not overlook related conditions elsewhere; and all activities can more easily be coordinated to the benefit of the larger whole. Dr. Leverett S. Lyon of The Brookings Institution made this preparatory study. From his own broad experience and understanding, aided by conferences with key persons in various parts of the country, Dr. Lyon produced a valuable and remarkably comprehensive piece of work.

After a brief introduction in which the general treatment is outlined, the report considers the "market" for economic education. This "market" is broken down into sections such as: the organized school group, organized and semi-organized groups outside the school system, and persons outside of organized groups. A chapter devoted to each section deals with the accomplishments, difficulties, and peculiarities to be considered in treating with each of these groups. Part III considers the instrumentalities available for reaching the "market." Individual chapters deal with books, radio scripts, motion pictures, speakers and leaders of discussion groups, teachers of economics and fellowships and conferences. A brief conclusion sums up the pertinent facts considered throughout the report.

Considerable general interest was manifested in this report both because of its timeliness and because it succeeded so admirably in bringing together, with the minimum lag for preparation, a large body of material not readily available elsewhere. The Foundation, therefore, lithoprinted two hundred copies and distributed them among those particularly interested.

Unrestricted

Total grants to December 31, 1938 \$50,000.00

••• This grant was made in consideration of the outstanding work of The Brookings

Institution in preparing timely and significant studies making for a better understanding of our economic problems.

For a Study of the American Capital Market

Total grants to December 31, 1938 \$50,000.00

••• Renewed attention has recently been focussed upon the significance of the so-called capital goods industries in relation to economic prosperity. While it is commonly recognized that an increase in output of capital goods is essential to normal business activity, the broader social implications of the problem are little understood.

This study proposes to explore the problem with particular reference to such matters as the expansion of productive capacity and the consequent raising of living standards, the absorption of the unemployed, the possible increase in the national income, and the provision of productive investment outlets for current money savings.

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The Department of Visual Instruction of the
National Education Association . . . New York, N. Y.

For educational tests of a motion picture entitled: "The Challenge"

Total grants to December 31, 1938 \$1,000.00

••• In March, 1938, the Foundation undertook a purely experimental program having to do with motion pictures as an instrumentality for economic education. The object in view was to explore the possibilities of creating films which would present simply and entertainingly, but with due regard for good scholarship, significant elementary relationships in our economic life concerning which there is believed to be widespread misunderstanding. One subject was selected from a list of ten, and several months devoted to developing it in the form of a script. Tentative drafts were submitted at frequent intervals to a number of authorities both in subject matter and in motion picture production, and the criticisms received were carefully tabulated and studied. As the work progressed, however, it became evident that the original query could be satisfactorily answered only by carrying one picture through to completion. Accordingly, this was done.

The finished film was submitted to The Department of Visual Instruction of the National Education Association. That organization generously consented to compile and supervise tests designed to disclose the teaching effectiveness of the picture in both formal class room situations and adult group meetings. This work is still in progress.

New Jersey State Teachers College Montclair, N. J.
Lincoln School of Columbia University New York, N. Y.

For the development of field observations as a more functional approach to the study of elementary economics

Total grants to New Jersey State Teachers College to
December 31, 1938 \$10,957.43
Total grants to Lincoln School to December 31, 1938 9,038.93

••• The community is to economics and the other social sciences what the laboratory is to physics and chemistry. Each, intelligently used, engenders a sense of reality and practical purpose impossible to secure so effectively in any other way. But the laboratory method, although long acknowledged proper and necessary in teaching the physical sciences, is not so recognized in the case of the social sciences. Several developments are necessary to bring this about. Educators want to be assured that the plan is a sound educational procedure, teachers need to be properly trained in its use, and means have to be found to meet the necessary expenses.

For many years the New Jersey State Teachers College has pioneered in such work. Field observational courses have been made a regular part of the curriculum, and the customary laboratory credit is given for their successful completion. Prospective social science teachers have for many years been systematically trained in the techniques of conducting such trips on a secondary school level, while at the same time benefiting from their own first hand observations. This part of the curriculum was extended in the summer of 1938 to include a transcontinental trip of some twelve thousand miles.

Earlier in the year a series of pamphlets was prepared dealing with field study courses. Professor Edgar C. Bye made a comprehensive survey of programs of this kind being carried on by schools and colleges in all parts of the country. Another study by the same author considered the subject from the standpoint of teacher training. Dr. E. DeAlton Partridge prepared a third bulletin in which specific examples are set forth of field studies in certain New Jersey secondary schools.

At the Lincoln School three experimental study trips were undertaken. Ninth grade pupils spent seven days in a simple rural area observing a wide range of agricultural activities and taking part in various elemental economic operations characteristic of such a community; a selected number of eleventh grade pupils visited the coal mining regions of West Virginia for a similar period; and the twelfth grade was conducted through sections of the Tennessee Valley, Northern Georgia and North Carolina to observe governmental and private power projects, rehabilitation programs, and the like.

All three sets of observations were correlated closely with the regular curricular studies. The pupils were thoroughly prepared in advance for the field work contemplated, and their experiences were carefully followed up afterwards in class room activities. The resulting data consisting of tests of various sorts, students' diaries, teacher observations and judgments, parents' reports, photographic records and the like were used as a part of an evaluation program.

Generalizations are not warranted, of course, at this stage of experimentation. Referring specifically to the eleventh grade trip to the coal regions, however, Dr. Louis Rathas of Ohio State University, who evaluated the program in a report published on the subject states that the students returned from this experience "much more favorably inclined to affirm positions which showed a concern for human welfare, a tolerance of racial equality, defense of certain democratic rights and procedures, and a rejection of social generalizations which are too wide in scope or too arbitrary in their application."

Publications

"Experiencing the Realities of the Social Order: A Lincoln School Experiment." *Educational Research Bulletin*. Columbus, Ohio: Ohio State University, Bureau of Educational Research, 17:7, October 19, 1938.

Field Studies in Certain New Jersey Secondary Schools. Montclair, New Jersey: New Jersey State Teachers College, Bureau of Field Studies, 1938.

Field Studies in Schools and Colleges. Montclair, New Jersey: New Jersey State Teachers College, Bureau of Field Studies, 1938.

Field Studies in a Teachers College, A Description of a Technique for Teacher Training. Montclair, New Jersey: New Jersey State Teachers College, Bureau of Field Studies, 1938.

Lucke, Elmina R., "Travel Toward Economic Realities." *Progressive Education*, 15:8:617-28, Dec. 1938.

"Report for the Lincoln School." *Report of the Dean of Teachers College*. New York: Columbia University, 1938, pp. 89-90.

Stewart, Alice G., "Living in a Machine Age." *Teachers College Record*, 39:6:494-505, March, 1938.



Massachusetts Institute of Technology . Cambridge, Mass.

For the establishment of Alfred P. Sloan Foundation Fellowships in business and engineering administration

Total grants to December 31, 1938 \$25,000.00

• • • Two general methods may be considered for the diffusion of economic knowledge. One aims, through one means or another, directly to reach the masses of people. The other works through the organized school and college system. A subdivision of this latter method would look to graduate levels for potential industrial and civic leaders whose ideas and ideals will eventually exert a powerful influence in their respective communities. In economic life it is a matter of common observation that there is a striking and potent influence emanating from industrial leaders and reaching down into

every walk of life. Whatever may be done with the direct approach, therefore, no comprehensive program can afford to neglect this other indirect one.

It should be observed, too, that today managerial decisions, even though directed to a limited group, often have far reaching repercussions throughout the entire range of economic and social life. Mass production, large scale industry and the growth of great corporate structures have brought this about. Individual decisions of a large number of independent entrepreneurs, responsible only for small production units, no longer cancel out to a state of neutrality. On the contrary, one decision today may condition the welfare of a community for a generation or more.

Such observations suggest a type of education for industrial leadership that, while not neglecting all the techniques of managerial skill usually taught, will expand the conception of managerial skill to include the broader concept of social welfare. With this object in view, the above grant was made to the Massachusetts Institute of Technology.

Two reasons may be cited in support of the selection of this institution. Judging from available studies, it is probably fair to conclude with reasonable certainty that to date the graduate of an engineering college has had about twelve times the statistical probability of becoming president of an industrial organization as has the graduate of other types of colleges; and has had about thirty times the probability of becoming an officer in such a company. Aside from this generalization, however, the Massachusetts Institute of Technology, in particular, has for many years recognized and provided for the important place of economics in its curriculum. It now offers some forty-two courses in economics ranging from "general theory" to courses in international economic relations and methods of social legislation.

A special advisory board considers the long term policies of the program outlined for the Alfred P. Sloan Foundation fellows. This board consists of:

DR. KARL T. COMPTON, President of the Massachusetts Institute of Technology, *Chairman*.

DR. FRANK AYDELOTTE, President of Swarthmore College.

THE REVEREND C. LESLIE GLENN of Christ Church, Cambridge.

DR. A. LAWRENCE LOWELL, President Emeritus of Harvard University.

EDMUND C. MAYO, President of the Gorham Manufacturing Co. of Providence.



Public Affairs Committee, Inc. New York, N. Y.

For making available in summary and inexpensive form the results of research in economic and social problems to aid in the understanding and development of American policy

Total grants to December 31, 1938 \$72,000.00

• • • Whatever instrumentalities may be used for the diffusion of economic knowledge, the printed word is basic. But original research reports are too long, too technical, and

too detailed to interest most readers. These same studies, boiled down to thirty or forty pages, rewritten in popular style, attractively illustrated and inexpensively priced make it possible for the layman to know in broad outline the content of the significant economic studies published.

The Public Affairs Committee was organized in 1936. The following year it was incorporated as a non-profit corporation under the laws of the State of New York. To date the committee has published twenty-six pamphlets of which over a million copies have been sold. The pamphlets are extensively used in the schools and colleges; over four thousand individuals, business firms, libraries, labor organizations, churches, and other organizations have subscribed for new issues when and as published; and many of the important book stores throughout the country handle the pamphlets continuously as a regular part of their stock.

In addition to its publication program, the committee employs other means of bringing its material to the attention of the public. Special and syndicated articles are prepared based on the pamphlets; in 1938 a series of radio broadcasts was given over short wave station WIXAL; and, through the courtesy of the Columbia Broadcasting Company, new pamphlets are now introduced by a specially prepared program given over the coast to coast network of the Columbia Broadcasting System.

The members of the Committee are:

ROBERT P. LANE, *Chairman*
 LYMAN BRYSON, *Vice Chairman*
 S. M. KEENE, *Secretary*
 LUTHER GULICK, *Treasurer*
 RAYMOND LESLIE BUELL
 FREDERICK V. FIELD

WILLIAM T. FOSTER
 HARRY D. GIDEONSE
 FRANCIS P. MILLER
 FELIX MORLEY
 GEORGE SOULE
 ORDWAY TEAD

Publications:

- | | |
|---|--|
| 1 <i>Income and Economic Progress</i> | 13 <i>Colonies, Trade, and Prosperity</i> |
| 2 <i>Labor and the New Deal</i> o. p. | 14 <i>Saving Our Soil</i> |
| 3 <i>Our Government—For Spoils or Service</i> o. p. | 15 <i>Steel—Problems of Great Industry</i> o. p. |
| 4 <i>Security or the Dole?</i> | 16 <i>Farm Policies Under the New Deal</i> |
| 5 <i>Credit for Consumers</i> | 17 <i>Why Women Work</i> |
| 6 <i>The South's Place in the Nation</i> | 18 <i>How We Spend our Money</i> |
| 7 <i>The Supreme Court and the Constitution</i> | 19 <i>Can America Build Homes?</i> |
| 8 <i>This Question of Relief</i> | 20 <i>Your Income and Mine</i> |
| 9 <i>Restless Americans</i> | 21 <i>Labor on New Fronts</i> o. p. |
| 10 <i>Doctors, Dollars, and Disease</i> | 22 <i>Youth in the World Today</i> |
| 11 <i>Readjustments Required for Recovery</i> o. p. | 23 <i>Industrial Price Policies</i> |
| 12 <i>Farmers Without Land</i> | 24 <i>Behind the Syphilis Campaign</i> |
| | 25 <i>Machines and Tomorrow's World</i> |
| | 26 <i>How Good Are Our Colleges?</i> |

Stephens College Columbia, Mo.

For the establishment, as an integral part of the College, of an Institute for Consumer Education, having as its objective the organization of teaching and study programs; the preparation of related materials which approach and develop the subject of economics from the standpoint of the consumer; and the performance of coordinating services in this field

Total grants to December 31, 1938 \$72,512.50

••• It was pointed out in the body of this report that the subject matter of economics as now constituted is ill-suited to mass education. Its traditional approach from the standpoint of production offers but slight interest to the majority of people, and its emphasis upon pure theory makes the problem of simplification and systematic gradation a difficult one.

Many believe that these obstacles can be overcome by approaching the subject from the standpoint of the consumer. By so doing, interest is generalized, the subject matter is made more functional, and the task of gradation is immensely simplified.

This is the problem occupying the attention of the Institute. To date, a library has been established, scores of study outlines have been prepared for adult groups in all parts of the country, and assistance has been rendered a number of high schools interested in the idea. Regular instruction is being carried on at the College, and a news letter is being published in the interests of the increasing number of teachers and leaders of adult groups who are following developments in this new field. A series of pamphlets is in the course of preparation dealing with various phases of economics from the standpoint of the consumer, and plans are about complete for the opening of a consumers' clinic which will first serve the College body and later will be made available to the public.

Early in April, 1939, the Institute will sponsor the first national conference on consumer education, the need for which has been felt for a long time. The object of the conference is purely educational. Leaders in the field from all parts of the country will participate, and it is believed, therefore, that the meetings will make a significant contribution towards furthering the objective of widespread interest in this approach to economic education.

Two special studies, designed to provide the particular type of information most needed for carrying on the educational program, are being conducted in cooperation with the economics department of Harvard University. One has to do with the general topic of the position of the consumer in modern society, and the other with milk market organization and public control of the milk industry.

It is fitting that consumer economics should be developed in a women's college, because women spend most of the personal income of the nation. It is necessary that the curriculum of the college be functional in character to provide a sympathetic environment for a project of this kind.

Stephens is a junior college for young women, and for seventeen years has been developing just such a curriculum. In 1920, under direction of Dr. W. W. Charters, a comprehensive research project was started in which over 300 women in all walks of life and from 37 different states cooperated. These women kept accurate diaries, over a period of time, of the day-by-day problems and interests with which they were concerned. The resulting material was then classified, the common activities being placed in one category and those representing special interests in another. The former classification was used as the basis for required courses, the latter for electives. Dr. Charters reports that: "Running like a thread all through the activities of the diaries, consumption was clearly defined as a major activity."

The establishment of the Institute now gives Stephens College the opportunity to develop this phase of its curriculum while at the same time making a significant contribution to education in general.



University of Chicago Chicago, Ill.

For the support and development of the University of Chicago Round Table Discussions

Total grants to December 31, 1938 \$35,330.00

• • • On February 1, 1938, the Foundation assumed financial sponsorship for the University of Chicago Round Table weekly broadcasts. At that time the Chicago Round Table was already a well established institution, having presented its program over the air regularly since 1931. It was felt, however, that with improved facilities made available, a larger number of guest speakers invited to participate, more effective assistance supplied the participants, and the addition of personnel to care for the multitudinous duties which a program of this kind entails, the Round Table could exert an even wider influence as a national educational institution of first rank importance.

In many respects the present year has seen the realization of these expectations. The rating services now credit the Round Table with a following of anywhere from a million to a million and a half listeners each week; the network of participating stations has been increased from thirty-five to fifty-seven, bringing in to the listening area large sections of the country not hitherto reached; and a voluminous correspondence with key editors in all parts of the country testify as to the value of the program as a source of authentic and well reasoned viewpoints on national issues.

Beginning with the broadcast of March 20, 1938, printed transcripts of the broadcasts were prepared and offered to the public at a price just sufficient to cover the cost of printing. Starting with an initial distribution the first week of a few hundred copies, the demand has grown to the point where over three thousand printed transcripts are now mailed out weekly, and the number is increasing at the rate of approximately one hundred and ninety per week. Regular six-month subscriptions have been offered, and over two thousand persons have availed themselves of the opportunity of receiving the transcripts regularly in this way.

University of Denver Denver, Colo.

For the establishment of a Department of Government Management with graduate fellowships covering an eighteen-months' course of study

Total grants to December 31, 1938 \$29,000.00

• • • There is perhaps no field in economic education so neglected as that of public finance and taxation. Changes in economic life have placed new and extended responsibilities upon government. At the same time a tapering-off of the rapid economic growth of the country, with its resulting depletion of national income, is making it increasingly difficult for the citizen to stand the heavy burden of taxation.

Nowhere are these facts more apparent than in the realm of local government. Citizens everywhere are demanding a careful appraisal of state, county, and municipal governmental activities. In some cases economy programs are threatening public enterprises upon which the very future of civilization depends; in other instances needless extravagances are undermining not only the credit structure of the local government unit, but the morale of the people as well.

There has sprung up, in consequence, a demand for a new profession. Citizen groups are seeking the services of men with broad and comprehensive training in the specialized field of local government who are capable of getting at the essential facts, judging those facts in the light of fair standards, and recommending intelligent and constructive action in accordance with their findings.

At the same time individual citizens are demanding objective information on more general questions relating to public finance and taxation. Such matters as ear-marked funds, maximum tax laws, mandatory legislation and the like are being critically examined in the light of the interests of the citizen.

To meet these new and growing demands, the University of Denver has created a Department of Government Management. In the fall of 1938 ten young men, carefully selected from all parts of the country, accepted fellowships in the newly created department. An eighteen-months' course of training was determined upon after exhaustive investigation of the needs and the opportunities presented, and the work was started September, 1938.

As an integral part of the project, a conference is planned at Estes Park in the Spring of 1939, the object of which is to bring together interested citizens, government officials, and scholars of the subject for mutually helpful round table discussions. As a part of the conference program, a series of publications is planned treating with the subjects found of greatest interest at the moment.

The World Wide Broadcasting Foundation . Boston, Mass.

For the presentation of a series of broadcasts in the field of economics

Total grants to December 31, 1938 \$8,000.00

• • • This grant made possible an experimental series of broadcasts by short-wave radio, from which a continuous and coherent course in economics, popularly conceived, might be developed. The series was presented each week for a period comparable with the usual college semester, and experiments were conducted with various techniques of presentation, so as to develop the maximum listener benefit for a selected radio audience. Professor Ralph Freeman, head of the Economics Department at the Massachusetts Institute of Technology, was engaged to take charge of this experimental broadcasting, and to participate directly in the broadcasts themselves.

The World Wide Broadcasting Foundation is a non-profit membership corporation operating Station WIXAL located at the University Club, Boston, Massachusetts. Its facilities are devoted exclusively to educational and other cultural programs, and the station has met with measurable success in broadcasting educational material organized in a more formal way than is usually possible with stations of the commercial type.

Financial Report

CERTIFICATE OF AUDITORS.

BALANCE SHEET, DECEMBER 31, 1938.

STATEMENT OF GENERAL FUND RESERVE FOR THE PERIOD
FROM AUGUST 2, 1934 TO DECEMBER 31, 1937, AND
FOR THE YEAR ENDED DECEMBER 31, 1938.

TOTAL GRANTS AUTHORIZED IN 1938 AND AMOUNTS IN-
CLUDED IN TOTAL BUT UNPAID AT DECEMBER 31, 1938.

CERTIFICATE OF AUDITORS

HASKINS & SELLS
CERTIFIED PUBLIC ACCOUNTANTS

22 EAST FORTIETH STREET
NEW YORK, N. Y.

ALFRED P. SLOAN FOUNDATION, INC. :

We have made an examination of the balance sheet of Alfred P. Sloan Foundation, Inc., as of December 31, 1938, and of the related statement of general fund reserve for the year 1938. In connection therewith, we made a review of the accounting methods and examined or tested accounting records of the Foundation and other supporting evidence in a manner and to the extent which we considered appropriate in view of the system of internal accounting control. We previously made similar examinations from the inception of the Foundation on August 2, 1934.

In our opinion, based upon such examinations, the accompanying balance sheet and related statement of general fund reserve fairly present, in accordance with accepted principles of accounting consistently followed by the Foundation, its financial condition at December 31, 1938, and the results of its operations since incorporation.

HASKINS & SELLS

New York,
January 25, 1939.

[32]

BALANCE SHEET, DECEMBER 31, 1938

ASSETS

Cash	\$ 234,550.66
Investments:	
Marketable stocks (market quotation value, \$6,146,287.50)	\$4,213,135.50
Other	<u>500,000.00</u> 4,713,135.50
TOTAL	<u>\$4,947,686.16</u>

LIABILITIES

Grants Unpaid	\$ 84,150.00
Reserve for Experimental Project	5,602.34
General Fund Reserve	<u>4,857,933.82</u>
TOTAL	<u>\$4,947,686.16</u>

[33]

STATEMENT OF GENERAL FUND RESERVE
FOR THE PERIOD FROM AUGUST 2, 1934 TO DECEMBER 31, 1937,
AND FOR THE YEAR ENDED DECEMBER 31, 1938

August 2, 1934 to December 31, 1937:		
Gifts received	\$4,876,564.28	
Dividends received	<u>213,444.75</u>	\$5,090,009.03
Deduct:		
Grants and donations	\$ 191,056.34	
Administrative expenses	<u>31,698.90</u>	<u>222,755.24</u>
Balance, December 31, 1937		\$4,867,253.79
Year Ended December 31, 1938:		
Gifts received	\$ 78,000.00	
Dividends received	234,475.68	
Profit from sales of stocks	16,319.95	
Adjustments pertaining to grants made in prior years	<u>7,653.64</u>	<u>336,449.27</u>
Total		\$5,203,703.06
Deduct:		
Grants	\$ 283,542.50	
Experimental project	30,000.00	
Administrative expenses	<u>32,226.74</u>	<u>345,769.24</u>
Balance, December 31, 1938		<u>\$4,857,933.82</u>

TOTAL GRANTS AUTHORIZED IN 1938
AND AMOUNTS INCLUDED IN TOTAL BUT
UNPAID AT DECEMBER 31, 1938

	Total Authorized In 1938	Unpaid at December 31, 1938
The Brookings Institution	\$100,000.00	\$10,000.00
The Department of Visual Instruction of The National Education Association	1,000.00	
Massachusetts Institute of Technology	15,000.00	
Public Affairs Committee, Inc.	62,000.00	42,000.00
Stephens College	41,212.50	17,650.00
University of Chicago	35,330.00	
University of Denver	<u>29,000.00</u>	<u>14,500.00</u>
TOTAL	<u>\$283,542.50</u>	<u>\$84,150.00</u>

PROJECTS

- The Brookings Institution Washington, D. C.
(No illustrations)
- The Department of Visual Instruction of the
National Education Association New York, N. Y.
(No illustrations)
- Lincoln School of Columbia University New York, N. Y.
- New Jersey State Teachers College Montclair, N. J.
- Massachusetts Institute of Technology Cambridge, Mass.
- Public Affairs Committee, Inc. New York, N. Y.
(No illustrations)
- Stephens College Columbia, Missouri
- University of Chicago Chicago, Illinois
- University of Denver Denver, Colorado
- The World Wide Broadcasting Foundation Boston, Mass.
(No illustrations)

Alfred P. Sloan Foundation, Inc.



These twelfth graders won't have to be told that it takes human labor to create wealth.

A big improvement, but a lot of work.



It might be done with tools, but a machine does it quicker and better.



Erosion, silting, floods, transportation, power production—all are a part of the story of Norris Dam, Norris, Tennessee.



Lincoln School of Columbia University

A different approach to economics. Twelve thousand miles of first-hand observations in prospect.



A source of livelihood for some West Virginians, a lime-kiln.



Even turquoise must come from somewhere, and here is the place, a mine near Santa Fe, New Mexico.



Almost a factory in itself, but just a thresher on a Kansas farm.



New Jersey State Teachers College



Professor Erwin H. Schell talks things over with the five Foundation fellows.

Where a few young American business executives come each year for special studies in which the social-economic responsibilities of management are emphasized.



Massachusetts Institute of Technology



Good buymanship, sensible budgeting,
and economic statesmanship—
America's hope for the future.

Personal conferences with the Director
show the way.



He directs the Institute—
Dr. John Cassels.



Economics approached from the stand-
point of the consumer suggests the
house rather than the factory; head-
quarters of the Institute for Consumer
Education is therefore a reconditioned
dwelling.



Stephens College



Every Sunday morning when three men gather around this triangular "round" table at Mitchell tower, University of Chicago, over a million people turn on their radios and listen in to a discussion of timely economic issues. On January 15, 1939 Bertrand Russell joined Professors Albert Hart and Walter H. C. Laves for the weekly program.

University of Chicago



On their way to classes and on their way to help citizens' groups study their local tax problems. A group of Foundation fellows.



Intensive study at the University first, followed by practical field work at various county seats make up the program.



He directs the newly created department of Government Management—Dr. A. D. H. Kaplan.

GRANTS-IN-AID AUTHORIZED
PUBLICATIONS RELEASED
AND
FINANCIAL STATEMENT
1939

ALFRED P. SLOAN FOUNDATION, INC.
30 ROCKEFELLER PLAZA
NEW YORK, N. Y.

Grants-in-Aid

DESCRIPTIONS AND EXPLANATIONS

The University of Kentucky . . . Lexington, Kentucky
For an experiment in applied economics

Total grant to December 31, 1939 \$2,400.00

• • • Much has been said in recent years about the third of the nation that is reported to be ill fed, ill housed, and ill clothed. Almost nothing is known about the capacity of these people to improve their own family living conditions.

For many, no doubt, the question of capacity is irrelevant because no opportunities exist. But for large numbers of other people the matter of capacity would seem to be paramount because, while they exist in abject poverty, the environment offers innumerable opportunities for better living. And these opportunities are well within the reach of the most moderate incomes if the requisite knowledge is made available and the necessary time and effort expended.

But the schools, generally speaking, are paying little attention to education of this kind. Obviously the traditional type of economic teaching is totally inadequate to the need, and the subject matter making up the core of the traditional disciplines is wholly inapplicable.

What would happen if the schools, serving these low-income groups where unrealized opportunities exist, built the major part of their programs around the three economic necessities of food, shelter, and clothing—if somehow the old-line subjects were geared to present realities, and community needs were pointed out, latent possibilities demonstrated, and every glimmer of effort to translate learning into practice tactfully encouraged?

The present experiment is directed to the task of finding an answer to this question. The grant is one of several that will eventually be made to state universities in various places throughout the country for similar experimentation. DR. HAROLD F. CLARK of Columbia University is acting as coordinator of the project.

Further details regarding this experiment are explained in bulletin A.E. No. 1.

Progressive Education Association . . . New York City

For the preparation of a manuscript on field observations as a more functional approach to economic education

Total grant to December 31, 1939 \$5,407.50

• • • The rapid spread of field trips as a method of economic education, the demand for information concerning them, and the lack of any comprehensive informative work on the subject would seem to indicate a need for a book that can be read by teachers and others interested in this method of instruction.

Previous experimental and research work sponsored by the Foundation has resulted in a wealth of data on the techniques of conducting field trips, results obtained from them, the legal phases of the work and other interesting and significant information. Accordingly, it seemed that a definite obligation rested upon the Foundation to make this material available.

The Progressive Education Association consented to assume responsibility for the manuscript, and the work is now in the course of preparation.



New York University New York City

For the establishment of an Educational Film Institute having as its object the preparation and distribution of educational motion pictures on economic subjects

Total grants to December 31, 1939 \$75,000.00

• • • In the 1938 report of the Foundation it was explained that a purely experimental program had been undertaken to explore the possibilities of creating motion pictures that would present simply and entertainingly, but with due regard for sound scholarship, significant elementary relationships in our economic life. It was explained further that an experimental film of this kind was completed and submitted to the Department of Visual Instruction of the National Education Association for appraisal and tests.

As a result of these and other tests subsequently conducted by the United States Office of Education, Department of Interior, it was decided that the plan of producing pictures of the kind described was perfectly feasible and actual production should be taken over by some educational institution interested in developing the idea.

On July 1, 1939 the above grant-in-aid was made to New York University for the purpose in view. Subsequently, the University organized the Educational Film Institute with headquarters at 71 Washington Square South, New York City. Several pictures are now nearing completion and will be released for distribution in the summer of 1940.

Publications

The Brookings Institution, Washington, D. C.

Taxation and Capital Investment, Pamphlet No. 21, by JAMES D. MAGEE

Institute for Consumer Education, Stephens College, Columbia, Missouri

Next Steps in Consumer Education, Proceedings of a National Conference held at Columbia, Missouri, April 3, 4, 5, 1939, Bulletin No. 1, August 1939.

Consumer Education, A news letter published monthly except July, August and September.

The Public Affairs Committee, New York City

<i>Who Can Afford Health?</i>	by BEULAH AMIDON
<i>Our Taxes and What They Buy</i>	by MAXWELL S. STEWART
<i>America and the Refugees</i>	by LOUIS ADAMIC
<i>Schools for Tomorrow's Citizens</i>	by MAXWELL S. STEWART
<i>Toward a Healthy America</i>	by PAUL DE KRUIF
<i>Cooperatives in the U. S.</i>	by MAXWELL S. STEWART
<i>This Problem of Food</i>	by JENNIE I. ROWNTREE
<i>What Makes Crime?</i>	by WINTHROP D. LANE
<i>Jobs After Forty</i>	by BEULAH AMIDON
<i>Debts—Good or Bad?</i>	by MAXWELL S. STEWART
<i>State Trade Walls</i>	by F. EUGENE MELDER
<i>The Fight on Cancer</i>	by CLARENCE C. LITTLE

University of Chicago, Chicago, Ill.

Printed transcripts of weekly broadcasts as follows:

The Economic Struggle for South America
America Arms—for What?
Is Security Increasing?
How Shall We Solve the Housing Problem?
Price Fixing
President vs. Congress
What Would Lincoln Think?
The Public Debt and the Future
America's Neutrality Act
The Outlook of Europe
The Wagner Act Reviewed
An Appeal to the American People
The National Income
The Birth Rate and Business
Hitler's Economic Motives
"Room to Live!" Population Pressure and Aggression
America and the Next War
Have We Helped the Farmer?
Refugees
If Europe Paid Its Debts
Crisis in Coal
What Do You Mean—Americanism?
Russia and Europe
Freedom and the Economic System
The Place of Radio in a Democracy
Questions on Democracy

Our Liberties Today
Crisis in the Orient
Relief and the WPA
Out of School—Out of Jobs
The Line-up for 1940
Will England Save Hitler?
Is the Consumer Getting His Nickel's Worth?
Did Congress Revolt?
Europe on the Verge
War Comes
Will There Be a Blackout of Peace in America?
The High Cost of Living
What Will Congress Do?
How Will We Get Recovery?
Prosperity vs. Boom
International Law—What Is It?
The Economic War
What's the War All About?
Testing Public Opinion
After the Next Armistice—What?
Taxes
Propaganda
Russia Marches
Can Capitalism Survive the War?
Government and Business
When Tomorrow Comes.
1939: Crisis Year

University of Denver, Denver, Colorado

Government, the Citizens' Business. Proceedings of the Citizens' Conference on Government Management held at Estes Park, Colorado, June 19-23, 1939.

[6]

Financial Report

CERTIFICATE OF AUDITORS

HASKINS & SELLS
CERTIFIED PUBLIC ACCOUNTANTS

22 EAST FORTIETH STREET
NEW YORK, N. Y.

ALFRED P. SLOAN FOUNDATION, INC. :

We have examined the balance sheet of Alfred P. Sloan Foundation, Inc. as of December 31, 1939, and the related statement of general fund reserve for the year ended that date, have reviewed the system of internal control and the accounting procedures of the Foundation, and have examined or tested its accounting records and other supporting evidence by methods and to the extent we deemed appropriate.

In our opinion, the accompanying balance sheet and related statement of general fund reserve fairly present the financial condition of the Foundation at December 31, 1939, and the results of its operations for the year ended that date, in conformity with generally accepted accounting principles followed by the Foundation on a basis consistent with that of the preceding year.

HASKINS & SELLS

New York,
March 23, 1940.

[7]

BALANCE SHEET, DECEMBER 31, 1939

ASSETS

Cash	\$ 387,304.29
Investments:	
Marketable Stocks (market quotation value, \$6,759,235.50)	\$4,403,857.86
Other	<u>500,000.00</u> 4,903,857.86
Total	<u>\$5,291,162.15</u>

LIABILITIES

Grants Unpaid	\$ 126,094.70
General Fund Reserve	<u>5,165,067.45</u>
Total	<u>\$5,291,162.15</u>

STATEMENT OF GENERAL FUND RESERVE
FOR THE YEAR ENDED DECEMBER 31, 1939

Balance, January 1, 1939		\$4,857,933.82
Add:		
Gifts received	\$210,000.00	
Dividends received	442,400.86	
Profit from sales of stock	10,983.60	
Adjustments pertaining to grants made in prior years	<u>13,733.94</u>	677,118.40
Total		\$5,535,052.22
Deduct:		
Grants	\$322,845.08	
Administrative expenses	45,349.13	
Experimental project expenses	1,209.92	
Adjustment pertaining to dividends received in year 1938	<u>580.64</u>	369,984.77
Balance, December 31, 1939		<u>\$5,165,067.45</u>

TOTAL GRANTS AUTHORIZED IN 1939
AND AMOUNTS INCLUDED IN TOTAL BUT
UNPAID AT DECEMBER 31, 1939

	<u>Total Authorized In 1939</u>	<u>Unpaid at December 31, 1939</u>
Renewal Grants:		
The Department of Visual Instruction of the National Education Association . . .	\$ 682.85	
Lincoln School of Columbia University . .	649.18	
Massachusetts Institute of Technology . .	34,750.00	
Public Affairs Committee, Inc.	46,505.34	\$44,946.00
Stephens College	52,390.00	12,247.50
University of Chicago	48,559.04	10,000.00
University of Denver	56,501.17	26,975.00
New Grants:		
New York University	75,000.00	31,926.20
Progressive Education Association	5,407.50	
University of Kentucky	<u>2,400.00</u>	
Total	<u>\$322,845.08</u>	<u>\$126,094.70</u>



REPORT *of* THE
ALFRED P. SLOAN FOUNDATION

INCORPORATED

1940

ALFRED P. SLOAN FOUNDATION, INC.
30 ROCKEFELLER PLAZA
NEW YORK, N. Y.

A LIMITED EDITION OF THIS REPORT IS BOUND
IN BOARDS FOR THE CONVENIENCE OF THOSE WHO
KEEP A PERMANENT FILE OF SUCH DOCUMENTS

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PRESS OF JOSEPH D. MCGUIRE

PREFACE

THE ALFRED P. SLOAN FOUNDATION, INC.
ADMINISTERS A PRIVATE FUND FOR
PUBLIC BENEFIT. THE FOUNDATION
RECOGNIZES ITS OBLIGATION, THERE-
FORE, TO REPORT PERIODICALLY THE
POLICIES WHICH GOVERN THE MANAGE-
MENT OF THE FUND AND THE USES TO
WHICH IT IS PUT, AND TO NAME THE
DONEES WHO ARE BENEFITED BY IT.
ACCORDINGLY, THIS PUBLIC REPORT
IS SUBMITTED FOR THE YEAR 1940.

BOARD OF TRUSTEES

ALFRED P. SLOAN, JR.

IRENE JACKSON SLOAN

HARRY E. WARD

JOHN L. PRATT HAROLD S. SLOAN

OFFICERS

ALFRED P. SLOAN, JR., *President*

HAROLD S. SLOAN *Vice President
and Executive Director*

EUNICE FULLER BARNARD . . *Educational Director*

JAMES F. KENNEY *Treasurer*

GENEVIEVE M. KING *Secretary*

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Economic Education and Democracy

In a system of slavery, or in its modern counterpart a dictatorship, education, in the sense of a fair presentation of the facts, objective reasoning, and independent judgment, is an anomaly. The issuance of orders for some predetermined purpose concerning which the populace is ignorant, and the dissemination of facts distorted to suit the convenience of the rulers are all that is necessary, or indeed, desirable. "Education" consists of telling, not teaching.

• But in a democracy, the case is different. Democracy rests upon the conviction that in the long run the people themselves know best what is good for their own welfare. If their decisions do not always prove wise, at least they prove wise more often than decisions handed down from some alleged omniscient source. And the more accurate the facts, the more widely they are known, and the more skillfully they are used, the more likely it is that the decisions will be wise. In other words, the better the education, the better the democracy.

CONFLICTING IDEAS

The extraordinary importance of economic questions today places especial responsibility upon this particular phase of education in a democracy. The wise use of economic power by the government, the successful outcome of our defense program, the living conditions of the people in times of stress and strain, the very stability of our economic culture and of society itself depend ultimately upon rational economic thinking by the citizenry at large. It is little wonder, therefore, that public attention is focused upon the subject; and that a conflict of opinion over what to teach and how to teach it should rival the very chaos of the times. Indeed, so important is economic education today that it has become everybody's target.

- Perhaps the most devastating criticism, under the circumstances, is that most attempts at economic education today do not reach the mass of people at all. Economics as a study is regarded as unreal, a body of abstractions remote from every-day living, and too complicated and technical for popular consumption. Even when discussed in the form of concrete national issues of vital significance, it is too often almost meaningless to most of the populace.

- Other critics of current economics teaching object specifically to any presentation of maladjustments in our present economic culture. It is pointed out that, despite all of its shortcomings, our economy has provided more people with a better living than any previous civilization in the history

of the world. Why then, it is asked, attempt to discredit it by pointing out its weaknesses?

- Others still, more cognizant of the weaknesses, perhaps, become enamored with a belief in some panacea and direct their energies toward legislation, or at least persuasion to put it into effect. They think of economic life in terms of a machine more or less chronically out of repair. A new invention, it is argued, will put the machine in running order; likewise some scheme, logically organized and systematically followed, will set at rest all of our social and economic ills.

- Then again, some of our most penetrating thinkers look upon all contemporary economic and social problems as too ephemeral to warrant a place in adult education or the formal school curriculum. They would teach history, and teach it in such a way that certain fundamental principles stand out in perspective. These general principles, then, supported presumably by the experience of the ages, will afford enlightenment upon any contemporary problem.

FOUNDATION POLICY

The Foundation wishes to take full cognizance of all constructive criticisms, objections, and suggestions. However, it must, of necessity, exercise some choice. Although absolved from responsibility for the specific acts and pronouncements of the educational institutions which are its donees, the Foundation must decide who its donees shall be and what particular projects, among the many considered,

shall be supported. In this very process of selection, opportunity, as well as some measure of influence, is accorded some and denied others. This is a responsibility indeed, and one which, in full justice to all viewpoints, demands a public accounting.

- The charge that economic education does not reach the mass of people cannot be denied. It is hardly conceivable, either, that this condition can be overcome simply by increasing the amount of the same sort of economic education that we have had in the past. Simplification and popularization of economic facts and concepts are possible to a degree, and for large numbers of people this is what is needed. At best, however, these numbers are limited to those whose present resources permit time for reflection, whose educational background makes possible some degree of abstract thinking, and whose general disposition towards life inspires a reasonable concern with questions dealing with economic welfare as a whole.

- On the other hand, there are others on a mere subsistence level who are necessarily too much engrossed in their own immediate, personal, and pressing problems of living to give a moment's time or thought to any impersonal consideration of general economic questions, no matter how palatable such questions are made.

- But if economic education is ever to become widely diffused, it must begin at this subsistence level. And it can. Careful observation will demonstrate that thousands of

American families are existing in abject poverty in an environment offering innumerable unrealized opportunities for better living. And these opportunities are well within the reach of even the poverty stricken if the requisite knowledge is made available and the necessary time and effort expended. But the schools, generally speaking, are paying little attention to education of this kind. Here, then, is the starting point. What would happen if the schools, serving these distressed communities where unrealized opportunities exist, built the major part of their programs around the three economic necessities of food, shelter, and clothing?

- What would be the result if, somehow, the old-line subjects were geared to present realities and community needs were pointed out, latent possibilities demonstrated, and every glimmer of effort to translate learning into practice tactfully encouraged?

- To be sure, this is not economics as we are accustomed to think of it. But it is a kind of economic education that is desperately needed in large areas. Perhaps it is the only kind that will ever reach those who are now struggling for a mere existence until their living conditions are such as to warrant the relative luxury of more generalized discussions.

- Economic education thus conceived, however, presupposes a willingness to support projects which frankly recognize existing weaknesses in our democracy. After all, it is these that need correcting despite any relative superiority enjoyed by our culture as a whole. And the first step in this direction

is cognizance of their existence and understanding of their nature and significance. The next step is to bring to bear upon them the same ingenuity, industry, and courage that have figured so conspicuously in the more satisfying accomplishments to which we all like to point with pride. In this way our democracy can be strengthened and enriched, and its institutions assured of survival value in a changing world.

- To be sure, many of these economic maladjustments are not pleasant to contemplate. Brought to public attention, they may be disturbing, but they are demanding notice and soliciting leadership for their solution none the less. If rational economic education does not or cannot supply that leadership, a less responsible sort may develop and prove even more disturbing than timely recognition of the problems themselves.

- Then again, perhaps we need to be disturbed. The presentation of maladjustments involving social hardship and distress, providing the presentation is accurate, may in itself serve a useful purpose. Some thoughtful observers today sense even here, in our democracy, a growing callousness to human suffering, an egocentric indifference to distress, paralyzing to every effort directed towards ameliorating the very conditions that are undermining our strength. If this observation is correct, then we are warranted, perhaps, in appealing to the emotions as well as to the intellect. Indeed, we do so now when we exalt patriotism, promote loyalty, or strive to engender affection. Are we not equally justified in using

similar means to increase human sympathy along with understanding?

- Panaceas are not helpful under any circumstances. A new invention may put a machine in proper running order, but no new invention will automatically cure all of our economic ills. Economic society is a living, dynamic thing. There are too many unpredictable possibilities to contemplate, too many unknowns with which to deal, and too many forces at work to accept any one comprehensive "solution".

- This does not imply that under certain circumstances new ideas cannot be tested within restricted environments and under rigidly controlled conditions. Perhaps as techniques are developed and social measurements become perfected, the method of testing may attain a wider usefulness. Certain it is that social and economic changes of far-reaching consequence are too often blindly advocated, and even effected, when some measure of empirical evidence might be compiled in advance to test their validity. At the present time, however, such tests in the field of social science have sharp limitations.

- The suggestion to substitute history for all social science teaching is convincing in its logic, especially when presented by its advocates. Paradoxically, it is the ideal of everyone who envisages a real science of society. If history, in the broad sense of that term, can really be taught in such a way as to refine out of that vast store of human experience fundamental principles applicable to contemporary problems,

then the dream of the sociologist, and that of the economist as well, has been realized.

- It would seem, however, that much must be done before history can be taught in that way. First there must be accomplished the task of assimilating and classifying the facts of history, discovering among them such relationships as exist, formulating those relationships as fundamental principles, and, finally, testing those principles by applying them to contemporary problems. This is research of staggering proportions, so overwhelming, in fact, as to appear at this time little more than an alluring intellectual aspiration.

- In the meantime a very practical question has to be faced. Young people are entitled to some orientation in the activities and responsibilities of adult citizenship in a democracy. Adults want continuous education in contemporary affairs.

- Such education can no longer be had in an adequate degree by direct observation and personal experience. This fact is sometimes overlooked when it is pointed out that our forefathers acquired an extraordinary insight into the social and economic questions of their times without text books in social science. In a simple agricultural economy, where every citizen from childhood enjoys a personal intimacy and first-hand experience with every existing social relationship and institution, text books on such subjects may not be necessary. But this is obviously impossible today. Complexities and specialization confine the young citizen as well as the adult to rigidly circumscribed areas of experience and observation.

We cannot emulate a by-gone age and expect the procedures in force then to produce the same results now, under totally different conditions. Today the broader concepts must be supplied by formal education, and in adult circles by forums, discussion groups, reading clubs, and the like.

A PROGRAM

The efforts of this Foundation are dedicated to the problem of how to make such economic education more effective in our democracy. Accurate, detached, scientific knowledge is a prerequisite. Economics as a science, therefore, has a very definite place in the program of the Foundation. Scholars must constantly be trained as the vanguards of knowledge and encouraged to push out to unknown areas as well as to re-examine old concepts in the light of changed conditions. The product of such work becomes the core of economic education.

- But it is the translation and interpretation of this knowledge for the many in which the Foundation is chiefly interested. Accordingly, certain "patterns" have been developed to reach every intellectual level in the population. Specialized graduate training is offered a few young men and women each year, to prepare them for places of leadership in meeting problems that our economy is bound to face in their generation. For the majority of citizens radio broadcasts, new types of motion pictures, non-technical low-priced literature—all conceived in the spirit of sound scholarship—are being made available in increased quantity and according to tech-

niques that make their use increasingly effective. And finally, for those nearer a subsistence level, programs are being developed comprehending a type of functional economic education immediately helpful in their daily lives. These "patterns" are explained in detail in the following sections.

• In reviewing these "patterns", however, the fact should be borne in mind that economic education, like all education, is a slow development. It is not something that can be superimposed suddenly upon the population in such a manner and in such volume as to improve quickly the existing habits of thought and action. It is a learning process, a gradual growth strewn with mistakes, beset with discouragements, and now and then showing some indications of progress. The greatest danger to economic education in a democracy is not the mistakes which are made, however, nor the discouragements which are faced. It is despair.

• To despair of education is to sacrifice democracy. Freedom of thought and action is a privilege. It can be had and maintained only through effort. Courage, knowledge, industry, tolerance are not inherent. They are the result of training. In the absence of training they may easily revert to fear, ignorance, indifference, and bigotry—all of which are the bulwarks of dictatorships and slavery. But the capacity to learn is inherent. If, therefore, we fail to teach those attributes that make for freedom, the fault is not with the people. The fault is with those upon whom democracy has bestowed its richest endowments, but who, because of despair, have failed in the task of passing them on.

Patterns

PATTERN 1 *Industrial Leadership*

Massachusetts Institute of Technology
Cambridge, Massachusetts

PATTERN 2 *Tax Analysis*

University of Denver Denver, Colorado
University of Pennsylvania . . . Philadelphia, Pennsylvania

PATTERN 3 *Motion Pictures*

New York University New York, New York

PATTERN 4 *Radio*

University of Chicago Chicago, Illinois

PATTERN 5 *Pamphlets*

Public Affairs Committee, Inc. . . New York, New York

PATTERN 6 *Consumer Education*

Stephens College Columbia, Missouri

PATTERN 7 *Applied Economics*

University of Kentucky Lexington, Kentucky
University of Florida Gainesville, Florida



Industrial Leadership

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE, MASSACHUSETTS

UNDER this "pattern", some ten young industrial executives annually spend a year in specialized study of the broad social and economic aspects of managerial problems faced by industry today. Fellowships at the Massachusetts Institute of Technology, offered in nationwide competition, make this possible.

- The program is carried on cooperatively. Industrial corporations in all parts of the country join with the Institute and the Foundation in providing the opportunity. The corporations nominate staff members as applicants for the fellowships. The Institute determines the qualifications for eligibility, selects the winning candidates, and assumes entire responsibility for instruction.
- Need for advanced social and economic study for promising junior executives is seen in the fact that industrial leadership today imposes obligations reaching far beyond the confines of any industrial organization. The increasing participation of government in the economic life of the nation, labor's newly created privileges, the growing public consciousness of the prerogatives and obligations of consumers, all suggest the need for a type of education for industrial leadership that will expand the notion of managerial skill to include the broader implications of social and economic understanding.

• Accordingly, throughout the entire program emphasis is placed upon the forward-looking responsibilities of industry to society, and upon external influences bearing on industrial administration. An effort is made to define the responsibilities borne by industry in our economic and social activities, and the effects of industrial operations upon the other parts of the structure. Current trends in such areas as labor relations and legislation, governmental relationships to industry, domestic and international economics, sociological developments, and social psychology are studied, not alone in their general aspects, but in connection with specific business problems. The object is to give an understanding of the varying objectives and points of view of different elements in our society and so to provide a basis for enlightened administration of the individual business enterprise.

• Thus far thirty-five young men have been awarded fellowships. Of these, seven completed the year of specialized training in 1938; seven in 1939; ten in 1940; eleven are now in residence. Obviously the elapsed time is not yet sufficient nor the numbers large enough for accurate appraisal of the merit of the plan. A special appropriation has been made the Institute for this purpose, however, and significant data are being accumulated by correspondence as well as through personal conferences with the graduates and their employers. In due course of time it is expected that some measure of scientific judgment can be formulated as to the results being accomplished.



Tax Analysis

UNIVERSITY OF DENVER, DENVER, COLORADO

UNDER a grant from the Foundation, there was established in 1938, at the University of Denver, a department of government management. At the same time a number of fellowships were established, designed to attract qualified candidates to what was envisaged as a new profession. For unlike similarly named departments in other universities, the purpose here is to train young men and women, not primarily for direct government service, but for professional guidance of organized citizen groups particularly concerned with the problem of local public administration.

• Such citizen groups everywhere are scrutinizing critically their state, county, and municipal governmental activities. And with constantly increasing federal taxation in the offing, this movement is likely to increase in momentum. As a consequence, extravagances and desirable economies are being unearthed. Yet at the same time there has appeared the real danger that economy programs, hastily conceived, may undermine or even destroy essential public enterprises upon which the very future of civilization depends. Always any given tax and budget situation calls for careful analysis and expert appraisal before action is instigated. There has arisen in consequence a demand for this new profession—for men and women with comprehensive training in the specialized field of state and local government management, who are capable of getting at the essential facts, judging

those facts in the light of fair standards, and recommending constructive action.

- The resident training consists of courses in state and local administration, governmental budgeting, accounting and auditing, public relations, research methods and statistics, preparation of public reports. There is required, in addition, six months' practical field experience, at which time administrative audits of local governments are conducted, sources of revenue analyzed, and governmental functions, operations, and organization appraised. Following the field work, a series of seminars is held, designed to evaluate individual accomplishments, refine techniques, and assist in the preparation of the final reports.

- Ten fellowships have been awarded each year since 1938. The first class in government management was graduated in 1940. All the members of this class are now employed with civic agencies and taxpayers' associations in various parts of the country.

- Annual conferences have been held at Estes Park, Colorado, in which interested citizens, government officials, and scholars have been brought together for mutually helpful round-table discussions. As a part of the conference program a series of broadcasts was carried on during the winter of 1939-1940 and four pamphlets published supplementing the radio programs.

UNIVERSITY OF PENNSYLVANIA

INTERPRETATION of new taxes and new trends in public finance for the benefit of the average citizen constitutes another phase of tax analysis aided by the Foundation. Through periodic publications, an information service, and an annual conference, this function is performed by the Tax Institute of the Wharton School of Finance and Commerce of the University of Pennsylvania.

- The Institute is the former Tax Policy League, which, on October 24, 1940, assumed the new name and became a part of the Wharton School by virtue of a grant by the Foundation to the University.

- The Institute's chief bulletin is the monthly *Tax Policy*. It gives a concise analysis of outstanding problems of public finance, tables of

comparative legislative and statistical data, notes on current tax legislation, and comments on new publications in the field of taxation and public spending.

- For those who do not care for such a detailed report, a single-sheet publication is prepared twice a month, summarizing in simpler terms the chief problems having to do with current taxation.

- In December of each year the Institute conducts a national symposium of four or more sessions on some major topic of public finance. Speakers are selected from outstanding students of taxation among business men, university professors, leaders in governmental research, and administrative officials. Bound volumes of the papers presented at these symposia are subsequently published.

- Plans are now being formulated looking towards increased circulation of the publications and wider interest in the annual symposium.



Motion Pictures

NEW YORK UNIVERSITY, NEW YORK, N. Y.

THE object of this "pattern" is to explore the possibilities of creating motion pictures that will present simply and entertainingly, but with due regard for sound scholarship, significant elementary relationships in our economic life about which there is believed to be widespread misunderstanding.

- Propaganda films, purely didactic films, and entertainment films have long had their distinct uses. The problem presented here, however, suggests motion pictures of a kind essentially different from any of these. The films must be technically accurate and wholly free from any suggestion of promoting a predetermined viewpoint or stressing a particular bias. They must serve an educational purpose by presenting facts and relationships imperfectly understood in such a way as to challenge thought, promote discussion, and otherwise facilitate the learning process. Attention and interest being prerequisites to this end, the films must contain some entertainment value.

- Four films have thus far been produced and released for distribution by the Educational Film Institute of New York University. Two of these document the experiment in Applied Economics explained under Pattern 7 and suggest the possibilities of a functional type of economic education. The other two films treat the problem of technological unemployment in its relation to the present defense program.

ALFRED P. SLOAN FOUNDATION, INCORPORATED

One of these films is strictly documentary; the other makes use of actors and scenery.

- At the same time the University is developing an effective organization for the distribution of educational motion pictures. Already several noteworthy series of pictures have been deposited with it, and distribution channels have been established to include the entire continental United States.

- The Foundation is planning a measurement program which can be applied to these and other films as they are shown to audiences of varying composition. Such a program, it is believed, will supply a constant fund of information which, when applied to the production of subsequent films, will make each one increasingly effective for the purpose for which it is intended and for the audience for which it is designed.



PATTERN N° 4

Radio

UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

ON February 1, 1938, the Foundation assumed financial sponsorship of the University of Chicago Round Table weekly broadcasts on national and world affairs. At that time the Round Table was already a well established institution, having presented its program over the air regularly as a local broadcast since 1931, and as a national broadcast since 1933. It was felt, however, that with improved facilities, a larger number of guest speakers, more effective research, technical assistance to the participants, and the addition of administrative personnel, the Round Table could exert an even wider influence as a national educational institution of first-rank importance.

• In many respects the last three years have witnessed the realization of these expectations. The listening audience, according to the best statistics available, now numbers at least ten million persons weekly. The program is heard regularly in every state over a network of from eighty-three to ninety-four stations. Over seven thousand printed transcripts are sold each week.

• During 1940 the Round Table received the first award for educational recordings at the Ohio Institute for Education by Radio, first award in the educational category in the *Cleveland Plain Dealer* radio poll, and was awarded first place among discussion programs selected in the *Radio Daily* poll.



PATTERN N° 5

Pamphlets

PUBLIC AFFAIRS COMMITTEE, NEW YORK, N. Y.

WHATEVER instrumentalities may be used for the diffusion of economic knowledge, the printed word is basic. But most objective and scholarly works dealing with economic and social subjects are too long, too technical, and too detailed to interest many readers. Thirty- or forty-page summaries of these same studies, rewritten in popular style, attractively illustrated, and inexpensively priced, make it possible for the layman to know their content in broad outline. The main purpose of the Public Affairs Committee is to make available in this way most of the significant economic studies currently published.

• The Committee was organized in 1936. The following year it was incorporated as a non-profit corporation under the laws of the State of New York. The Committee is a voluntary unpaid group. Its members include two college presidents, a magazine editor, an expert on international problems, an editor of economic books for one of our largest publishing houses, a university professor, a social work executive, and an expert in municipal research. Each member is a person of authority in his particular field. The Committee represents, therefore, a group of people informed about the best social and economic research going on in the country, and competent to judge it.

• To date the Committee has published fifty pamphlets. Well over half a million have been sold annually for the past three years. Dur-

ing 1940 twelve new pamphlets were produced, thirteen revised, and nine others reprinted. Over half of the total number sold during 1940 went to fill orders from individuals and institutions for relatively small quantities, while sixty-five thousand were sold in lots of twenty-five thousand or more; in addition approximately one hundred thousand were sold to schools and colleges; sixty thousand were distributed through bookstores, and forty-four thousand through the newsstands supplied by the American News Company.

• The members of the Committee are:

LUTHER GULICK, *Chairman*
LYMAN BRYSON, *Vice Chairman*
S. M. KEENY, *Secretary*
ORDWAY TEAD, *Treasurer*
BEULAH AMIDON
RAYMOND LESLIE BUELL
FREDERICK V. FIELD
WILLIAM TRUFANT FOSTER
HARRY D. GIDEONSE
ROBERT P. LANE
FRANCIS P. MILLER
FELIX MORLEY
GEORGE SOULE
WILLIAM T. STONE
WILLIAM H. WELLS



Consumer Education

STEPHENS COLLEGE, COLUMBIA, MISSOURI

FOR many years a need has been felt for a more functional approach to the study of economics. Even in elementary teaching, the subject has been weighted heavily with abstractions largely drawn from economic life in the eighteenth century or empirical studies of a technical nature dealing with highly specialized topics. Elementary economics has, in fact, differed very little from the more advanced presentation of the subject. Under the circumstances it is not surprising that school authorities have long regarded economics with misgiving, and adult groups have had difficulty in organizing stimulating meetings devoted to economic problems.

• Consumer economics promises a way out. It offers, in the first place, the advantages of systematic gradation suited to almost any intellectual level. From the moment a child realizes that he can exchange a coin for something of his heart's desire, consumer economics can be taught. At the same time there is no reason why the most profound problems cannot be treated from the standpoint of the consumer quite as well as from that of the producer. Such an approach on whatever level touches more intimately the interests and life of the student, and by suggesting personal practices and procedures, makes the study more functional.

• Through a Foundation grant the Institute for Consumer Education

was established in 1937 at Stephens College, Columbia, Missouri, to give impetus to the consumer approach to economics teaching, to aid in coordinating the work being carried on in the subject, and to act as a clearing house for information regarding courses of study, research, and publications in the field.

- Functioning, as it does, in a college notable for its functional type of curriculum, the Institute has been able to develop through actual classroom experience and extra-curricular activities methods and procedures in the presentation of consumer economics that may well serve as suggestions for more general use.
- Two national conferences have been held under the auspices of the Institute, which have brought together educators, government officials, and others from all parts of the country to exchange ideas, discuss mutual problems, and to formulate plans and procedures for the further development of consumer education.
- Through its program of visiting fellowships the facilities of the Institute have been made available each year to representatives of other institutions planning to begin courses in the subject.
- In the summer of 1940 Dr. John Cassels, director of the Institute, was granted a leave of absence to serve on the staff of the Consumer Division, Advisory Commission to the Council for National Defense.



PATTERN N° 7

Applied Economics

UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY
UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA

*T*HIS is an experiment designed to discover: first, whether school instruction in methods of improving personal and family economic conditions will actually raise the level of living in the community, and second, to measure quantitatively the extent of such change, if any. The experiment is concerned with the three basic economic essentials: food, shelter, and clothing. For the sake of clarity in conducting the experiment, however, only one of these basic essentials is selected for study in each place where the experiment is conducted.

• The procedure is to select certain experimental schools, which are then paired with control schools where the conditions parallel those in the experimental schools as closely as possible. In each case the experimental school is sufficiently far removed from the control school so that anything done in the one does not affect the other. All experimental work is confined to the experimental school. A measurement program is then introduced consisting of two parts. The first part is as follows:

1. Measurements are devised to record as accurately as possible the status regarding food, housing, or clothing, as the case may be, in the communities where both the experimental and the control schools are located.
2. Then a new instructional program is introduced in the experimental school. The school curriculum is built around the particular necessity

selected, texts being dispensed with for the most part during the course of the experiment, and especially prepared materials substituted. The customary disciplines are taught from these especially prepared materials, but whether it be reading, arithmetic, geography, or something else, the presentation is from the standpoint of a particular and pressing need in the immediate community and possible ways of meeting it. Then again, practical demonstrations are arranged, functional projects organized, and every display of effort, however feeble, carefully nurtured to help bridge the gap between school learning and community living.

3. From time to time the measurements described in No. 1 above are repeated.

• The second part of the measurement program is concerned with the progress made by the pupils in the old-line subjects such as reading, writing, geography, and the like. It is important to know how the new instructional program affects these fields of learning quite aside from its effect upon the level of living of the community. A sequence similar to that described above is followed to accomplish this end.

• When the experiment is complete, then, it should be possible to demonstrate the following:

1. What changes, if any, have occurred in the experimental community that have not also taken place in the control community.
2. The degree to which such changes, if any, have taken place.
3. The nature of the changes and the extent to which they can be attributed to the new instructional program.
4. A comparison of progress made in the customary subject-matter fields of pupils subjected to the new instructional program and those not subjected to it.

• In Kentucky, where the experiment is concerned with food, complete tests have been devised and given at two different times in four sets of control and experimental schools. Six new elementary texts have been written, illustrated, and mimeographed for experimental use. Numerous wall charts have been prepared for teaching purposes. A manual containing suggestions for the use of the texts has been prepared, together with a detailed analysis of related data in the state-

adopted text books. Scholarships were awarded several rural teachers for the summer session of 1940, enabling those teachers to become familiar with the new curriculum. The newly prepared materials and the reorganized curriculum have been in use since September, 1940.

• In Florida, where the experiment deals with housing, a complete record has been made of the existing housing conditions in the communities served by the experimental and the control schools. A complete set of texts on various phases of housing, designed for grades one to twelve inclusive, has been prepared, and these texts are now in use in the experimental schools. The Engineering School of the University has completed a preliminary survey of materials that are available practically free of cost for the improvement of housing, and is now carrying on further investigations looking to the practical use of these materials. The School of Architecture has studied the present housing practices and will shortly present recommendations for improving the present conditions.

• The project in each location is under the immediate supervision of the state university, and is carried on in close cooperation with the State Department of Education. The local school authorities, assisted by other community agencies, are responsible for carrying out the details of the program. It has been found helpful in some instances to organize an advisory committee consisting of representatives from the State Health Department, the housing authority, if one exists, the county agricultural agent, the home demonstration agent, and others. Direct responsibility for the program rests with a small operating committee. The working staff is made up of personnel competent in preparing curriculum materials and in the techniques of measurement.

• Plans are under way for instituting comparable experiments in the subject of clothing.



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- Loan Sharks and Their Victims* WILLIAM TRUFANT FOSTER
Chain Stores—Pro and Con INSTITUTE FOR CONSUMER EDUCATION
The Homes the Public Builds EDITH ELMER WOOD and ELIZABETH OGG
Adrift on the Land PAUL S. TAYLOR
Safeguarding Our Civil Liberties ROBERT E. CUSHMAN
59¢ of Your \$1—The Cost of Distribution T. R. CARSKADON
How Money Works ARTHUR D. GAYER and W. W. ROSTOW
Pensions After Sixty MAXWELL S. STEWART

ALFRED P. SLOAN FOUNDATION, INCORPORATED

- America's Children* MAXWELL S. STEWART
If War Comes—Mobilizing Machines and Men . . . PERCY W. BIDWELL
Should Married Women Work? . . . NATIONAL FEDERATION OF BUSINESS and PROFESSIONAL WOMEN'S CLUBS
Credit Unions—The People's Banks MAXWELL S. STEWART

PAMPHLETS REVISED DURING 1940

- Security or the Dole* MAXWELL S. STEWART
Credit for Consumers LEBARON R. FOSTER
The Supreme Court and the Constitution ROBERT E. CUSHMAN
This Question of Relief MAXWELL S. STEWART
Restless Americans CLIFTON T. LITTLE
Doctors, Dollars, and Disease WILLIAM TRUFANT FOSTER
Farmers Without Land RUPERT P. VANCE
Saving Our Soil MAXWELL S. STEWART
Can America Build Houses? MILES L. COLEMAN
Youth in the World of Today MAXWELL S. STEWART
Our Taxes and What They Buy MAXWELL S. STEWART
America and the Refugees LOUIS ADAMIC
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PRINTED TRANSCRIPTS OF WEEKLY BROADCASTS:

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|---|---|
| <i>Wages and Hours in the North and South</i> | <i>Civil Liberties and the Fifth Column</i> |
| <i>Is Our War News Accurate?</i> | <i>M-Day and America</i> |
| <i>The Far East—Backdoor War?</i> | <i>Heading for the White House</i> |
| <i>The Jews</i> | <i>Should America Conscript Men Now?</i> |
| <i>Economic War Between the States</i> | <i>The New France</i> |
| <i>Is Russia Losing in Finland?</i> | <i>What Really Happened at Havana?</i> |
| <i>Are Tariff Walls Blockading America?</i> | <i>Willkie Accepts</i> |
| <i>War Myths</i> | <i>Blitzkrieg on Britain</i> |
| <i>Economic Issues and 1940</i> | <i>Should America Aid Britain?</i> |
| <i>Is America's Economic Frontier Closed?</i> | <i>Should America Feed Europe?</i> |
| <i>Must the World Unite?</i> | <i>Can Germany Conquer Latin America?</i> |
| <i>Can We Protect America?</i> | <i>Should We Conscript Wealth, Too?</i> |
| <i>The Census</i> | <i>Crisis in the East</i> |
| <i>The Archbishops Look at America</i> | <i>Will Hitler Attack America Next?</i> |
| <i>Scandinavia on the Spot</i> | <i>You, Soldier</i> |
| <i>Third Term?</i> | <i>The Balkans Aflame</i> |
| <i>Where's That War Boom?</i> | <i>"Warmongers" and "Appeasers", Who are they in America?</i> |
| <i>The Trojan Horse</i> | <i>Polls and the Election</i> |
| <i>Blitzkrieg</i> | <i>America's Defense Policies</i> |
| <i>America and the Peacemongers</i> | <i>World Revolution</i> |
| <i>Babies Cost Money</i> | <i>Art and Our Warring World</i> |
| <i>If Germany Wins</i> | <i>The Soviet Union and America</i> |
| <i>Have We Time to Think?</i> | <i>Is Hitler Revolutionizing Britain?</i> |
| <i>Italy Marches</i> | <i>Where are Those 50,000 Planes?</i> |
| <i>America's Capacity to Arm</i> | <i>The Movies</i> |
| <i>Economic Union for the Americas</i> | <i>The Effect of the Next Ten Years on Education</i> |

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Pamphlets Supplementing Broadcasts:

- Government in Housing*
Earmarking of Public Revenues
County Reorganization

University of Kentucky

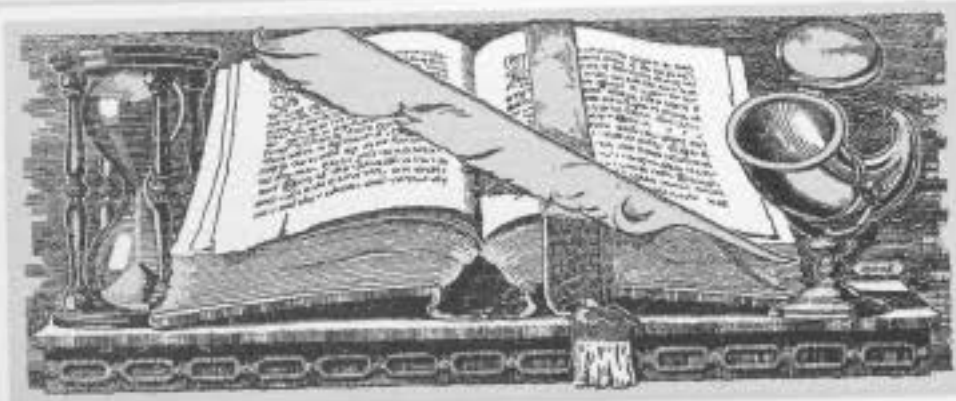
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Tax Policy, a monthly bulletin setting forth factual information concerning taxation.

Taxes for Democracy, a semi-monthly bulletin treating outstanding phases of taxation in popular style.



History and Field of Activity

WITH NOTES ON FOUNDATION OPERATION POLICY

THIS Foundation was organized under the name of the Sloan Foundation, Inc. on August 2, 1934 under the laws of the State of Delaware. It is a non-profit membership corporation. At that time Mr. and Mrs. Alfred P. Sloan, Jr. made an original gift to the Foundation of securities valued at \$500,000.

• An amendment to the Certificate of Incorporation on July 8, 1936 changed the name of the Corporation to its present form, but in all other respects the Certificate remained as originally filed. Additional securities were then set aside for transfer to the Foundation. Subsequently, in December 1937, these transfers were consummated at the market prices then obtaining. Other gifts have been made as the activities of the Foundation have expanded. These gifts have been reported in the published reports of the Foundation.

• The Certificate of Incorporation clearly imposes certain restrictions upon the activities of the Foundation. Operations are confined to those of a religious, charitable, scientific, literary, or educational nature; individuals having a personal interest in the affairs of the Foundation are forbidden to receive any benefit from its operations, and no activities designed to influence legislation or of a propaganda nature are permitted.

ALFRED P. SLOAN FOUNDATION, INCORPORATED

• Within this restricted area wide latitude is allowed. Grants and donations, as well as other expenditures, may be made either from accumulated income or from any other funds of the Corporation. The Corporation may enter into contracts, employ staff personnel, establish offices, and in general carry on all activities necessary or desirable properly to conduct its affairs.

• The Certificate of Incorporation provides for members of the Corporation who shall be interested in its objectives and purposes. The members are obliged to elect a Board of Trustees in which is vested the active management of the affairs of the Corporation. The by-laws of the Corporation permit the Board of Trustees to elect the corporate officers who may or may not be members of the Board. The Trustees may appoint committees, delegate powers, establish and alter by-laws, make grants and donations, borrow money, and take such other actions as naturally arise in the course of managerial duties.

• By decree of its Board of Trustees, the Foundation has, since January 1, 1938, devoted its resources exclusively to the field of American economic education and research. Within this restricted area, moreover, the Foundation acts only as a grant-making agency. It conducts no educational work on its own account, nor does it engage directly in research. Its activities consist of granting financial aid for specific projects submitted and carried on by fully accredited educational institutions within the borders of the United States.

• Accepted projects receive grants-in-aid on a budgetary basis for a one-year period. At the end of the year a certified accounting is made to the Foundation, and all unused funds are returned. Renewals are considered in ample time to assure the uninterrupted progress of activities continuing over a period of years. In rare instances unrestricted funds are granted to outstanding educational institutions engaged exclusively in economic education and research. Independent endowments, however, are not considered at the present time.

• It is not expected that educational projects initiated by the Foundation will be supported in perpetuity. The Foundation's function is to assume the risks of new enterprises which, because of their experimental character, would prove an unwarranted burden upon the regu-

lar administrative budgets of the sponsoring institutions. Hence, at the outset, initial expenses are absorbed and necessary equipment is furnished. It is expected, however, that successful projects will be expanded until their maximum usefulness is assured, and will be supported until they can be made self-sustaining, or else can be absorbed in the regular operating expenses of the institutions of which they are a part.

- In no case does the Foundation assume responsibility for the administration of the projects which it sponsors, nor does it feel called upon either to affirm or to refute the ultimate pronouncements or findings of its donees. Its sole function is to encourage a more general and effective type of economic education, and to make possible additional research which promises significant findings for widespread diffusion.

- The Foundation welcomes constructive criticisms and suggestions. Qualified educational institutions in sympathy with the ideas herein set forth should feel at liberty to submit projects which fall within the scope of the Foundation's field of activity and fit in with its program. Conscientious attention and careful thought is given all such communications.

- Specific projects submitted for consideration should first be definitely formulated in a brief, written memorandum. The objectives should be clearly stated, the proposed procedures outlined, and an estimate given of the probable expense involved. Routine is greatly facilitated by settling as much as possible by correspondence. Conferences and field investigations, demanding, as they do, a considerable amount of time and expense, properly come last in the course of negotiations.



CERTIFICATE OF
INDEPENDENT PUBLIC ACCOUNTANTS

HASKINS & SELLS
CERTIFIED PUBLIC ACCOUNTANTS

22 EAST FORTIETH STREET
NEW YORK, N. Y.

ALFRED P. SLOAN FOUNDATION, INC.:

We have examined the balance sheet of Alfred P. Sloan Foundation, Inc. as of December 31, 1940 and the related statement of general fund reserve for the year ended that date, have reviewed the system of internal control and the accounting procedures of the Foundation, and have examined or tested its accounting records and other supporting evidence by methods and to the extent we deemed appropriate.

In our opinion, the accompanying balance sheet and related statement of general fund reserve fairly present the financial condition of the Foundation at December 31, 1940 and the results of its operations for the year ended that date, in conformity with generally accepted accounting principles followed by the Foundation on a basis consistent with that of the preceding year.

HASKINS & SELLS

April 22, 1941.

BALANCE SHEET, DECEMBER 31, 1940

ASSETS

Cash	\$ 458,047.63	
Investments:		
Marketable stocks (market quotation value \$6,135,287.00)	\$4,605,268.49	
Other	<u>500,000.00</u>	<u>5,105,268.49</u>
Total		<u>\$5,563,316.12</u>

LIABILITIES

Grants Unpaid	\$ 123,396.11	
Reserve for Legal Services	750.00	
General Fund Reserve	<u>5,439,170.01</u>	
Total		<u>\$5,563,316.12</u>

STATEMENT OF GENERAL FUND RESERVE
FOR THE YEAR ENDED DECEMBER 31, 1940

Balance, January 1, 1940		\$5,165,067.45
Add:		
Gifts received	\$173,000.00	
Dividends received	476,098.13	
Profit from sale of stock	724.37	
Adjustments pertaining to grants made in prior years	<u>4,814.76</u>	<u>654,637.26</u>
Total		\$5,819,704.71
Deduct:		
Grants authorized	\$338,221.63	
Administrative expenses	<u>42,313.07</u>	<u>\$ 380,534.70</u>
Balance, December 31, 1940		<u>\$5,439,170.01</u>

GRANTS AUTHORIZED IN 1940

The Brookings Institution	\$ 25,000.00
Massachusetts Institute of Technology	32,500.00
New York University	55,085.00
Public Affairs Committee, Inc.	44,946.00
Stephens College	47,350.00
University of Chicago	46,718.52
University of Denver	51,988.11
University of Pennsylvania	15,455.00
University of Kentucky	7,329.33
University of Florida	<u>11,849.67</u>
Total	<u>\$338,221.63</u>

GRANTS-IN-AID AUTHORIZED
PUBLICATIONS RELEASED
AND
FINANCIAL STATEMENT
1941

ALFRED P. SLOAN FOUNDATION, INC.
30 ROCKEFELLER PLAZA
NEW YORK, N. Y.

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COMPLETE REPORTS OF FOUNDATION ACTIVITIES, INCLUDING AN ACCOUNT OF ITS HISTORY, POLICIES, AND PROCEDURES, ARE PUBLISHED BIENNIALLY. THE FIRST REPORT, COVERING THE YEAR 1938, AND THE SECOND, FOR 1940, ARE AVAILABLE UPON REQUEST.

INTERIM STATEMENTS LIST THE GRANTS AUTHORIZED, THE PUBLICATIONS RELEASED, AND THE FUNDS RECEIVED AND DISBURSED DURING THE PREVIOUS TWELVE-MONTH PERIOD. THE FIRST INTERIM STATEMENT COVERED THE CALENDAR YEAR 1939; THIS IS THE SECOND, AND REVIEWS THE YEAR 1941.

BOARD OF TRUSTEES

ALFRED P. SLOAN, JR.

IRENE JACKSON SLOAN

HARRY E. WARD

JOHN L. PRATT

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OFFICERS

ALFRED P. SLOAN, JR., *President*

HAROLD S. SLOAN *Vice President
and Executive Director*

EUNICE FULLER BARNARD *Educational Director*

JAMES F. KENNEY *Treasurer*

GENEVIEVE M. KING *Secretary*

Renewal Grants

AUTHORIZED IN 1941

(Described and explained in previous reports)

ECONOMIC EDUCATION

PATTERN 1 *Industrial Leadership*

Massachusetts Institute of Technology \$25,000.00

PATTERN 2 *Tax Analysis*

University of Denver 41,200.00

University of Pennsylvania 19,720.00

PATTERN 3 *Motion Pictures*

New York University 19,419.50

PATTERN 4 *Radio*

University of Chicago 57,819.97

PATTERN 5 *Pamphlets*

Public Affairs Committee 42,692.64

PATTERN 6 *Consumer Education*

Stephens College 19,760.00

PATTERN 7 *Applied Economics*

University of Kentucky 19,504.52

University of Florida 11,787.47

ECONOMIC RESEARCH

The Brookings Institution 50,000.00

New Grants

AUTHORIZED IN 1941

DESCRIPTIONS AND EXPLANATIONS

••• In expanding its activities in 1941, the Foundation attempted to reinforce three of the seven patterns of economic education set up in previous years and listed on the preceding page. Its new grants, made to six institutions, went for further experimentation in educational motion pictures, in applied economics, and in consumer education.

•••

MOTION PICTURES

Foreign Policy Association New York City
For a motion picture depicting trade relations with the countries of Latin America.

Total Grants to December 31, 1941 \$39,350.00

••• Both during the war and after, trade relations between the countries of North and South America promise to play an important role in the economic policies of both continents. This seemed the next logical topic, therefore, to add to the list of economic films sponsored by the Foundation. Under the direction of the Foreign Policy Association Mr. Willard Van Dyke was commissioned to make the picture. Early in December Mr. Van Dyke started on a prolonged journey through Latin America to gather a quantity of new and original picture material for the film. It is expected that the Foreign Policy Association will release the picture early in 1943. It will be distributed by the New York University Film Library.

Bard College of Columbia University Annandale-on Hudson, New York

For studies of film techniques and audience reaction looking towards increased effectiveness in the production and use of educational motion pictures.

Total Grants to December 31, 1941 \$12,056.85

••• Any attempt to adapt motion pictures to popular economic education must include a place for research. The effectiveness of alternative techniques, the comparative merits of the documentary and the acted type of picture, the relative emphasis best given to entertainment, information, and thought-provoking subject matter are all unknown factors. Studies along these lines have been undertaken as the first task of an Institute for Economic Education, which was inaugurated at Bard College, Columbia University, in 1941, under the direction of Dr. Adolf F. Sturmthal.

•••

APPLIED ECONOMICS

University of Vermont Burlington, Vermont

For a project in Applied Economics with particular reference to clothing.

Total Grants to December 31, 1941 \$3,750.00

••• The experiment in Applied Economics* already under way in Kentucky and Florida is an attempt to discover whether school instruction in methods of improving personal and family economic conditions will actually raise the level of living in a community. The original plan was to provide school lessons and to measure results in terms of the three basic essentials of food, clothing, and shelter. To facilitate the administrative details of the experiment, the University of Kentucky, however, is concentrating on the food aspects of the experiment and the University of Florida on matters pertaining to shelter.

This grant to the University of Vermont completes the series. Preliminary surveys of experimental and control communities have been made. During the summer of 1942 selected teachers will attend a workshop at the University to prepare instructional materials and activities centering about the problem of clothing, for use during the coming school year.

*Described in the 1940 report of the Foundation.

Pennsylvania State College . . . State College, Pennsylvania

For a project in Applied Economics with particular reference to clothing.

Total Grants to December 31, 1941 \$5,000.00

••• In many ways the clothing aspect of the experiment in Applied Economics raises difficulties not encountered in the case of either food or shelter. Many localities otherwise well suited to the experiment are changing rapidly in income level due to the impact of war industries. Then again, quantitative measurements of families' clothing status are particularly difficult to work out. Accordingly, it seemed best, at the outset, to develop the clothing phase of the experiment up to a certain point in two different environments.

Particular attention, therefore, was given in Pennsylvania to the matter of quantitative measurements. An ingenious index has been developed which, applied to clothing measurements, will prove comparable in every way to the measurements devised in Kentucky and Florida for food and shelter.

Henry Street Settlement New York City

To study the possibilities of extending an experiment in Applied Economics to urban areas.

Total Grants to December 31, 1941 \$1,500.00

••• Many who have followed the experiment in applied economics in rural areas have raised the question of its applicability to urban conditions. Before actually expanding the experiment to include city areas, it seemed wise to gather various data which might throw light on the possibilities suggested. The Henry Street Settlement expressed willingness to carry on this study, which is now in progress.

•••

CONSUMER EDUCATION

United States Advisory Commission to the Council for
National Defense, Washington, D. C.

For 50,000 copies of "Defense and the Consumer."

Total Grants to December 31, 1941 \$1,000.00

••• Upon request of the Commission, 50,000 copies of the Public Affairs Pamphlet "Defense and the Consumer" were made available for free distribution.

Publications

New York University, Film Library, New York City

Film List.

The Machine—Master or Slave? Study guide for film.

Public Affairs Committee, New York City

NEW PAMPHLETS PUBLISHED DURING 1941

<i>Read Your Labels</i>	HELEN DALLAS and MAXINE ENLOW
<i>How Shall We Pay for Defense?</i>	MAXWELL S. STEWART
<i>What It Takes to Make Good In College</i>	SAMUEL L. HAMILTON
<i>Defense and the Consumer</i>	INSTITUTE FOR CONSUMER EDUCATION
<i>America's Factories</i>	MAXWELL S. STEWART
<i>What the New Census Means</i>	STUART CHASE
<i>Man Meets Job—How Uncle Sam Helps</i>	PHILIP S. BROUGHTON
<i>Labor in the Defense Crisis</i>	T. R. CARSKADON
<i>Guns, Planes, and Your Pocketbook</i>	ROLF NUGENT
<i>Better Nursing for America</i>	BEULAH AMIDON
<i>Instalment Selling—Pros and Cons</i>	WILLIAM TRUFANT FOSTER
<i>How to Buy Life Insurance</i>	MAXWELL S. STEWART

PAMPHLETS REVISED DURING 1941

<i>The South's Place in the Nation</i>	RUPERT B. VANCE
<i>Why Women Work</i>	BEULAH AMIDON
<i>How We Spend Our Money</i>	MAXWELL S. STEWART
<i>Can America Build Houses?</i>	MILES L. COLEMAN
<i>Who Can Afford Health?</i>	BEULAH AMIDON
<i>Our Taxes and What They Buy</i>	MAXWELL S. STEWART
<i>Cooperatives in the United States</i>	MAXWELL S. STEWART
<i>This Problem of Food</i>	JENNIE I. ROWNTREE
<i>The Fight on Cancer</i>	CLARENCE C. LITTLE
<i>Safeguarding Our Civil Liberties</i>	ROBERT E. CUSHMAN
<i>If War Comes—Mobilizing Machines and Men</i>	PERCY W. BIDWELL
<i>Credit Unions—The People's Banks</i>	MAXWELL S. STEWART

University of Chicago, Round Table, Chicago, Illinois

PRINTED TRANSCRIPTS OF WEEKLY BROADCASTS:

<i>More Aid to Britain Now?</i>	<i>Blueprint for Hemisphere Defense</i>
<i>Is This Our War?</i>	<i>Should America Clear the Seas of the Nazis?</i>
<i>Morale: First Line of Defense?</i>	<i>Economic Consequences of a German Victory</i>
<i>Can Capitalism Defend America?</i>	<i>Defense: Who'll Pay the Piper?</i>
<i>The Last Ten Years</i>	<i>Japan: Setting Sun?</i>
<i>Can the Americas Be Invaded?</i>	<i>National Unity: Have We Got It?</i>
<i>Guns or Butter?</i>	<i>Weapons of Economic War</i>
<i>Dilemma in the Far East</i>	<i>The War: Two Years of History</i>
<i>How to Fight Nazi Propaganda</i>	<i>The Crisis of Capitalism</i>
<i>The Decline and Fall of the Roman Empire</i>	<i>Freedom of the Seas</i>
<i>Strikes and National Defense</i>	<i>Farmers and Defense</i>
<i>Defense Economics</i>	<i>New Frontiers in Education and Research</i>
<i>Should America Convoys to Britain?</i>	<i>Anti-Semitism: A Threat to American Unity?</i>
<i>Balkan Blitzkrieg</i>	<i>The President, Congress, and the Crisis</i>
<i>War Aims and Peace Aims</i>	<i>Economics of Blitzkrieg</i>
<i>Which Road for America—Staying Out of the War or the Military Defeat of Germany?</i>	<i>Showdown with Japan?</i>
<i>Lessons from Europe's War</i>	<i>Science and War</i>
<i>The Effect of the Blitzkrieg on the Economic Order</i>	<i>Defense Inventory</i>
<i>Defense and America's Health</i>	<i>Philippines: Asset or Liability?</i>
<i>Roosevelt vs. Hitler</i>	<i>Little Business: What Now?</i>
<i>Polls and the Crisis</i>	<i>Labor's Responsibility in Defense</i>
<i>Where's Bunker Hill?</i>	<i>Canada: Neighbor at War</i>
<i>War Against the Middle Classes?</i>	<i>Civil Rights and "Public Danger"</i>
<i>The Crisis and Your Pocketbook</i>	<i>Manpower: The Key to Victory</i>
<i>America and the German-Soviet War</i>	<i>What Does Rationing Mean?</i>
<i>Soviet Russia at War</i>	
<i>Our Liberties: Are They in Danger?</i>	

Stephens College, Institute for Consumer Education, Columbia, Missouri

Consumer Education. A News Letter devoted to the advancement of consumer education in schools and colleges and among adult groups. Columbia, Missouri. Issues published in 1941: January, February, March-April, May, June, October-November.

Consumer Education for Life Problems. Proceedings of the Third National Conference on consumer education. Columbia, Missouri: Stephens College, Institute for Consumer Education, Bulletin No. 3, June 1941.

DALE, EDGAR and VERNON, NORMAN, *Consumer Education—An Annotated Bibliography.* Columbus, Ohio: Ohio State University, Bureau of Educational Research, Modern Media of Education, Series 1, 1:3, April, 1941. Published jointly by the Bureau of Educational Research of Ohio State University and the Institute for Consumer Education at Stephens College, Columbia, Missouri.

Defense and the Consumer. New York, New York. Public Affairs Committee, Consumer Series No. 3, Pamphlet No. 54.

Read Your Labels. New York, New York. Public Affairs Committee, Consumer Series No. 2, Pamphlet No. 51.

University of Denver, Department of Government Management, Denver, Colorado

Self-Government Under War Pressure. Edited by DR. A. D. H. KAPLAN. Proceedings of the Citizen's Conference on Government Management held at Estes Park, Colorado, June 25 to 28, 1941.

University of Kentucky, Lexington, Kentucky

SEAY, MAURICE F., and MEECE, LEONARD E., *A Work Conference for Rural Teachers.* A Progress Report Describing a Work Shop Technique as Applied to In-Service Education of Teachers. Lexington, Kentucky. University of Kentucky, Bulletin of the Bureau of School Service, 13:4, June 1941.

READERS FOR ELEMENTARY GRADES

Food From Our Land Series
(for lower elementary groups)

- On the Farm* ELISE SAMS PATRICK
We Plan a Garden ELISE SAMS PATRICK
Turning the Soil ELISE SAMS PATRICK
Sowing in the Sunshine ELISE SAMS PATRICK
The Garden Grows ELISE SAMS PATRICK
Garden Enemies ELISE SAMS PATRICK
Teachers' Manual—Suggestions for Use
of Food From Our Land Readers ELISE SAMS PATRICK

Re-establishing the Smith Family Series
(for lower elementary groups)

- Planning the Farm* CHARLOTTE WRIGHT THOMAS
The Smith's New Garden CHARLOTTE WRIGHT THOMAS
Improving the Garden CHARLOTTE WRIGHT THOMAS
A Fish Pond on the Farm CHARLOTTE WRIGHT THOMAS
Fishing in Our Pond CHARLOTTE WRIGHT THOMAS
Re-establishing the Smith Family—
Teachers' Manual with Suggestions
for Use of the Books CHARLOTTE WRIGHT THOMAS

Chicken Series

(for intermediate elementary groups)

- John Learns About Chickens* MARIE GOODWIN HALBERT and
 OPALINE KING WORLEY
Kinds of Chickens MARIE GOODWIN HALBERT and
 OPALINE KING WORLEY
John Raises Chickens MARIE GOODWIN HALBERT and
 OPALINE KING WORLEY
Storing Eggs and Chickens MARIE GOODWIN HALBERT and
 OPALINE KING WORLEY
Glossary for the Chicken Series MARIE GOODWIN HALBERT
Teachers' Guide—The Chicken Series MARIE GOODWIN HALBERT

Miscellaneous Readers

- Health and Happiness Mother Goose Rhymes* R. W. HAMILTON
The Lucky Twins CHARLOTTE THOMAS and MARIE HALBERT
The Strawberry Patch HICKMAN PATRICK

University of Florida, Gainesville, Florida

Fix Up!—Paint Up!

- Low Cost Homes for Florida* PAUL PIERCE HART
Happy Helpers GERTRUDE SAPP

University of Pennsylvania, Tax Institute, Philadelphia, Pennsylvania

Financing the War, Symposium conducted by the Tax Institute, December 1-2, 1941, Philadelphia, Pennsylvania.

Tax Policy, a monthly bulletin giving factual information concerning taxation.

- Tax-Exempt Securities* January, 1941
Debt Limits February, 1941
Income Tax Productivity March, 1941
On the Legislative Front April, 1941
The Shape of Taxes to Come May, 1941
Three Decades of Federal Taxes June, 1941
Wrestling with Excises July, 1941
Federal Tax Legislation in 1941 August, 1941
State Tax Legislation in 1941 September, 1941
Centralization of Taxes October, 1941
Tobacco Taxes November, 1941
Diversity in State Tax Systems December, 1941

Taxes for Democracy, a bulletin issued occasionally, treating outstanding phases of taxation in popular style.

Tax Yields: 1940, Tax Collection Statistics for the Various Units of Government with Explanatory Text and Analysis.

Financial Report

Accountants' Certificate

HASKINS & SELLS
CERTIFIED PUBLIC ACCOUNTANTS

22 EAST 40TH STREET
NEW YORK

ALFRED P. SLOAN FOUNDATION, INC.:

We have examined the balance sheet of Alfred P. Sloan Foundation, Inc. as of December 31, 1941 and the related statement of general fund reserve for the year ended that date, have reviewed the accounting procedures of the Foundation, and have examined its accounting records and other evidence in support of such financial statements. Our examination was made in accordance with generally accepted auditing standards applicable in the circumstances and included all auditing procedures we considered necessary, which procedures were applied by tests to the extent we deemed appropriate in view of the system of internal control.

In our opinion, the accompanying balance sheet and statement of general fund reserve fairly present the financial condition of the Foundation at December 31, 1941 and the results of its operations for the year ended that date, in conformity with generally accepted accounting principles and practices applied on a basis consistent with that of the preceding year.

HASKINS & SELLS

April 14, 1942

ALFRED P. SLOAN FOUNDATION, INCORPORATED

BALANCE SHEET, DECEMBER 31, 1941

ASSETS

Cash		\$ 226,209.54
Investments:		
Marketable Stocks and Bonds (market quotation value, \$4,557,122.50)	\$5,011,241.32	
Other	500,000.00	5,511,241.32
Total		<u>\$5,737,450.86</u>

LIABILITIES

Grants Unpaid	\$ 104,835.11
Reserve for Legal Services	1,000.00
General Fund Reserve	<u>5,631,615.75</u>
Total	<u>\$5,737,450.86</u>

ALFRED P. SLOAN FOUNDATION, INCORPORATED

STATEMENT OF GENERAL FUND RESERVE
FOR THE YEAR ENDED DECEMBER 31, 1941

Balance, January 1, 1941		\$5,439,170.01
Add:		
Gifts received	\$110,000.00	
Dividends received	486,574.54	
Interest received	1,928.79	
Adjustments pertaining to grants made in prior years	6,972.12	605,475.45
Total		<u>\$6,044,645.46</u>
Deduct:		
Grants	\$369,560.95	
Administrative expenses	43,095.56	
Loss on sale of securities	373.20	413,029.71
Balance, December 31, 1941		<u>\$5,631,615.75</u>

TOTAL GRANTS AUTHORIZED IN 1941
AND AMOUNTS INCLUDED IN TOTAL BUT
UNPAID AT DECEMBER 31, 1941

	Total Authorized In 1941	Unpaid at December 31, 1941
Renewal Grants:		
The Brookings Institution . . .	\$50,000.00	
Educational Film Institute New York University . . .	19,419.50	\$12,845.00
Massachusetts Institute of Technology	25,000.00	
Public Affairs Committee, Inc.	42,692.64	42,692.64
Stephens College	19,760.00	4,327.50
University of Chicago	57,819.97	19,089.97
University of Denver	41,200.00	18,250.00
University of Pennsylvania . . .	19,720.00	4,930.00
University of Kentucky	19,504.52	
University of Florida	11,787.47	2,700.00
New Grants:		
Henry Street Settlement	1,500.00	
Foreign Policy Association . . .	39,350.00	
University of Vermont	3,750.00	
Bard College of Columbia University	12,056.85	
Pennsylvania State College . . .	5,000.00	
U. S. Advisory Commission to the Council for National Defense	1,000.00	
Total	<u>\$369,560.95</u>	<u>\$104,835.11</u>



REPORT *of* THE
ALFRED P. SLOAN FOUNDATION
INCORPORATED
1942

ALFRED P. SLOAN FOUNDATION, INC.
30 ROCKEFELLER PLAZA
NEW YORK, N. Y.

A LIMITED EDITION OF THIS REPORT IS BOUND
IN BOARDS FOR THE CONVENIENCE OF THOSE WHO
KEEP A PERMANENT FILE OF SUCH DOCUMENTS

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PREFACE

THE ALFRED P. SLOAN FOUNDATION, INC.
ADMINISTERS A PRIVATE FUND FOR
PUBLIC BENEFIT. THE FOUNDATION
RECOGNIZES ITS OBLIGATION, THERE-
FORE, TO REPORT PERIODICALLY THE
POLICIES WHICH GOVERN THE MANAGE-
MENT OF THE FUND AND THE USES TO
WHICH IT IS PUT, AND TO NAME THE
DONEES WHO ARE BENEFITED BY IT.
ACCORDINGLY, THIS PUBLIC REPORT
IS SUBMITTED FOR THE YEAR 1942.

BOARD OF TRUSTEES

ALFRED P. SLOAN, JR.	HAROLD S. SLOAN
IRENE JACKSON SLOAN	GEORGE WHITNEY*
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JOHN L. PRATT	FREDERICK H. WOOD*

OFFICERS

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President

HAROLD S. SLOAN
*Vice-President and
Executive Director*

EUNICE FULLER BARNARD
Educational Director

JAMES F. KENNY
Treasurer

GENEVIEVE M. KING
Secretary

*Term begins during 1943.

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Education's Part

TODAY, after five years of effort, the Foundation is supporting a program of mass economic education reaching one out of every three families in the United States. This program has been developed by various fully accredited educational institutions to whom unrestricted grants have been made for the purpose.

• To assure a wide appeal, every means of modern communication has been enlisted: radio, motion pictures, pamphlets, and recordings. And through a variety of approaches, ranging from public discussions of involved issues by eminent authorities to simple explanations of home problems by school teachers, families in every walk of life are being reached.

• When special leadership has seemed needed, fellowships have been offered to stimulate interest. And special institutes have been set up, on occasion, for research or specialization in important lines of activity.

WAR CHANGES

IMMEDIATELY following Pearl Harbor the Foundation examined this program critically to discover how it might contribute significantly to the war effort. One conclusion seemed clear. The rapid conversion to a war economy in itself pre-

sented a stupendous educational program. At the same time each of the three projects concerned respectively with radio, pamphlets, and motion pictures—the University of Chicago Round Table, the Public Affairs Pamphlets, the New York University Film Library—had already attracted a nationwide following. The obvious thing to do, then, was to encourage and enlarge these projects for whatever war use their respective governing bodies wished to make of them. The year's record is an interesting one.

- Of the fifty-nine radio discussions presented by the University of Chicago Round Table since December 7, 1941, fifty have been specifically related to the war effort. Of these, forty helped to clarify issues which the Office of War Information had declared to be of particular importance. Six were the result of specific requests by the government itself. Of the eighty-three guest speakers taking part in these discussions, twenty were government officials. In recognition of these services, so directly related to the war effort, the Round Table has been designated a priority program.

- Of the twelve pamphlets published by the Public Affairs Committee during the year, six had to do specifically with war-time problems. Of one million pamphlets sold, fifty per cent were purchased by government agencies, and another ten percent by state agencies cooperating with the federal government in the war-time program.

- In February 1942, New York University Film Library became the handling and consultant agency for the Film Bureau of the Civilian Defense Volunteer Office of Greater New York. During the same month the Office of Coordinator

of Inter-American Affairs named the Library as distributor of its films throughout the Middle Atlantic States. Later the Library assumed a similar responsibility for the Office of War Information. At the moment an experimental program is being arranged by the Library for supplying non-entertainment films for the army off-duty film programs.

- Full support of the war effort, however, means sacrifice in some things as well as supreme effort in others. Fellowship programs, for example, while fulfilling a useful purpose in peace-time, may create an unwarranted diversion of manpower in time of war. Accordingly, the Massachusetts Institute of Technology withdrew its request for a renewal grant in support of its sponsored fellowship program for young industrial executives. Likewise adjustments are in process at the University of Denver regarding the fellowships offered in its Department of Government Management.

- Soon after the outbreak of hostilities all the directing personnel of the Institute for Consumer Education at Stephens College was taken over by the Consumer Division of the Office of Price Administration, and the Institute closed its doors. Similar loss of personnel at the Institute for Economic Education at Bard College prompted the discontinuance of research in progress there having to do with audience reactions to various types of educational motion pictures.

POST-WAR ACTIVITIES

IN PEACE or in war, however, education's function is something more than the mere preservation of existing civilization. Education looks forward. It analyzes and examines in-

dividual culture traits and exposes them to criticism and appraisal in the light of scholarly research. Public opinion then determines which shall survive and which shall ultimately be forgotten.

- In war-time this process of selection is particularly important. War accelerates social and economic changes already in the making. If accepted too quickly and thoughtlessly, the new ways may lead to chaos; if condemned too promptly and rigorously, the war itself may prove to have been fought in vain. Education endeavors to guide the public to inquiry in such matters, to clearer thought regarding them, and in the end to wise courses of action in time to be effective.
- Consideration of post-war economic reconstruction, therefore, must go hand in hand with the war effort and, like the war effort, it is a matter of vital public concern. Many organizations, private and public, are directing their attention in one way or another to the critical questions that will arise when hostilities cease. But no efforts have been made thus far to organize a systematic and comprehensive plan for public instruction and participation in the post-war plans that are being formulated and developed.
- To fill this gap there is in the process of formation at New York University a new activity sponsored by the Foundation. The new project will take the form of an Institute on Postwar Reconstruction. The Institute will hold a series of public meetings to which outstanding authorities will be invited for lectures and discussions. Regularly enrolled graduate students and representatives of various vocations and viewpoints will comprise a part of the audience. The ideas presented

and the public reactions to them will be under continuous study by the Institute staff in the light of the significant literature on the subject and the research known to be in progress. These studies will be published in the form of proceedings. If it appears that certain areas are in need of additional investigation, new research to that end will be instigated and the results reported in due course of time. In this way it is expected that there will be developed gradually a comprehensive body of interrelated subject matter setting forth both a variety of authoritative viewpoints and a cross section of public opinion regarding them. It is hoped that some of the ideas presented may prove so practically applicable and so widely supported as to make a definite contribution to the economic life of the post-war era.

- Partially in preparation for some such Institute, the University of Chicago Round Table, the Public Affairs Committee, and the New York University Film Library have organized a cooperative plan under the name New Tools for Learning for relating their materials and distributing them together under common topics. Thus there have now been made available in convenient form lists of pamphlets, broadcasts, motion pictures, and recordings on a wide variety of subjects. Supplementing this service, New Tools for Learning maintains a consultation center for program builders. A year's experimental operation of this plan has already proved its worth in wider circulation of materials and greater convenience to teachers and adult education leaders throughout the country. As the Institute on Postwar Reconstruction gets under way, it is expected that many of the ideas there developed will find their way into these four media for wide popular diffusion through New Tools for Learning.

- Another project, now in its third year of operation, deserves particular mention because of its applicability to post-war economic reconstruction in the United States. Termed "Applied Economics", this group of projects attempts to find out what the schools can do to improve the level of living in the communities they serve. The undertaking is in the nature of an experiment, and is being carried out in isolated rural sections among self-supporting but very low-income groups where needs are the greatest.

- It is a sad commentary on our educational system that today, within the very shadows of great university schools of architecture, families with incomes of two or three hundred dollars a year are building houses which perpetuate every fault in construction and design practiced for decades. Likewise, within regions served by agricultural colleges where marvels are being accomplished for the commercial farmer, three- or four-acre family farms are being worked according to practices condemned generations ago. And despite the great development of home economics teaching, many housewives in northern rural areas are still so inadequately clothed that they seldom venture outdoors in winter.

- These conditions exist not alone because the money income is low. In fact, additional money is frequently not at all necessary to correct them. Knowledge alone is necessary, and that knowledge is available, but it has never been put into usable form for the benefit of those who need it most.

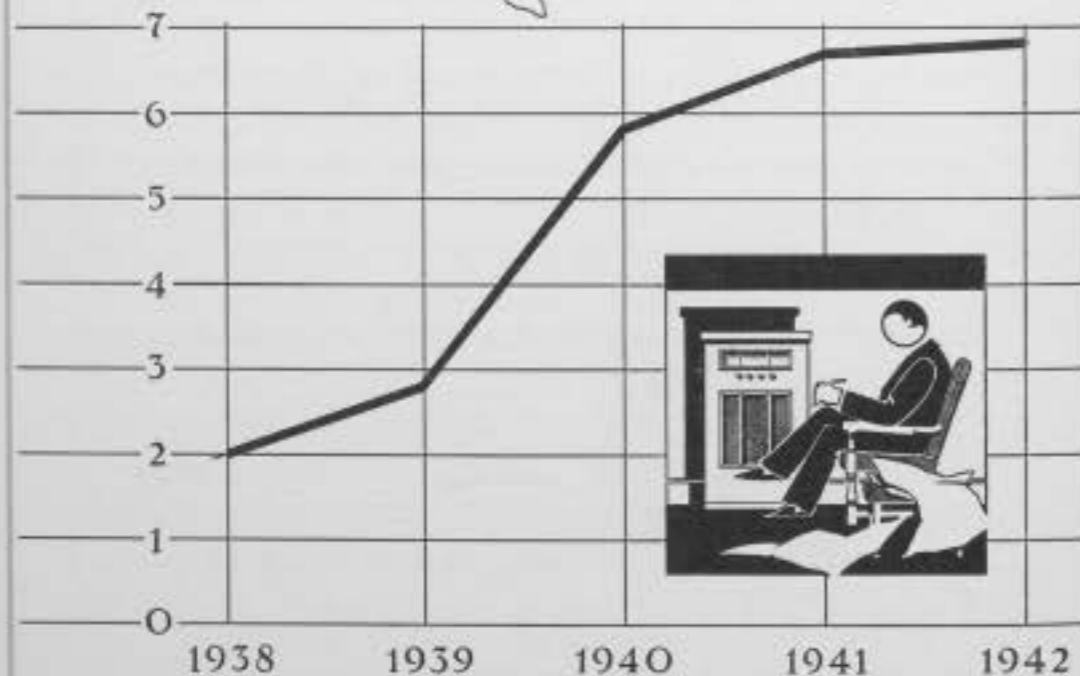
- Such facts are apparent for all to see who will. Furthermore, the general subject of levels of living for the mass of people in post-war years, to say nothing of war times, is com-

ing to be more and more a matter to which attention is being directed. In the rapidly accumulating literature on economic reconstruction, for example, the idea of national minimum standards in food, clothing, shelter, health, and education is almost universally accepted. It is regarded as the logical counterpart of full employment and maximum productivity; in short, of an economy of abundance.

- A mere abundance of things, however, even when coupled with purchasing power sufficient to assure their wide distribution, does not assure minimum levels of living. As has already been suggested there are millions of families today facing dire wants which could be met in large part by nothing more than effective use of the immediate environment. There is little reason to believe, therefore, that more physical things, even in a different form, would help very much. Ignorance can nullify any amount and kind of abundance. What is necessary is a functional type of education that will point out how to get the most out of the things at hand as well as those to come—if and when they do come.

- The significance of the project in Applied Economics rests in its efforts to put this type of education into effect now. In no sense do such efforts lessen the necessity for hope and faith as well as work and thought directed to the task of ushering in a better world when the present orgy of destruction is ended. Rather, they prepare for such a day. And that is education's part.

UNIVERSITY OF CHICAGO ROUND TABLE



LISTENING AREA and AVERAGE ANNUAL CROSSLEY RATING

The Crossley Rating is the percentage of radios in a given listening area tuned in on a particular program at a specific time.

Radio



UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

ON February 1, 1938, the Foundation assumed financial sponsorship of the University of Chicago Round Table weekly broadcasts on national and world affairs. At that time the Round Table was already a well established institution, having presented its program over the air regularly as a local broadcast since 1931, and as a national broadcast since 1933.

• Today the listening audience, according to the best statistics available, numbers about ten million persons weekly. The program is heard regularly in every state over a network of from 101 to 111 stations. Over a quarter of a million transcripts are sold annually.

• During the past two years the Round Table has received the following awards:

1941 *First Award, Women's National Radio Committee*
Honorable Mention, Ohio Institute for Education by Radio
First Award, Radio Daily's poll of radio editors
First Award, Cleveland Plain Dealer poll of readers

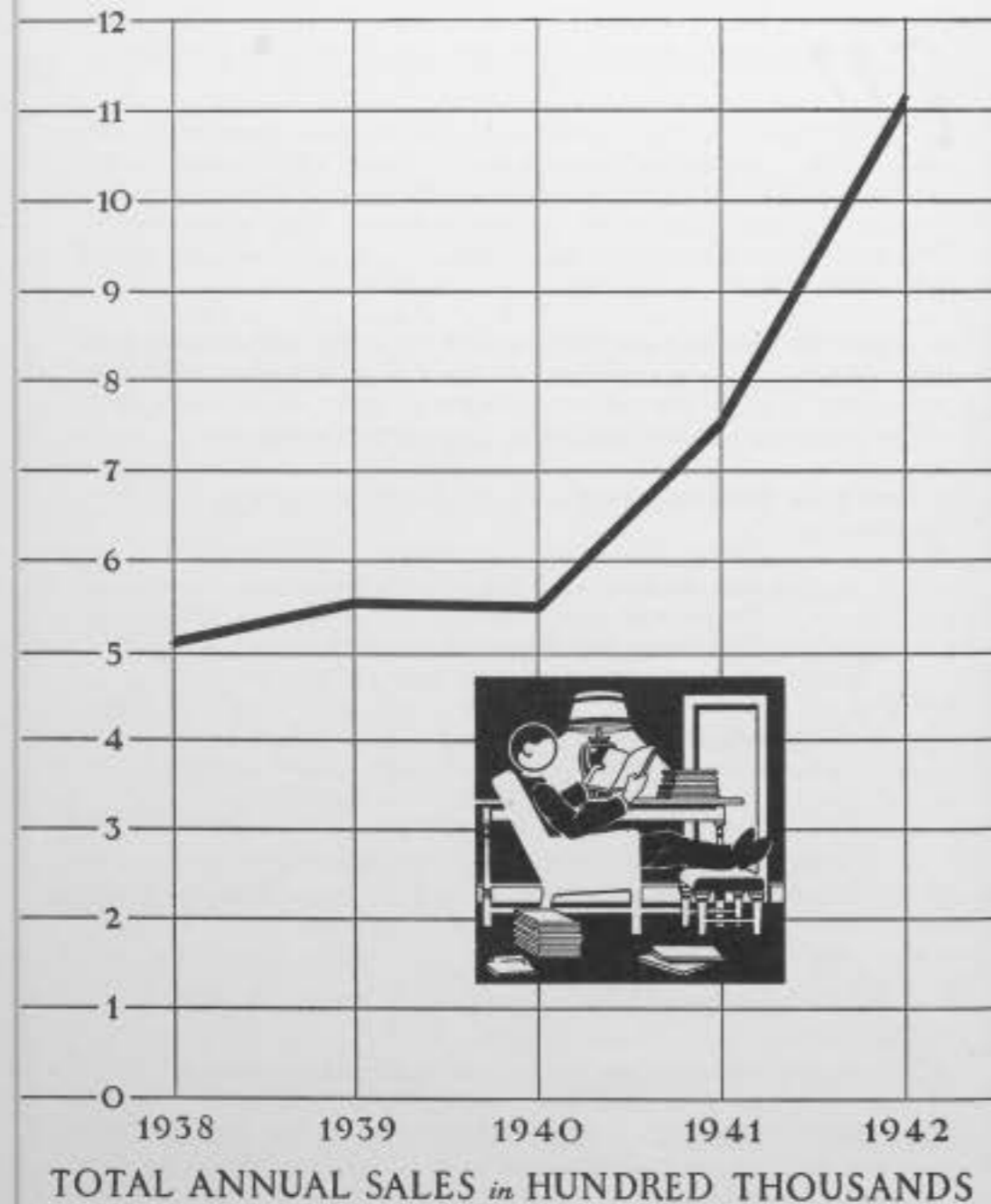
1942 *First Award, the Peabody Award*
Honorable Mention, Women's National Radio Committee
First Award, Radio Daily's poll of radio editors
First Award, Motion Picture Daily's poll
First Award, Cleveland Plain Dealer poll of readers



THE TOWN HALL, INC., NEW YORK, N. Y.

IN 1942 the Foundation made an unrestricted grant-in-aid to The Town Hall, Inc. as a token of its confidence in, and appreciation of, the outstanding public service being rendered by that organization in its radio and lecture programs, and in its services to discussion groups throughout the country.

PUBLIC AFFAIRS PAMPHLETS



Pamphlets

*W*HATEVER INSTRUMENTALITIES may be used for the diffusion of economic knowledge, the printed word is basic. But most objective and scholarly works dealing with economic and social subjects are too long, too technical, and too detailed to interest many readers. Thirty- or forty-page summaries of these same studies, rewritten in popular style, attractively illustrated, and inexpensively priced, make it possible for the layman to know their content in broad outline. The main purpose of the Public Affairs Committee is to make available in this way most of the significant economic studies currently published.

- The Committee was organized in 1936. The following year it was incorporated as a non-profit corporation under the laws of the State of New York. The Committee is a voluntary unpaid group.

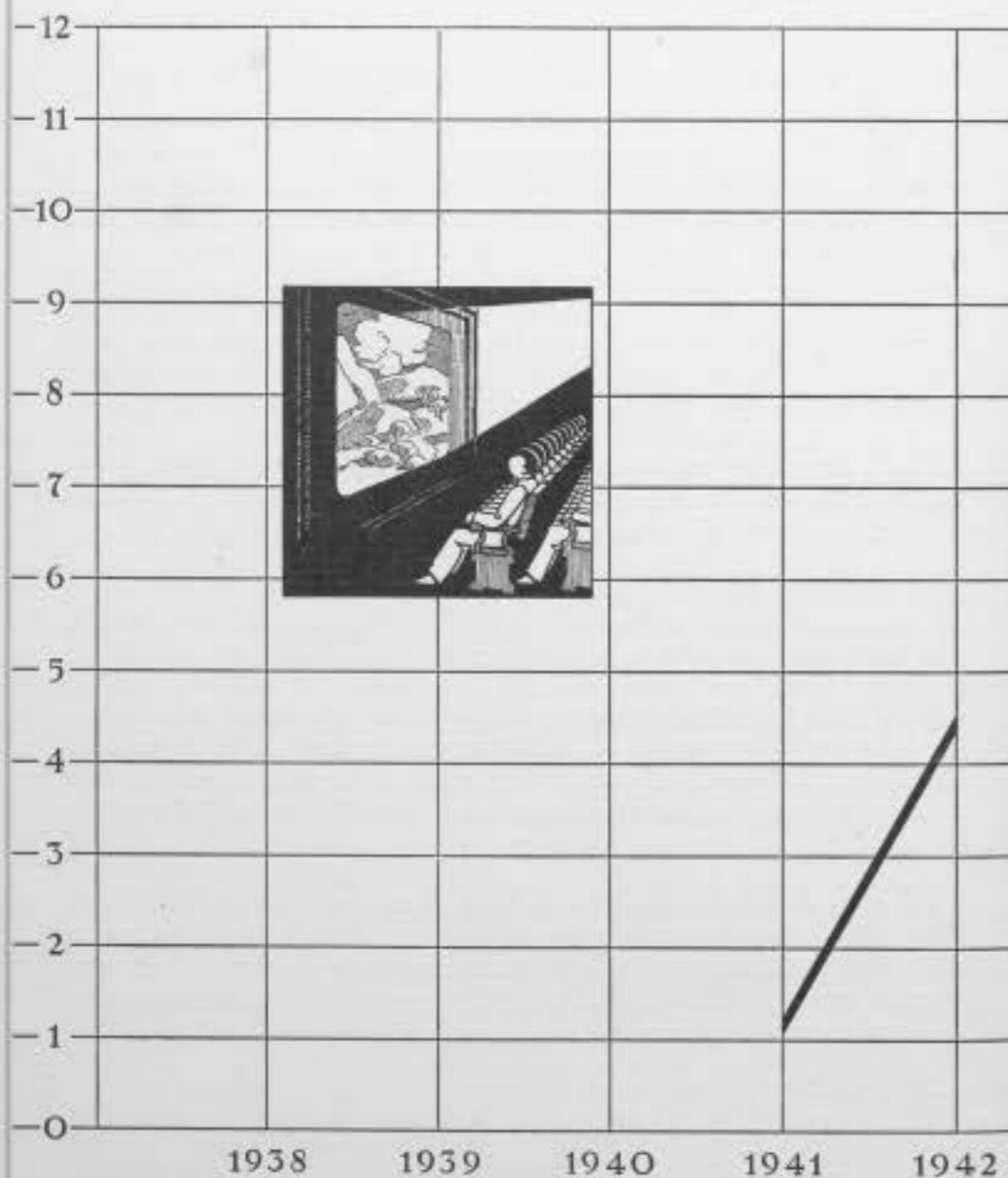
- Its members include two college presidents, a magazine editor, an editor of economic books for one of our largest publishing houses, two university professors, an educational director of a trade union, a social worker executive, an expert in municipal research, and an expert in each of the fields of radio and visual education. Each member is a person of authority in his particular field. The Committee represents, therefore, a group of people informed about the best social and economic research going on in the country, and competent to judge it.

- To date the Committee has published seventy-four pamphlets, of which forty-six are still in print. It continues to publish at the rate of one pamphlet a month. The sales have risen each year since the beginning of the Committee's work. About four million pamphlets have been sold, more than one million in the last year.

- The members of the Committee are:

ORDWAY TEAD, <i>Chairman</i>	S. M. KEENEY, <i>Secretary</i>	
LYMAN BRYSON, <i>Vice Chairman</i>	HARRY D. GIBSONS, <i>Treasurer</i>	
BEULAH AMISON	ERLING M. HUNT	DONALD SLESINGER
RAYMOND LESLIE BUELL	ROBERT P. LANE	GEORGE SOULE
FREDERICK V. FIELD	FRANCIS P. MILLER	MARK STARR
WILLIAM TRUFANY FOSTER	FELIX MORLEY	WILLIAM T. STONE
LUTHER GULICK	THOMAS D. RISHWORTH	WILLIAM H. WELLS

NEW YORK UNIVERSITY FILM LIBRARY

TOTAL ANNUAL BOOKINGS *in* THOUSANDS*Motion Pictures*

NEW YORK UNIVERSITY, NEW YORK, N. Y.
FOREIGN POLICY ASSOCIATION, NEW YORK, N. Y.

*I*N 1938 the Foundation started to explore the possibilities of creating motion pictures that present simply and entertainingly, but with due regard for sound scholarship, significant elementary relationships in our economic life about which there is believed to be widespread misunderstanding.

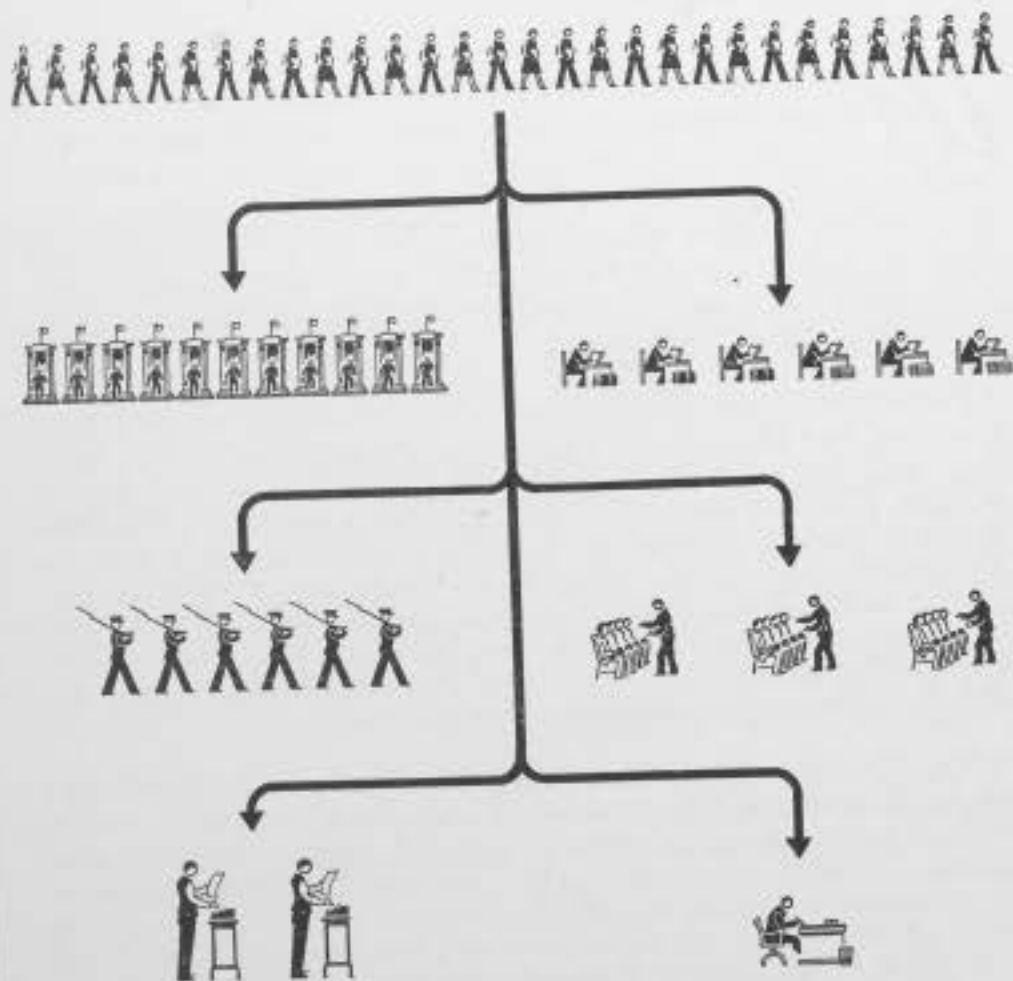
- Propaganda films, purely didactic films, and entertainment films have long had their distinct uses. The problem presented here, however, suggests motion pictures of a kind essentially different from any of these. The films must be technically accurate and wholly free from any suggestions of promoting a predetermined viewpoint or stressing a particular bias. They must serve an educational purpose by presenting facts and relationships imperfectly understood in such a way as to challenge thought, promote discussion, and otherwise facilitate the learning process. Attention and interest being prerequisites to this end, the films must have some entertainment value.

- Four films have thus far been produced and released for distribution by the Educational Film Institute of New York University. Two of these document the experiment in Applied Economics explained elsewhere. The other two films treat the problem of technological unemployment in its relation to post-war economic reconstruction. A fifth film, depicting trade relationships with Latin America, is now being completed by the Foreign Policy Association.

- The distribution agency for these films is the New York University Film Library. Organized in 1941 under a grant from the Foundation, the Library now distributes several hundred specially chosen films in addition to those above mentioned.

- In 1942 a recordings department was added to the Library with more than a thousand recordings selected in cooperation with the American Council of Education.

UNIVERSITY OF DENVER



PRESENT STATUS of FELLOWS

Of the twenty-nine fellows graduated, eleven are in government service (exclusive of military), six are in governmental research work, six are in the military forces, three are employed by citizens' groups concerned with governmental affairs, two are with commercial concerns doing governmental accounting, and one is in other commercial work.

Tax Analysis

U UNIVERSITY OF DENVER, DENVER, COLORADO

UNDER a grant from the Foundation, there was established in 1938, at the University of Denver, a Department of Government Management. At the same time a number of fellowships were established, designed to attract qualified candidates to what was envisaged as a new profession. For unlike similarly named departments in other universities, the purpose here is to train young men and women, not primarily for government service, but for professional guidance of organized citizen groups interested in local public administration.

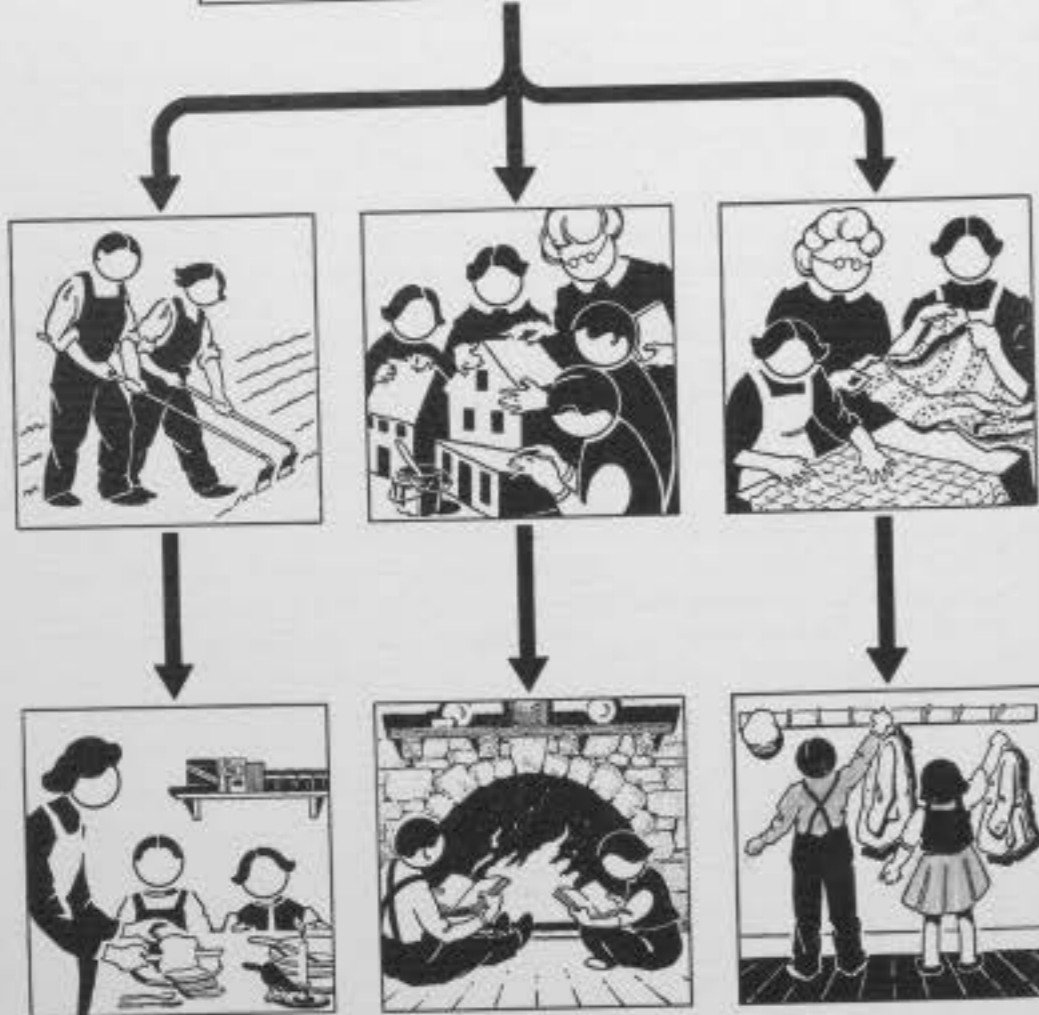
- The resident training consists of courses in state and local administration, governmental budgeting, accounting and auditing, public relations, research methods and statistics, preparation of public reports. There is required, in addition, six months practical field experience, at which time administrative audits of local governments are conducted, sources of revenue analyzed, and governmental functions, operations, and organization appraised. Following the field work, a series of seminars is held, designed to evaluate individual accomplishments, refine techniques, and assist in the preparation of the final reports.

- Twenty-eight men and one woman have now graduated from the Department. Eleven are in government service; eleven are with private agencies actively engaged in research, auditing, or in taxation problems. Six have joined the armed forces. One is engaged in business.

U UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA.

INTERPRETATION of new taxes and new trends in public finance for the benefit of the average citizen constitutes another phase of tax analysis aided by the Foundation. Through periodic publications, an information service, and an annual conference, this function is performed by the Tax Institute of the Wharton School of Finance and Commerce of the University of Pennsylvania.

- The Institute is the former Tax Policy League, which, on October 24, 1940, assumed the new name and became a part of the Wharton School by virtue of a grant by the Foundation to the University.



BETTER FOOD, SHELTER, *and* CLOTHING
THROUGH EDUCATION

Applied Economics

UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY

UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA

UNIVERSITY OF VERMONT, BURLINGTON, VERMONT

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

*T*HIS is an experiment designed to discover: first, whether school instruction in methods of improving personal and family economic conditions will actually raise the level of living in the community, and second, to measure quantitatively the extent of such change, if any. The experiment is concerned with the three basic economic essentials: food, shelter, and clothing. For the sake of clarity in conducting the experiment, however, only one of these basic essentials is selected for study in each place where the experiment is conducted. Thus Kentucky is concerned particularly with food, Florida with shelter, and Vermont with clothing.

- The project in each location is under the immediate supervision of the state university, and is carried on in close cooperation with the state department of education. The local school authorities, assisted by other community agencies, are responsible for carrying out the details of the program. It has been found helpful in some instances to organize an advisory committee consisting of representatives from the state health department, the housing authority, if one exists, the county agricultural agent, the home demonstration agent, and others. Direct responsibility for the program rests with a small operating committee. The working staff is made up of personnel competent in preparing curriculum materials and in the techniques of measurement.

- The procedure is to select certain experimental schools, which are then paired with control schools where the conditions parallel those in the experimental schools as closely as possible. In each case the experimental school is sufficiently far removed from the control school so that anything done in the one does not affect the other. All experimental work is confined to the experimental school. A measurement program is then introduced consisting of two parts. The first part is as follows:

1. Measurements are devised to record as accurately as possible the status regarding food, housing, or clothing, as the case may be, in the communities where the experimental and the control schools are located.
2. Then a new instructional program is introduced in the experimental school. The school curriculum is built around the particular necessity selected, texts being dispensed with for the most part during the course of the experiment, and especially prepared materials substituted. The customary disciplines are taught from these especially prepared materials, but whether it be reading, arithmetic, geography, or something else, the presentation is from the standpoint of a particular and pressing need in the immediate community and possible ways of meeting it. Then again, practical demonstrations are arranged, functional projects organized, and every display of effort, however feeble, carefully nurtured to help bridge the gap between school learning and community living.
3. From time to time the measurements described in No. 1 above are repeated.

• The second part of the measurement program is concerned with the progress made by the pupils in the old-line subjects such as reading, writing, geography, and the like. It is important to know how the new instructional program affects these fields of learning quite aside from its effect upon the level of living of the community. A sequence similar to that described above is followed to accomplish this end.

• When the experiment is complete, then, it should be possible to demonstrate the following:

1. What changes, if any, have occurred in the experimental community that have not also taken place in the control community.
2. The degree to which such changes, if any, have taken place.
3. The nature of the changes, and the extent to which they can be attributed to the new instructional program.
4. A comparison of progress made in the customary subject-matter fields of pupils subjected to the new instructional program and those not subjected to it.

• Although the project is now in its third year of operation, it is still too soon, of course, to expect statistical results. Favorable changes in the communities are already indicated by numerous case studies, however, and recent comprehension tests seem to suggest a definite step-up in learning power.

• The American Association of Teachers Colleges, representing 187 leading teacher-training institutions from coast to coast, became interested in the project in 1942 and appointed a committee to visit the various centers where the experiment is being conducted. As a result of these visits, the Association is planning to make a special study of the question of what the public schools can and should do to help their pupils live more efficiently in their own localities.

• With the aid of fellowships granted by the Foundation, five colleges in different parts of the country, to be selected by the Association's executive committee, will do the laboratory work.

• First they will undertake surveys of the economic, social, and educational needs of the communities which they serve and in which their students' practice teaching is done. Then they will try to determine how the curricula in the schools might be better adapted to the particular needs they have discovered.

• In each of the five colleges, one faculty member will be released from teaching duties to direct the study. In the course of his researches, with a view to finding suggestions for his own work, each director will visit the three going Experiments in Applied Economics.

Publications

New York University, Film Library, New York City

Film Library Catalogue

Public Affairs Committee, New York City

NEW PAMPHLETS PUBLISHED DURING 1942

- 63 *More for Your Money* CAROL WILLIS MOFFETT
 64 *How to Check Inflation* JOHN M. CLARK
 65 *Prostitution and the War* PHILIP S. BROUGHTON
 66 *Homes to Live In* ELIZABETH OGG and HAROLD SANDBANK
 67 *Government Under Pressure* DONALD C. BLAISDELL
 68 *The Coming Crisis in Manpower* MAXWELL S. STEWART
 69 *Vitamins for Health* HENRY BORSOOK and WILLIAM HUSE
 70 *What's Happening to Our Constitution?* ROBERT E. CUSHMAN
 71 *The Negro and the War* EARL BROWN and GEORGE R. LEIGHTON
 72 *How to Win on the Home Front* HELEN DALLAS
 73 *After the War?* MAXWELL S. STEWART
 74 *How Can We Pay for the War?* MAXWELL S. STEWART

PAMPHLETS REVISED DURING 1942

- 1 *Income and Economic Progress* MAXWELL S. STEWART
 5 *Credit for Consumers* LEBARON R. FOSTER
 33 *This Problem of Food* JENNIE I. ROWNTREE
 34 *What Makes Crime?* WINTHROP D. LANE
 39 *Loan Sharks and Their Victims* WILLIAM TRUFANT FOSTER
 40 *Chain Stores—Pro and Con* HELEN DALLAS
 47 *America's Children* MAXWELL S. STEWART
 50 *Credit Unions—The People's Banks* MAXWELL S. STEWART
 51 *Read Your Labels* HELEN DALLAS and MAXINE ENLOW
 65 *Prostitution and the War* PHILIP S. BROUGHTON

University of Chicago, Round Table, Chicago, Illinois

PRINTED TRANSCRIPTS OF WEEKLY BROADCASTS

- | | |
|--|--|
| 199 <i>Morale—Ours and Theirs</i> | 203 <i>Are We Overconfident?</i> |
| 200 <i>How to Meet the Menace of Inflation</i> | 204 <i>Labor Policies in Wartime</i> |
| 201 <i>Censorship</i> | 205 <i>What Should the Churches Do in War?</i> |
| 202 <i>How United Are the Americas?</i> | |

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| 206 <i>What Should We Teach Our Youth Now?</i> | 230 <i>Political Reconstruction</i> |
| 207 <i>Propaganda—Good and Bad</i> | 231 <i>Economic Requisites of a Durable Peace</i> |
| 208 <i>Civilian Defense</i> | 232 <i>The Challenge of the Four Freedoms</i> |
| 209 <i>Taxes vs. Axis</i> | 233 <i>Health in Wartime</i> |
| 210 <i>Women, Work, and the War</i> | 234 <i>Wage Policy in Wartime</i> |
| 211 <i>The American Temper</i> | 235 <i>The Rubber Crisis</i> |
| 212 <i>India</i> | 236 <i>Farm Parity</i> |
| 213 <i>Wanted: 30,000,000 Men</i> | 237 <i>Congress and the War</i> |
| 214 <i>War Profits</i> | 238 <i>Your Taxes</i> |
| 215 <i>War and the Family</i> | 239 <i>The Rediscovery of America</i> |
| 216 <i>Politics in Wartime</i> | 240 <i>The Press</i> |
| 217 <i>Aliens in Our Midst</i> | 241 <i>Manpower</i> |
| 218 <i>Radio in Wartime</i> | 242 <i>The New Congress</i> |
| 219 <i>Children and the War</i> | 243 <i>France</i> |
| 220 <i>Limiting Wartime Incomes</i> | 244 <i>Crisis Administration</i> |
| 221 <i>Education for Freedom</i> | 245 <i>The Challenge to Local Government</i> |
| 222 <i>The United Nations</i> | 246 <i>After One Year of War—What Have We Learned?</i> |
| 223 <i>China</i> | 247 <i>Italy</i> |
| 224 <i>The Near East</i> | 248 <i>Social Security: Challenge to Democracy</i> |
| 225 <i>Congress Investigates</i> | 249 <i>Woodrow Wilson: Prophet or Visionary</i> |
| 226 <i>Crisis in Shipping</i> | |
| 227 <i>Must We Hate Our Enemies?</i> | |
| 228 <i>War Comes to the Farm</i> | |
| 229 <i>Should We Discuss the Next Peace Now?</i> | |

University of Florida, Curriculum Laboratory, Gainesville, Florida

Evaluating Rural Housing, the development of the Florida Housing Inventory and the Index of Housing Adequacy, by CHARLES I. MOSIER.

Housing in All the Grades, teachers' guide for 1942-43, including plans made by teachers of the assisting schools of the Project in Applied Economics of the University of Florida, edited by LEON N. HENDERSON.

University of Florida Project in Applied Economics, The, a brief description.

TEXTBOOKS FOR ELEMENTARY GRADES

- | | |
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| <i>Busy Betty</i> (grade 1) | <i>Insect Pests Inside Our Homes</i>
(grade 5) |
| <i>A Garden Is Fun</i> (grade 1) | <i>A Tragedy at Willow Marsh</i> (grade 5) |
| <i>A New House Is Fun</i> (grade 2) | <i>Building a House</i> (grade 6) |
| <i>Sharing the School Together</i> (grade 3) | <i>Johnny Makes a Come-Back</i> (grade 6) |
| <i>Jack Rabbit</i> (primary grades) | |

TEXTBOOKS FOR JUNIOR AND SENIOR HIGH SCHOOL

- | | |
|---|---|
| <i>Housing in English</i> (six books, grades 7-12) | <i>A New Approach to Mathematics</i> (six books, grades 7-12) |
| <i>Let's Build</i> (five books, grades 7-11, for farm shop classes) | <i>Fire Hazards</i> (grade 7) |
| <i>Let's Work Magic!</i> (six books, grades 7-12, for home economics classes) | <i>Better Rural Yards</i> (grade 9) |

University of Kentucky, Bureau of School Service,
Lexington, Kentucky

TEXTBOOKS FOR ELEMENTARY GRADES

- Food from Our Land Series* (primary grades)
- | | |
|--------------------------------------|-----------------------------------|
| <i>Vegetables on Parade</i> (book 7) | <i>When Winter Comes</i> (book 8) |
|--------------------------------------|-----------------------------------|
- Re-establishing the Smith Family Series* (primary grades)
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|-------------------------------|---|
| <i>Sorghum Time</i> (book F) | <i>Fruits, Nuts, and Berries</i> (book I) |
| <i>Buzz Buzz</i> (book G) | <i>Fun at the Fair</i> (book J) |
| <i>Glen Can Walk</i> (book H) | |
- Miscellaneous Textbooks*
- | | |
|--|--|
| <i>Lucky You</i> (elementary grades) | <i>Write it Right</i> (language workbook, intermediate grades) |
| <i>Let's Learn About Goats</i> (intermediate grades) | <i>Write It Right—Teachers' Guide</i> |
| <i>We Will Sing One Song</i> (songbook) | |

University of Pennsylvania, Tax Institute,
Philadelphia, Pennsylvania

Tax Policy, a monthly bulletin giving factual information concerning taxation.

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|--|--|
| <i>Proposals and Prophecies in War Finance</i> | <i>What's Happening to State Revenues?</i> |
| <i>Forced Savings</i> | <i>What's Happening to City Revenues?</i> |
| <i>The Lend-Lease Program</i> | <i>State Tax Legislation in 1942</i> |
| <i>Again the Sales Tax!</i> | <i>A Spendings Tax</i> |
| <i>Marriage and the Income Tax</i> | <i>State and Local Wartime Fiscal Problems: Regional Reports</i> |
| <i>The Amount of Federal and State Aid</i> | <i>Federal Tax Legislation in 1942</i> |

Tax Yields: 1941, a compilation of tax collection statistics for 1941 with preliminary tax data for 1942.

Taxes for Democracy, a bulletin issued occasionally, treating outstanding phases of taxation in popular style.

University of Vermont, Burlington, Vermont

Some Clothing Conditions of 319 Families Having Children in School in Eight Rural Vermont Communities.

INSTRUCTIONAL MATERIALS

We Care for Our Clothes Series

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|--|---|
| <i>Bob and Bab Get New Shoes</i> (primary grades) | <i>Repairing Footwear</i> (upper grades or junior high school) |
| <i>Rhymes in Reason</i> (ABC rhymes) | <i>A Stitch in Time</i> (upper-grade pupils or teachers) |
| <i>Shoes Go to School</i> (lower intermediate grades) | <i>Helps on the Care of Clothes in School</i> (teachers' reference) |
| <i>Johnny on the Spot</i> (elementary science classes) | |

History and Field of Activity

WITH NOTES ON FOUNDATION OPERATION POLICY

THIS Foundation was organized under the name of the Sloan Foundation, Inc. on August 2, 1934 under the laws of the State of Delaware. It is a non-profit membership corporation. At that time Mr. and Mrs. Alfred P. Sloan, Jr. made an original gift to the Foundation of securities valued at \$500,000.

- An amendment to the Certificate of Incorporation on July 8, 1936 changed the name of the Corporation to its present form, but in all other respects the Certificate remained as originally filed. Additional securities were then set aside for transfer to the Foundation. Subsequently, in December 1937, these transfers were consummated at the market prices then obtaining. Other gifts have been made as the activities of the Foundation have expanded. These gifts have been reported in the published reports of the Foundation.
- The Certificate of Incorporation clearly imposes certain restrictions upon the activities of the Foundation. Operations are confined to those of a religious, charitable, scientific, literary, or educational nature; individuals having a personal interest in the affairs of the Foundation are forbidden to receive any benefit from its operations, and no activities designed to influence legislation or of a propaganda nature are permitted.
- Within this restricted area wide latitude is allowed. Grants and donations, as well as other expenditures, may be made either from accumulated income or from any other funds of the Corporation. The Corporation may enter into contracts, employ staff personnel, establish offices, and in general carry on all activities necessary or desirable properly to conduct its affairs.
- The Certificate of Incorporation provides for members of the Corporation who shall be interested in its objectives and purposes. The members are obliged to elect a Board of Trustees in which is vested the active management of the affairs of the Corporation. The by-laws of the Corporation permit the Board of Trustees to elect the corporate

officers who may or may not be members of the Board. The Trustees may appoint committees, delegate powers, establish and alter by-laws, make grants and donations, borrow money, and take such other actions as naturally arise in the course of managerial duties.

- By decree of its Board of Trustees, the Foundation has, since January 1, 1938, devoted its resources exclusively to the field of American economic education and research. Within this restricted area, moreover, the Foundation acts only as a grant-making agency. It conducts no educational work on its own account, nor does it engage directly in research. Its activities consist of granting financial aid for specific projects submitted and carried on by fully accredited educational institutions within the borders of the United States.
- Accepted projects receive grants-in-aid on a budgetary basis for a one-year period. At the end of the year a certified accounting is made to the Foundation, and all unused funds are returned. Renewals are considered in ample time to assure the uninterrupted progress of activities continuing over a period of years. In rare instances unrestricted funds are granted to outstanding educational institutions engaged exclusively in economic education and research. Independent endowments, however, are not considered at the present time.
- It is not expected that educational projects initiated by the Foundation will be supported in perpetuity. The Foundation's function is to assume the risks of new enterprises which, because of their experimental character, would prove an unwarranted burden upon the regular administrative budgets of the sponsoring institutions. Hence, at the outset, initial expenses are absorbed and necessary equipment is furnished. It is expected, however, that successful projects will be expanded until their maximum usefulness is assured, and will be supported until they can be made self-sustaining, or else can be absorbed in the regular operating expenses of the institutions of which they are a part.
- In no case does the Foundation assume responsibility for the administration of the projects which it sponsors, nor does it feel called upon either to affirm or to refute the ultimate pronouncements or findings of its donees. Its sole function is to encourage a more general and effective type of economic education, and to make possible additional research which promises significant findings for widespread diffusion.

• The Foundation welcomes constructive criticisms and suggestions. Qualified educational institutions in sympathy with the ideas herein set forth should feel at liberty to submit projects which fall within the scope of the Foundation's field of activity and fit in with its program. Conscientious attention and careful thought are given all such communications.

• Specific projects submitted for consideration should first be definitely formulated in a brief, written memorandum. The objectives should be clearly stated, the proposed procedures outlined, and an estimate given of the probable expense involved. Routine is greatly facilitated by settling as much as possible by correspondence. Conferences and field investigations, demanding, as they do, a considerable amount of time and expense, properly come last in the course of negotiations.

Financial Report

Certificate of Independent Public Accountants

HASKINS & SELLS
CERTIFIED PUBLIC ACCOUNTANTS

22 EAST 40TH STREET
NEW YORK

ALFRED P. SLOAN FOUNDATION, INC.:

We have examined the balance sheet of Alfred P. Sloan Foundation, Inc. as of December 31, 1942 and the related statement of general fund reserve for the year ended that date, have reviewed the accounting procedures of the Foundation, and have examined its accounting records and other evidence in support of such financial statements. Our examination was made in accordance with generally accepted auditing standards applicable in the circumstances and included all auditing procedures we considered necessary, which procedures were applied by tests to the extent we deemed appropriate in view of the system of internal control.

In our opinion, the accompanying balance sheet and statement of general fund reserve fairly present the financial condition of the Foundation at December 31, 1942 and the results of its operations for the year ended that date, in conformity with generally accepted accounting principles and practices applied on a basis consistent with that of the preceding year.

HASKINS & SELLS

March 16, 1943

BALANCE SHEET, DECEMBER 31, 1942

ASSETS

Cash	\$ 127,858.73
Investments:	
United States Savings Bonds (Defense Series G, at cost)	\$ 125,000.00
Marketable stocks and bonds (market quotation value \$6,010,653.25)	4,958,570.72
Other	<u>500,000.00</u> 5,583,570.72
Total	<u>\$5,711,429.45</u>

LIABILITIES

Grants Unpaid	\$ 156,436.29
General Fund Reserve	<u>5,554,993.16</u>
Total	<u>\$5,711,429.45</u>

STATEMENT OF GENERAL FUND RESERVE
FOR THE YEAR ENDED DECEMBER 31, 1942

Balance, January 1, 1942 \$5,631,615.75

Add:

Gifts received	\$ 25,000.00
Dividends received	300,341.90
Interest received	6,795.90
Adjustments pertaining to grants made in prior years	<u>25,839.64</u> 357,977.44

 Total \$5,989,593.19

Deduct:

Grants	\$341,842.93
Administrative expenses	43,112.21
Loss on sale of securities	<u>49,644.89</u> 434,600.03

Balance, December 31, 1942 \$5,554,993.16

TOTAL GRANTS AUTHORIZED IN 1942
AND AMOUNTS THEREOF UNPAID AT
DECEMBER 31, 1942

	Total Authorized in 1942	Unpaid at December 31, 1942
Renewal Grants:		
The Brookings Institution . . .	\$ 75,000.00	
Public Affairs Committee, Inc. . .	50,833.34	\$ 43,833.34
University of Denver	38,500.00	18,250.00
University of Chicago	52,576.33	28,204.83
New York University	23,538.33	21,738.12
University of Kentucky	40,160.00	24,850.00
University of Florida	17,090.81	4,000.00
University of Pennsylvania . . .	14,900.00	3,725.00
University of Vermont	16,596.30	9,135.00
Bard College of Columbia University	2,947.82	
New Grants:		
American Association of Teachers Colleges	3,700.00	2,700.00
The Town Hall, Inc.	6,000.00	_____
Total	<u>\$341,842.93</u>	<u>\$156,436.29</u>

GRANTS-IN-AID AUTHORIZED
PUBLICATIONS RELEASED
AND
FINANCIAL STATEMENT
1943

ALFRED P. SLOAN FOUNDATION, INC.
30 ROCKEFELLER PLAZA
NEW YORK, N. Y.

COMPLETE REPORTS OF FOUNDATION ACTIVITIES, INCLUDING AN ACCOUNT OF ITS HISTORY, POLICIES, AND PROCEDURES, ARE PUBLISHED BIENNIALLY. REPORTS COVERING THE YEARS 1938, 1940, AND 1942, ARE AVAILABLE UPON REQUEST.

INTERIM STATEMENTS LIST THE GRANTS AUTHORIZED, THE PUBLICATIONS RELEASED, AND THE FUNDS RECEIVED AND DISBURSED DURING THE PREVIOUS TWELVE-MONTH PERIOD. INTERIM STATEMENTS COVERING THE CALENDAR YEARS 1939 AND 1941 ARE AVAILABLE UPON REQUEST. THIS IS THE THIRD INTERIM STATEMENT. IT REVIEWS THE YEAR 1943.

BOARD OF TRUSTEES

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HARRY E. WARD GEORGE WHITNEY
JOHN L. PRATT KARL T. COMPTON

OFFICERS

ALFRED P. SLOAN, JR.
President

HAROLD S. SLOAN
*Vice-President and
Executive Director*

EUNICE FULLER BARNARD
Educational Director

JAMES F. KENNEY
Treasurer

GENEVIEVE M. KING
Secretary

Renewal Grants

AUTHORIZED IN 1943

(Described and explained in previous reports)

ECONOMIC EDUCATION

Tax Analysis

University of Denver \$15,800.00

Motion Pictures

New York University 32,780.20

Radio

University of Chicago 56,416.19

Pamphlets

Public Affairs Committee 46,803.21

Applied Economics

American Association of Teachers Colleges 4,000.00

University of Kentucky 1,717.50

University of Florida 13,475.00

New Grants

AUTHORIZED IN 1943

New York University New York City

For the establishment of an Institute

on Postwar Reconstruction \$59,212.00

The object of the Institute is to provide a systematic and comprehensive plan for public instruction and participation in postwar plans that are being formulated and developed by various public and private organizations throughout the country.

The first series of conferences extended from March 24 to June 2, 1943, and the second series began on October 6, 1943. At each meeting the first part of the period is devoted to the topic of the evening presented by an outstanding authority. The second part of the period is given over to public criticism and discussion.

Cooperating with the institute are 77 member organizations which send participants to the meetings and advise as to the selection of topics, speakers, and procedures. Graduate students, regularly matriculated in various schools of the University, participate in the meetings in partial fulfillment of course credits, and attendance scholarships are awarded to those who are in a position to use the meetings to assist in preparation for leadership in other study and discussion groups. Aside from these specialized interests, the meetings are liberally attended by the general public.

The publications of the Institute are extending its influence far beyond the confines of the Metropolitan area. The lectures in printed form and the Institute's monthly publication *After the War* are already enjoying a national distribution.

Publications

New York University, Film Library, New York City

Educational Recordings for Classroom Use, compiled by Recordings Division of the New York University Film Library and American Council on Education. (Mimeographed)

New York University, Institute on Postwar Reconstruction, New York City

ADDRESSES DELIVERED AT THE FIRST SERIES OF CONFERENCES, MARCH 24 TO JUNE 2, 1943 (Mimeographed)

No. I, March 24, 1943, *Social Security in Our Postwar Economy*, by DR. EVELINE M. BURNS

No. II, March 31, 1943, *The Workers' Conception of Full Employment and Minimum Standards*, by J. RAYMOND WALSH

No. III, April 7, 1943, *Agriculture and Industrial Employment*, by DR. HOWARD R. TOLLEY

No. IV, April 14, 1943, *Can Private Enterprise Ensure Full Employment?* by RALPH E. FLANDERS

No. V, April 21, 1943, *Religion and Material Security*, by BISHOP FRANCIS J. MCCONNELL and RT. REV. MONSIGNOR JOHN A. RYAN

No. VII, May 5, 1943, *Full Employment and Freedom From Want—Are They Economically Possible?* by DR. ALVIN H. HANSEN

No. VIII, May 12, 1943, *Economic Requirements for Full Employment*, by NOEL SARGENT

No. IX, May 19, 1943, *Goals for America*, by STUART CHASE

No. X, May 26, 1943, *Government and Industry After the War*, by DR. WILLIAM F. OGBURN

No. XI, June 2, 1943, *How Shall We Demobilize?* by DR. HAROLD G. MOULTON

Full Employment and Minimum Living Standards, a compilation of the above addresses.

ADDRESSES DELIVERED AT THE SECOND SERIES OF CONFERENCES BEGINNING OCTOBER 6, 1943

Series II, No. 1, October 6, 1943, *Enterprise in Postwar America*, by LEON HENDERSON

Series II, No. 2, October 13, 1943, *Industry Plans for the Future*, by LEVERETT S. LYON

Series II, No. 3, October 20, 1943, *What Labor Wants After the War*, by EMIL RIEVE and BORIS SHISHKIN

Series II, No. 4, October 27, 1943, *Public Works and Our Postwar Economy*, by BENJAMIN HIGGINS

Series II, No. 5, November 3, 1943, *How May Business Enterprise Be Expanded After the War?* by GARDINER C. MEANS

Series II, No. 6, November 10, 1943, *A Tax Policy for Postwar America*, by MABEL NEWCOMER

After the War, a bulletin devoted to problems of Postwar Reconstruction: Vol. I, No. 1, June, 1943. Vol. I, No. 2, August, 1943. Vol. I, No. 3, September, 1943. Vol. I, No. 4, October, 1943. Vol. I, No. 5, November, 1943. Vol. I, No. 6, December, 1943.

A Survey of Literature on Postwar Reconstruction, ADOLF STURMTHAL, Institute on Postwar Reconstruction. Series of Publications: Number 1, May, 1943.

Public Affairs Committee, New York City

NEW PAMPHLETS PUBLISHED DURING 1943

- 75 *Where Can We Get War Workers?* SANFORD GRIFFITH
- 76 *Workers and Bosses Are Human* THOMAS R. CARSKADON
- 77 *Women at Work in Wartime* KATHERINE GLOVER
- 78 *The Airplane and Tomorrow's World* WALDEMAR KAEMPFERT
- 79 *The Beveridge Plan* MAXWELL S. STEWART
- 80 *Freedom From Want: A World Goal* ELIZABETH E. HOYT
- 81 *Rebuilding Europe—After Victory* HIRAM MOTHERWELL
- 82 *The Kitchen in War Production* HELEN HILL
- 83 *War, Babies, and the Future* WILLIAM FIELDING OGBURN
- 84 *Jobs and Security for Tomorrow* MAXWELL S. STEWART
- 85 *The Races of Mankind* RUTH BENEDICT and GENE WELTFISH
- 86 *When I Get Out—Will I Find a Job?* MAXWELL S. STEWART

PAMPHLETS REVISED DURING 1943

- 43 *Safeguarding Our Civil Liberties* ROBERT E. CUSHMAN
- 45 *How Money Works* ARTHUR D. GAYER and W. W. ROSTOW
- 51 *Read Your Labels* HELEN DALLAS and MAXINE ENLOW
- 65 *Prostitution and the War* PHILIP S. BROUGHTON
- 68 *The Crisis in Manpower* MAXWELL S. STEWART
- 73 *After the War?* MAXWELL S. STEWART

University of Chicago, Round Table, Chicago, Illinois

PRINTED TRANSCRIPTS OF WEEKLY BROADCASTS

- | | |
|---|--|
| 250 <i>Things to Come: How Science May Shape the Next Twenty-five Years</i> | 275 <i>Prices and Your Pocketbook</i> |
| 251 <i>1943—Challenge to the Republican Party</i> | 276 <i>Race Tensions</i> |
| 252 <i>Are We Well Informed?</i> | 277 <i>Cartels and the Peace</i> |
| 253 <i>Behind the Labor Crisis</i> | 278 <i>War and the Middle Class</i> |
| 254 <i>American Foreign Policy: Principle versus Expediency</i> | 279 <i>Puerto Rico</i> |
| 255 <i>The Farmer and Victory</i> | 280 <i>The Liberation of Italy</i> |
| 256 <i>Germany: Its Education and Re-education</i> | 281 <i>America's Place in the World</i> |
| 257 <i>Russia as an Ally in War and Peace</i> | 282 <i>The Economic System—Today and Tomorrow</i> |
| 258 <i>The Airplane and the Future</i> | 283 <i>The Domestic Front</i> |
| 259 <i>Bigger and Better Taxes?</i> | 284 <i>The Meaning of the War</i> |
| 260 <i>Is This a Conservative War?</i> | 285 <i>When Johnny Comes Marching Home</i> |
| 261 <i>Education for Freedom</i> | 286 <i>Russia's Foreign Policy</i> |
| 262 <i>Minorities</i> | 287 <i>Soldiers, Civilians, and the Vote</i> |
| 263 <i>The Senate and Foreign Policy</i> | 288 <i>The Challenge of Government-Owned War Plants and Supplies</i> |
| 264 <i>Thomas Jefferson and the Meaning of Democracy</i> | 289 <i>Congress and Foreign Policy</i> |
| 265 <i>What About the Trade Agreements?</i> | 290 <i>War Medicine</i> |
| 266 <i>Morals in Wartime</i> | 291 <i>What Is Sovereignty?</i> |
| 267 <i>The Future of Empire</i> | 292 <i>The Balkans</i> |
| 268 <i>Is the Good Neighbor Policy Here to Stay?</i> | 293 <i>The Inflation Crisis</i> |
| 269 <i>Are We Holding the Line?</i> | 294 <i>The Moscow Pacts: Issues and Problems</i> |
| 270 <i>The Strategy of Food</i> | 295 <i>Postwar Air Policy</i> |
| 271 <i>The Future of Europe</i> | 296 <i>Should Subsidies Be Used to Hold Food Prices Down?</i> |
| 272 <i>Death of the Comintern</i> | 297 <i>Grade Labeling</i> |
| 273 <i>Requisites of a Durable Peace</i> | 298 <i>Two Years of War</i> |
| 274 <i>The States and Postwar America</i> | 299 <i>The Four Powers Confer</i> |
| | 300 <i>Politics, Parties and Issues: 1944</i> |
| | 301 <i>The Problems of Small Nations and Peace</i> |

University of Florida, Curriculum Laboratory, Gainesville, Florida

- A Proposal for Meeting Basic Needs with the School Program* (Mimeographed)
Getting Started in School in Meeting Basic Needs (Mimeographed)

TEXTBOOKS FOR PRIMARY GRADES

- | | |
|---|--|
| <i>Let's Build a Playhouse</i>
(Mimeographed) | <i>A Garden of Wild Flowers</i>
(Mimeographed) Activity book for use with <i>Our Beautiful Yard</i> |
| <i>Our Beautiful Yard</i> (Lithographed in Colors) | <i>Learning About Native Shrubs</i>
(Mimeographed) Activity book for use with <i>Our Beautiful Yard</i> |
| <i>Trees We Like</i> (Mimeographed)
Activity book for use with <i>Our Beautiful Yard</i> | |
| <i>Teachers' Guide</i>
(Mimeographed) For use with <i>Our Beautiful Yard</i> | |

TEXTBOOKS FOR INTERMEDIATE GRADES

- | | |
|--|--|
| <i>Insects Beware!</i> (Multilith process) | <i>Teachers' Guide</i>
(Mimeographed) For use with <i>Insects Beware!</i> |
| <i>Using Tools</i> (Mimeographed) | <i>Teachers' Guide</i>
(Mimeographed) For use with <i>Your House and Mine</i> |

TEXTBOOKS FOR JUNIOR HIGH SCHOOL

- | | |
|--|---|
| <i>Barter for Comfort</i>
(Multilith process) | <i>Repairing Our Homes Ourselves</i>
(Mimeographed) |
| <i>Building Improvements for Our Home</i> (Mimeographed) | <i>Wake Up and Do!</i> |
| <i>Making Better Homes</i>
(Mimeographed) | <i>Exercise Book for Junior School English with Emphasis on the Improvement of Housing</i> |
| <i>Preparing to Serve in Your Rural Community</i> | <i>Teachers' Guide</i>
(Mimeographed) For use with <i>Preparing to Serve in Your Rural Community</i> |

TEXTBOOKS FOR SENIOR HIGH SCHOOL

- | | |
|---|---|
| <i>Planning and Building Houses</i>
(Mimeographed) | <i>Practical Information for the Home Builder</i>
(Mimeographed) |
|---|---|

University of Kentucky, Bureau of School Service,
Lexington, Kentucky

NEW TEXTBOOKS PUBLISHED DURING 1943

Chicks to Share (Upper Grades)
Jerry and Tim Grow Strawberries
(Intermediate Grades)

TEXTBOOKS REVISED DURING 1943

<i>Food from Our Land Series</i> (Primary Grades)	
<i>On the Farm</i>	<i>Vegetables on Parade</i>
<i>We Plan a Garden</i>	<i>When Winter Comes</i>
<i>Turning the Soil</i>	<i>Teachers' Manual for use with</i> <i>Food from Our Land Series</i>
<i>Sowing in the Sunshine</i>	<i>Teachers' Manual for use with</i> <i>the Smith Family Series</i>
<i>The Garden Grows</i>	
<i>Garden Enemies</i>	

University of Pennsylvania, Tax Institute,
Philadelphia, Pennsylvania

Tax Policy, a monthly bulletin giving factual information concerning taxation.

<i>Highlighting the Symposium on</i> <i>Wartime Problems of State</i> <i>and Local Finance</i> , January, 1943	<i>Gearing State Tax Systems to the</i> <i>War</i> , March, 1943
<i>Controlling Inflation Through</i> <i>Taxation in Great Britain</i> <i>and Canada</i> , February, 1943	<i>Tax Problems of the Future</i> , April, 1943
	<i>The British Tax System</i> , May, 1943
	<i>At Long Last Pay-At-You-Go</i> , June, 1943

Taxes for Democracy, a bulletin issued occasionally, treating outstanding phases of taxation in popular style.

Wartime Problems of State and Local Finance, a symposium conducted by the the Tax Institute, November 27-28, 1942, New York City.

University of Vermont, Burlington, Vermont

TEXTBOOKS FOR INTERMEDIATE GRADES

From Old to New

Tales From the Salvage Can

MISCELLANEOUS PUBLICATIONS

On Projects in Applied Economics:

Apecs, a news bulletin of the experiment in Applied Economics.

Vol. I, No. 1, February, 1943

Vol. I, No. 2, March, 1943

Vol. I, No. 3, May, 1943

Vol. I, No. 4, December, 1943

Joint Publications of the University of Chicago Round Table, Public Affairs Committee, the New York University Film Library, and the New York University Institute on Postwar Reconstruction:

New Tools for Learning About War and Postwar Problems, a guide to films, pamphlets and recordings for teachers, speakers, and discussion leaders.

Recordings for Classrooms and Discussion Groups. Part I, "How to Use Recordings", Part II, "Study Outlines". For use with recordings of the University of Chicago Round Table broadcasts on the postwar world.

Financial Report

Accountants' Certificate

HASKINS & SELLS
CERTIFIED PUBLIC ACCOUNTANTS

1 EAST 44TH STREET
NEW YORK

ALFRED P. SLOAN FOUNDATION, INC.:

We have examined the balance sheet of Alfred P. Sloan Foundation, Inc. as of December 31, 1943 and the related statement of general fund reserve for the year ended that date, have reviewed the accounting procedures of the Foundation, and have examined its accounting records and other evidence in support of such financial statements. Our examination was made in accordance with generally accepted auditing standards applicable in the circumstances and included all auditing procedures we considered necessary, which procedures were applied by tests to the extent we deemed appropriate in view of the system of internal control.

In our opinion, the accompanying balance sheet and statement of general fund reserve fairly present the financial condition of the Foundation at December 31, 1943 and the results of its operations for the year ended that date, in conformity with generally accepted accounting principles and practices applied on a basis consistent with that of the preceding year.

HASKINS & SELLS

May 3, 1944

BALANCE SHEET, DECEMBER 31, 1943

ASSETS

Cash		\$ 251,417.77
Investments:		
United States savings bonds, defense series G, at cost \$ 175,000.00		
Marketable stocks and bonds (market quotation value \$6,932,980.00)	4,922,162.70	
Other	500,000.00	5,597,162.70
Total		<u>\$5,848,580.47</u>

LIABILITIES

Grants Unpaid	\$ 154,429.16
General Fund Reserve	<u>5,694,151.31</u>
Total	<u>\$5,848,580.47</u>

STATEMENT OF GENERAL FUND RESERVE

FOR THE YEAR ENDED DECEMBER 31, 1943

Balance, January 1, 1943		\$5,554,993.16
Add:		
Gifts received	\$125,000.00	
Income from investments	306,976.73	
Adjustments pertaining to grants and expenses in prior years	9,194.47	441,171.20
Total		\$5,996,164.36
Deduct:		
Grants	\$230,204.10	
Donation to American National Red Cross	10,000.00	
Administrative expenses	45,753.20	
Loss on sales of securities	16,055.75	302,013.05
Balance, December 31, 1943		<u>\$5,694,151.31</u>

TOTAL GRANTS AUTHORIZED IN 1943
AND GRANTS UNPAID AT DECEMBER 31, 1943

	Total Authorized in 1943	Unpaid at December 31, 1943
Public Affairs Committee, Inc.	\$ 46,803.21	\$ 45,973.34
University of Denver	15,800.00	6,000.00
University of Chicago	56,416.19	30,779.33
New York University	91,992.20	54,775.33
University of Kentucky	1,717.50	8,109.50
University of Florida	13,475.00	4,791.66
American Association of Teachers Colleges	4,000.00	4,000.00
Total	<u>\$230,204.10</u>	<u>\$154,429.16</u>



REPORT *of* THE
ALFRED P. SLOAN FOUNDATION

INCORPORATED

1944

ALFRED P. SLOAN FOUNDATION, INC.

30 ROCKEFELLER PLAZA

NEW YORK, N. Y.

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PREFACE

THE ALFRED P. SLOAN FOUNDATION, INC. ADMINISTERS A PRIVATE FUND FOR PUBLIC BENEFIT. THE FOUNDATION RECOGNIZES ITS OBLIGATION, THEREFORE, TO REPORT PERIODICALLY THE POLICIES WHICH GOVERN THE MANAGEMENT OF THE FUND AND THE USES TO WHICH IT IS PUT, AND TO NAME THE DONEES WHO ARE BENEFITED BY IT. ACCORDINGLY, THIS PUBLIC REPORT IS SUBMITTED FOR THE YEAR 1944.

BOARD OF TRUSTEES

ALFRED P. SLOAN, JR. HAROLD S. SLOAN
HARRY E. WARD GEORGE WHITNEY
JOHN L. PRATT KARL T. COMPTON
LEWIS W. DOUGLAS

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ALFRED P. SLOAN, JR. *President*
HAROLD S. SLOAN *Vice-President and Executive Director*
ARNOLD J. ZURCHER *Associate Director*
JAMES F. KENNEY *Treasurer*
GENEVIEVE M. KING *Secretary*

In Memoriam • FREDERICK H. WOOD, TRUSTEE OF
THIS FOUNDATION FROM JUNE, 1943 TO DECEMBER, 1943
• EUNICE FULLER BARNARD, EDUCATIONAL DIRECTOR OF
THIS FOUNDATION FROM FEBRUARY, 1938 TO NOVEMBER, 1944

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*What
Economic Education
Can Do*

*D*URING the past seven years the Alfred P. Sloan Foundation, Inc. has contributed over two millions dollars to the task of bringing a better understanding of economic life to the American people and encouraging more effective instruction in economics in our schools and colleges. The program has been carried into effect by a number of the leading educational institutions of the country. In doing so, traditional methods of instruction have been re-evaluated, new teaching techniques have been devised, and constant experimentation has been carried on in every modern means of communication — all in an effort to make the program popular and effective as well as authentic.

- Certain facts concerning the relation of education to human welfare and behavior have recently been brought to light, which lend added emphasis to the importance of activities of this kind.

FUNCTIONAL EDUCATION FOR LOW-INCOME GROUPS

IT HAS been pointed out, for example, that in every corner of the world where a high level of economic well-being is enjoyed, there exists also a relatively high degree of economic competency widely diffused among the mass of people.

And conversely, where widespread poverty prevails, the means of spreading functional economic knowledge is either ineffective or is wholly lacking. Furthermore, this relationship is found to exist *regardless of the abundance or scarcity of natural resources.**

- For education in many localities, the conclusion is obvious. It is to teach the most effective use of whatever the immediate environment affords and thereby bring about a rise in the level of living. The very reasonableness and simplicity of such a program makes it difficult to understand why it has not been more widely adopted. There are, for example, poverty-stricken districts in many parts of the United States where the standard of living could be immeasurably improved if only the technical knowledge available in learned literature were made the common knowledge of the people and used by them.

- The diffusion of such knowledge is at present the responsibility of the local schools, but they are rather helpless to assume it. Learning is dispensed from standardized mass-produced texts, which, while beautifully prepared, cannot, of course, present subject matter in terms of the specific problems and possibilities of any one community. Such texts must necessarily be general in their content, or else suffer the embarrassment of being particularly valuable in a region for which their content may be designed and increasingly meaningless in other regions where conditions differ widely from those in the original, favored spot. As a corollary, teaching methods, conditioned by the character of these mass-produced texts, have resorted more and more to techniques involving a mere

*Harold F. Clark, *Education Steps Up Living Standards*, a pamphlet prepared for the Committee on Education, Chamber of Commerce of the United States, 1944.

manipulation of words and figures having only very general significance. Probably the nearest approach to a type of education, aimed at improving the economic status of local groups, is found in the agricultural extension courses widely organized under state and federal auspices. On the whole, however, while education in the United States has become proficient, at certain levels, it has failed to realize its possibilities as a force for creating better living where needed.

- In order to discover just what the schools might accomplish to improve living standards among low-income groups in rural areas, the Foundation initiated a series of experiments in 1939. These experiments were undertaken in Kentucky, Florida, and Vermont under the direction of the universities bearing the names of those three states. Communities were selected where very low levels of living prevailed; then the schools in those communities were asked to co-operate in the experiment. After careful studies by agriculturists, architects, and other authorities, special materials were prepared which presented orthodox subjects in unorthodox fashion. The familiar reading, arithmetic, and geography lessons explained what the pupils and their families could do right in their own communities to obtain more and better food, to live in more comfortable homes, and to make their clothing more serviceable and lasting. Teacher guides were also prepared in which activities were suggested to supplement the new texts. These materials were then placed in the co-operating schools where they have been in use ever since, augmented each year by others in ever-increasing variety.

- A progress report of this experiment, as well as other data relating to its structure and management, is set forth else-

where in this report. Perhaps the results will seem meager in comparison with the time and energy spent. It takes a long time to change the habits of people, and it takes still longer to change educational practices hallowed by long years of authoritative sanction. Above all, it takes persons of leadership and imagination, enthusiastic over the possibilities in such a program and with needed backing to implement their ideas. There can be little question, however, that the results already attained are such as to dispel any doubt that this sort of functional economic education can contribute materially to the happiness and well-being of large sections of our population.

PUBLIC OPINION AND DEMOCRACY

OTHER findings, suggestive of tangible results from a more orthodox type of economic education, have to do with the functioning of public opinion in a democracy. Naturally enough, perhaps, public opinion is usually thought of as elusive, inarticulate, and sensitive to the influence of slogans, propaganda, and campaign oratory. If such were the case, there would be little hope for results from mass economic education. Indeed, there would be little hope for democracy itself.

- Fortunately, however, such is not the case.* Facts established by careful investigation indicate the contrary. Public opinion, it seems, is remarkably stable. Band-wagon appeals, current fanfare, and clever sayings, have very little influence upon it. The opinions held by the broad masses of articulate

*William A. Lydgate, *What Our People Think* (New York: The Thomas Y. Crowell Company, 1944).

citizens, considering the limited amount of popular economic and social education available in palatable form, are surprisingly prudent and farsighted.

- Here again is a firm foundation on which to build. When the most effective ways to get objective facts before the American populace have been discovered, public opinion can be expected to respond positively and intelligently. Furthermore, the extent to which public opinion does respond can be measured, and educational programs appraised accordingly. Then again, the techniques used in the testing of public opinion can be applied to the problem of finding out just what areas of knowledge need to be stressed, and just what misconceptions await clarification. All of this makes it possible to formulate an educational program with confidence and precision; one definitely geared to recognized needs.
- The Foundation has always directed a considerable portion of its activities to the large middle section of the population where the need for authentic facts is great and which in our society is in an excellent position to use such information to the public advantage. During the year 1944, for example, nearly two million ten-cent pamphlets were sold by the Public Affairs Committee, Inc., a Foundation grantee; in eighteen months approximately a million people witnessed motion pictures distributed by the New York University Film Library, another Foundation-supported project; and a sizable increase in the distribution of phonograph discs was achieved by the last-named institution. All of these materials aimed to present the pressing economic and social questions of the day simply, authentically, and in an interesting manner.

- Plans looking to an extension of this program are in process. The above-named institutions, together with the University of Chicago Round Table and the New York University Institute on Postwar Reconstruction, which are also supported by the Foundation, have combined to form an informal organization known as New Tools for Learning, for the more effective educational promotion of their various publications and other educational tools. An integral part of this promotion concerns the rendering of assistance to public forums, adult discussion groups, and national organizations conducting educational programs. The work of this joint organization will be materially expanded in the months to come, thus intensifying the diffusion of economic education among the populace at large.

ECONOMIC LEADERSHIP

A THIRD field of activity where specific benefits may be expected concerns preparation for economic leadership in various areas of our national life.

- By leadership is meant competence in understanding the economic problems of the day, ability to interpret economic data to the uninitiated, and above all, the ability to conceive, present, and carry through practicable educational programs in economics. Such programs may be found in public forums, among the managerial personnel of industrial plants, in chambers of commerce, labor and national service organizations, and in great variety of other areas of the organized life of the community.
- The need for such leadership is overwhelming. For ex-

ample, in the realm of popular education, an estimate made as long ago as 1936 reported over a million and a half persons attending public forums and discussion groups of various kinds in over four hundred cities. War and postwar uncertainties have added materially to this number until today it would be difficult to find a town or village without an educational program of some kind concerned with the economic well-being of the community and the nation.

- The need for economic leadership of a popular type is particularly felt at the present time when the nation is confronted with the intricate problems of reconversion. In many places where the specter of ghost towns looms as an aftermath of the war, citizens have carried out industrial surveys and are using their findings in plans which aim to provide continued industrial activity when peace comes. With similar foresight, other communities are preparing for the time when their servicemen will return home in large numbers, and are devising ways to welcome those men in practical terms of economic rehabilitation and opportunity. In more than one instance, these plans for action have been engendered by the educational programs. The two supplement each other effectively, the practical applications giving point to the more abstract discussions, while at the same time being guided into rational channels by them.
- No adequate training especially designed to develop leadership of the kind described above is being offered. The traditional undergraduate courses in economics in our schools and colleges offer little attraction, and the professional graduate courses are too technical and too specialized to meet the need.

- For the past six years the Foundation has supported a project at the University of Denver designed to develop competence in the particular field of local taxation. The young men and women who have benefited by the training offered by this program are today supplying needed leadership of a high order in many state and municipal taxpayers' organizations. Indeed, the demand for such services far outstrips the supply.
- Then again, much evidence is at hand to indicate that the radio discussions by the University of Chicago Round Table every Sunday afternoon have contributed much to the interest and effectiveness of programs sponsored by local forums and discussion groups. The Round Table has operated under grants-in-aid from this Foundation for seven years. It enjoys a wide following, consistently holding its lead as the most popular program of the air dealing with current economic, political, and social questions. Transcripts of the broadcast are printed and widely sold—between seven and ten thousand being mailed weekly.
- But training in tax matters is a specialized field. It includes only a small part of the total area of economic concern. And radio education is at best extensive. It spreads thinly over vast areas and touches lightly many minds. Beginning about September, 1945, the Institute on Postwar Reconstruction of New York University, operating under a grant from the Foundation, will begin an educational experiment of a systematic and intensive character designed to develop and improve non-professional economic leadership in various areas of community life.
- To inaugurate this program certain rooms in the buildings

of New York University have been reserved for the exclusive use of the Institute and these rooms are now being equipped in a novel and interesting way by the best talent available. The equipment will include appropriate visual aids such as graphic charts, mechanical models, motion pictures, slides, and film strips; facilities will be provided for playing recorded transcriptions when a personal voice will add vividness or clarity to discussion, and the customary library material will be supplemented with an exhaustive index of particularly lucid explanations of economic concepts found in books and magazine articles. All of these aids will be displayed and used in the most effective manner possible, reliance for this purpose being placed upon some of the devices applied successfully in the Army and Navy educational programs. In short, every conceivable help that promises to facilitate the transfer of thought from authoritative sources to students will be brought to bear in the teaching of economic life.

- Another marked departure from the traditional will be the continuous nature of the program. Subject matter considered during any given period of time will not be repeated, as such, at any other time. Instead, the program will be changed constantly in the light of altered events and new research as well as new and improved teaching devices. At no time, moreover, will technical prerequisites be required or expected of students.
- Such economic problems as are being discussed in the literature and public meetings of the day will provide convenient landmarks for the organizational structure of the new program. The impact of each major problem upon

the entire economy, however, will be explored, and in doing so, the interrelations existing between it and various other problems will be discovered. Historical perspective will also be sought. Thus, although a considerable period of time will be spent upon a specific problem, practically every contingent phase of modern economy will be studied in the course of that problem's consideration. A study of successive problems, then, will present the modern economy from many viewpoints and with differing emphases. This procedure will, it is believed, provide a comprehensive and functional approach to the study of economics not appropriate to specialized academic graduate courses, and not possible in the cursory college survey courses.

- It will be seen at once that this plan differs from previous procedures in several respects. In the first place, it provides a means of studying economic problems more continuously and comprehensively, as well as more thoroughly and understandingly, than is possible in meetings wholly devoted to public addresses and group discussions. In the second place, although made an integral part of the University curriculum, it breaks radically with certain aspects of the traditional routine of college and university courses in economics, particularly with the system of elaborate prerequisites, the stereotyped teaching methods, and the tendency to study economic problems without sufficient consideration of the economic life of which they are a part. In the third place, it affords an opportunity, perhaps for the first time, to carry on an exhaustive experiment in the effectiveness of every teaching aid which modern technology and resourceful instruction can provide. If conducted with competence and imagination, this experimental program may well point

the way toward securing the effective non-professional economic leadership for which this Foundation believes there is a crying need.

ECONOMIC RESEARCH

THE FOUNDATION recognizes the value of scholarly economic research. There is certainly an ever-present need for new investigations as well as for the re-examination of old concepts. Indeed, all sound economic education depends upon such studies.

- At the moment, however, it would seem that there is a considerable lag between research and popular education. Innumerable economic concepts, so high in rank as probable truths that they may properly be considered within the category of scientific facts, have been disclosed, but not diffused. Unlike the physical sciences where much of the research is quickly applied in the form of improvements to widely used mechanical devices, popular knowledge and understanding of economic facts spread slowly. The laborious process of education cannot compete with the compelling motive of profit. The policy of the Foundation at the present time, therefore, is to devote its resources to education.

Radio

O UNIVERSITY OF CHICAGO, CHICAGO, ILLINOIS

IN February 1, 1938, the Foundation assumed financial sponsorship of the University of Chicago Round Table weekly broadcasts on national and world affairs. At that time the Round Table was already a well-established institution, having presented its program over the air regularly as a local broadcast since 1931, and as a national broadcast since 1933.

- Today the listening audience is more than four times larger than it was in 1937 and before. The program consistently receives "audience ratings" which are among the highest in the education and discussion category. It is heard in every state over a network of from eighty-five to ninety-five stations. More than 350,000 transcripts are sold annually. Dozens of locally-conducted discussion programs have been developed on individual stations which have taken their inspiration and their format from the Round Table.

- During the last two years the Round Table has received a number of awards for outstanding service and popularity. In polls conducted among their readers by the Milwaukee Journal and the Cleveland Plain Dealer the Round Table won first place in the educational category from the former in 1943 and from the latter in 1944. In polls conducted among radio editors and critics the Round Table won second award from Radio Daily in both years, and first award from Motion Picture Daily and Movie-Radio Guide in 1943. In both years the Women's National Radio Committee gave the program honorable mention.

Motion Pictures

I NEW YORK UNIVERSITY, NEW YORK, N. Y.

IN 1938 the Foundation started to explore the possibilities of creating motion pictures that present simply and entertainingly, but with due regard for sound scholarship, significant elementary relationships in our economic life about which there is believed to be widespread misunderstanding.


- Propaganda films, purely didactic films, and entertainment films have long had their distinct uses. The problem presented here, however, suggests motion pictures of a kind essentially different from any of these. The films must be technically accurate and wholly free from any suggestions of promoting a predetermined viewpoint or stressing a particular bias. They must serve an educational purpose by presenting facts and relationships imperfectly understood in such a way as to challenge thought, promote discussion, and otherwise facilitate the learning process. Attention and interest being prerequisites to this end, the films must have some entertainment value.

- Four films have thus far been produced and released for distribution by the Educational Film Institute of New York University. Two of these document the experiment in Applied Economics explained elsewhere. Two films treat the problem of technological unemployment in its relation to post-war economic reconversion. A fifth film, produced by the Foreign Policy Association, depicts the principal economic problems facing the South American countries.

- The distribution agency for these films is the New York University Film Library. Organized in 1941 under a grant from the Foundation, the Library now distributes several hundred specially chosen films in addition to those above mentioned.

- In 1942 a recordings department was added to the Library with more than a thousand recordings selected in co-operation with the American Council of Education.

FOUNDATION PROJECTS IN RURAL ECONOMIC EDUCATION



ABOUT 15% — OF THE POPULATION

Persons who can provide economic leadership.

APPROXIMATELY 20,000,000 PERSONS



ABOUT 50% — THE GREAT PART OF THE POPULATION

Persons who understand the need for education and who respond to it.

APPROXIMATELY 50,000,000 PERSONS




ABOUT 35% — REMAINDER OF THE POPULATION

Persons who may be taught to raise their living standards by more effective use of what their immediate environment affords.


APPROXIMATELY 50,000,000 PERSONS

RADIO AND PRINTED TRANSCRIPTIONS



UNIVERSITY OF CHICAGO ROUND TABLE

MOTION PICTURES AND RECORDINGS



NEW YORK UNIVERSITY FILM LIBRARY


RURAL EDUCATIONAL PAMPHLETS




COMMISSION ON RURAL AFFAIRS COMMITTEE

APPLIED ECONOMICS

A FUNCTIONAL TYPE OF ECONOMIC EDUCATION IN THE SCHOOLS



PUBLIC MEETINGS AND PUBLICATIONS




NEW YORK UNIVERSITY INSTITUTE ON POSTWAR RECONSTRUCTION

JOINT SERVICING OPTION FOR PUBLIC FOREIGN GROUPS



NEW TOOLS FOR

TRAINING IN TAX ANALYSIS



UNIVERSITY OF DENVER

- UNIVERSITY OF FLORIDA
- UNIVERSITY OF VERMONT
- UNIVERSITY OF KENTUCKY
- AMERICAN ASSOCIATION OF TEACHERS' COLLEGES

Pamphlets

W PUBLIC AFFAIRS COMMITTEE, NEW YORK, N. Y.

HATEVER instrumentalities may be used for the diffusion of economic knowledge, the printed word is basic. But most objective and scholarly works dealing with economic and social subjects are too long, too technical, and too detailed to interest many readers. Thirty-two-page summaries of these same studies, rewritten in popular style, attractively illustrated, and inexpensively priced, make it possible for the layman to know their content in broad outline. The main purpose of the Public Affairs Committee is to make available in this way most of the significant economic studies currently published. During 1943 and 1944 Public Affairs Pamphlets have dealt with war and post-war problems, with emphasis on full employment in peacetime.

- The Committee was organized in 1935. In 1937 it was incorporated as a non-profit corporation under the laws of the State of New York. The Committee is a voluntary unpaid group.
- Its membership includes two college presidents, a magazine editor, an editor of economic books for one of our largest publishing houses, two university professors, an educational director of a trade union, a social worker executive, an expert in municipal research, and experts in the fields of adult and visual education. Each member is a person of authority in his particular field. The Committee represents, therefore, a group of people informed about the best social and economic research going on in the country, and competent to judge it.
- To date the Committee has published ninety-eight pamphlets, of which fifty-four are still in print. It continues to publish at the rate of one pamphlet a month. The sales have risen each year since the beginning of the Committee's work. About seven million pamphlets have been sold, almost two million in the last year.
- Orders during 1944 from individuals representing many vocations, from business and trade union leaders, from civic, educational and religious groups, and from schools and colleges totaled 27,992. The Committee receives regular orders from all forty-eight states of the U.S.A., and from twelve foreign countries.

• The members of the Committee are:

OROWAY TEAD, *Chairman* S. M. KEENE, *Secretary*
HARRY D. GIBSON, *Vice-Chairman* BEULAH AMIDON, *Treasurer*

EKL BROWN	HARRY W. LAIDLER	DONALD SLEINGER
RAYMOND LESLIE BUELL	ROBERT P. LANE	WALTER R. SHARP
WILLIAM TRUFANT FOSTER	FRANCIS P. MILLER	GEORGE SOULE
LUTHER GULICK	FRIEDA S. MILLER	MARK STARR
ERLING M. HUNT	FELIX MORLEY	WILLIAM T. STONE
F. ERNEST JOHNSON	THOMAS D. RISHWORTH	WILLIAM H. WELLS

Educational Programs

For the Development of Economic Leadership

NEW YORK UNIVERSITY, NEW YORK, N. Y.

*I*N March, 1941, the Foundation authorized a grant-in-aid to New York University for the establishment of its Institute on Postwar Reconstruction. The activities of the Institute were directed particularly to the expressed needs and desires of leaders of community forums, adult study groups, and of educational programs carried on by various business and service organizations. Meetings, held weekly, were addressed by the foremost authorities in the country on a variety of economic topics. Each address was followed by a question and answer period. All the addresses were published for wider and more intensive study, and a bulletin called "After the War" was published monthly to elaborate upon the meeting topics and to supplement the printed and spoken word by visual aids of various kinds. The meetings were well attended and the publications developed a wide paid circulation, not only among the members of the Institute, but from coast to coast in the public libraries, business organizations, and research groups making an intensive study of post-war economic conditions.

- Almost at once, however, there was expressed a desire for more group participation in the program of the Institute. The procedure was altered, therefore, to include interim meetings with authoritative leadership, but with no outside speakers. At these interim meetings topics were analyzed and discussed by the members of the group in the light of the opinions expressed by speakers at earlier meetings. Also, the topics of future meetings were considered with a view to making them more meaningful through better preparation.

- This altered program proved to be a step, but only a step, nearer the needs and desires of those most interested. Beginning about September, 1945, therefore, another change will be made in the Institute's activities. A more formal course of instruction will be organized aimed to develop competent non-professional leadership in various areas

of community life. The plans for this course are described in the introductory statement to this report "What Economic Education Can Do."

UNIVERSITY OF DENVER, DENVER, COLORADO

*U*NDER a grant from the Foundation, there was established in 1938, at the University of Denver, a Department of Government Management. At the same time a number of fellowships were established, designed to attract qualified candidates to what was envisaged as a new profession. For unlike similarly named departments in other universities, the purpose here is to train young men and women, not primarily for government service, but for professional guidance of organized citizens' groups interested in local public administration.

- The resident training consists of courses in state and local administration, governmental finance and accounting, federal-state relations, legislative procedure, citizens' organizations, and public relations taught by the regular university faculty and visiting experts in the field of public administration and citizens' groups. There is required, in addition, three months of practical field experience during which time fellows work in citizens' organizations, surveying a governmental problem. Following the field work, a series of seminars are held for the purpose of evaluating individual accomplishments, refining techniques, and assisting in the preparation of the final survey reports.

- Fifty-one men and five women have now been trained by the Department. Of these, four were inducted into the armed forces before completing their training, and five went directly into military service upon graduation. Twenty of the remainder are on military leave from civilian positions. Of these, together with those still in civilian life, nineteen work with citizens' organizations; seven with professional governmental research agencies; four with colleges and universities; twelve with the Federal government; three with state and local units of government; and two with other professions.

For the Improvement of Low-Income Areas

UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY
UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA
UNIVERSITY OF VERMONT, BURLINGTON, VERMONT
AMERICAN ASSOCIATION OF TEACHERS COLLEGES

*T*HIS is an experiment designed to discover: first, whether school instruction in methods of improving personal and family economic conditions will actually raise the level of living in the community, and second, to measure quantitatively the extent of such change, if any. The experiment is concerned with the three basic economic essentials: food, shelter, and clothing. For the sake of clarity in conducting the experiment, however, only one of these basic essentials is selected for study in each place where the experiment is conducted. Thus Kentucky is concerned particularly with food, Florida with shelter, and Vermont with clothing.

- The project in each location is under the immediate supervision of the state university, and is carried on in close co-operation with the state department of education. The local school authorities, assisted by other community agencies, are responsible for carrying out the details of the program. It has been found helpful in some instances to organize an advisory committee consisting of representatives from the state health department, the housing authority, if one exists, the county agricultural agent, the home demonstration agent, and others. Direct responsibility for the program rests with a small operating committee. The working staff is made up of personnel competent in preparing curricular materials and in the techniques of measurement.

- The procedure is to select certain experimental schools, which are then paired with control schools where the conditions parallel those in the experimental schools as closely as possible. In each case the experimental school is sufficiently far removed from the control school so that anything done in the one does not affect the other. All experimental work is confined to the experimental school. A measurement program is then introduced consisting of two parts. The first part is as follows:

Measurements are devised to record as accurately as possible the status regarding food, housing, or clothing, as the case may be, in the communities where the experimental and the control schools are located.

Then a new instructional program is introduced in the experimental school. The school curriculum is built around the particular necessity selected, specially prepared materials supplementing the regular texts. The customary disciplines are taught from these specially prepared materials, but whether it be reading, arithmetic, geography, or something else, the presentation is from the standpoint of a particular and pressing need in the immediate community and possible ways of meeting it. Then again, practical demonstrations are arranged, functional projects organized, and every display of effort, however feeble, carefully nurtured to help bridge the gap between school learning and community living.

From time to time the measurements described in the above first paragraph are repeated.

- The second part of the measurement program is concerned with the progress made by the pupils in the old-line subjects such as reading, writing, geography, and the like. It is important to know how the new instructional program affects these fields of learning quite aside from its effect upon the level of living of the community. A sequence similar to that described above is followed to accomplish this end.

- When the experiment is complete, then, it should be possible to demonstrate the following:

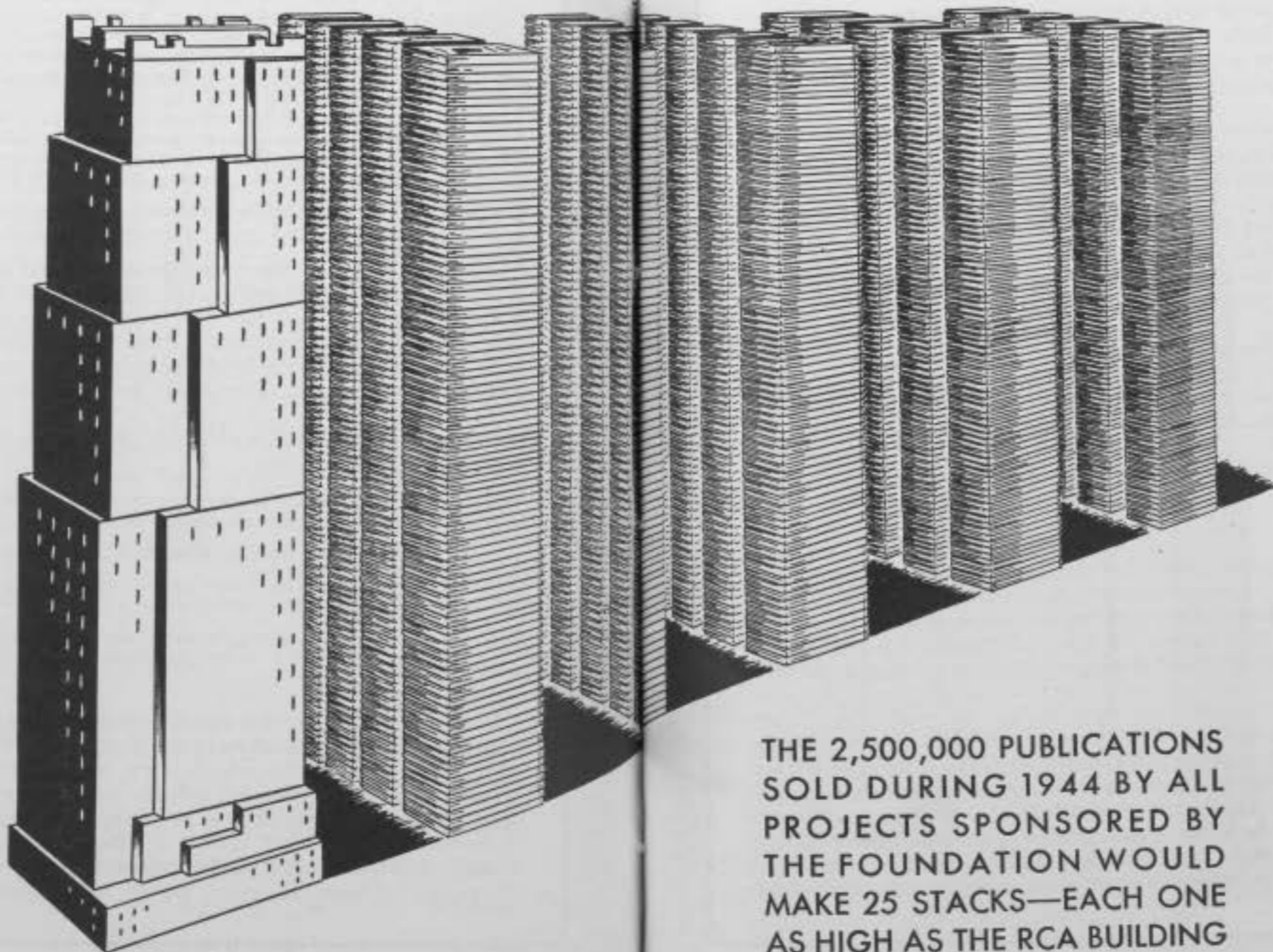
What changes, if any, have occurred in the experimental community that have not also taken place in the control community.

The degree to which such changes, if any, have taken place.

The nature of the changes, and the extent to which they can be attributed to the new instructional program.

A comparison of progress made in the customary subject-matter fields of pupils subjected to the new instructional program and those not subjected to it.

- Early in the course of this formal experiment the need was felt for testing the newly prepared materials on a broader basis than that offered by the experimental schools alone. In each of the experimental centers, therefore, additional schools were selected in which all appropriate materials, whether prepared in Kentucky, Florida, or Vermont, were introduced as soon as published. The enthusiastic acceptance and intensive use made of these materials in these so-called "three-way" schools has aided greatly not only in evaluating the



THE 2,500,000 PUBLICATIONS
SOLD DURING 1944 BY ALL
PROJECTS SPONSORED BY
THE FOUNDATION WOULD
MAKE 25 STACKS—EACH ONE
AS HIGH AS THE RCA BUILDING

materials, but in supplementing the formal measurement program by providing additional opportunities to observe any possible effects on actual living conditions in the schools and communities.

- The project is now in its sixth year of operation. Over one hundred new texts together with teachers' guides and manuals have been completed and put to use. Each year certain tests have been repeated and the results compared with those of previous years.

- It might logically be expected that results, if any, would appear first in the schools, particularly in the manner of teaching and in the appearance of both the pupils themselves and the rooms they occupy. Second, it might be expected that certain definite cases of improved diet, clothing, and housing, directly traceable to the new school instruction, would be noted in the community. Third, the new school instruction and the improved conditions in the community would be reflected in the statistical measurements.

- The first step has been attained. A transformation has taken place in most of the school rooms. For example, some have been freshly painted; much new furniture has been made by the pupils; window boxes, curtains, and attractive posters of various kinds have replaced bare windows and walls; garments are arranged neatly on home-made hangers and clothes racks, and wall posters bear testimony to the increased interest in food, and to the plans and progress of school gardens.

- A few fully authenticated case studies point to some carry-over to community life. Home improvements, parents seeking assistance in planning a new house, shoes repaired for members of the family, and better quantity and variety of food produced in home gardens represent the type of activities suggestive of better living in the community.

- Statistical results are confined thus far to the process of learning. During a three-year period, for example, children of the experimental schools in Kentucky gained 30 months in mental age, as compared with 15.5 months gained by the children of the control schools—a difference of 14.5 months. In school subjects children in the experimental schools gained approximately 20 per cent more than the children in the control schools. In Florida similar gains are noted in the experimental schools

over the control schools. No comparative tests have yet been made in Vermont.

- In 1942 the American Association of Teachers Colleges, representing one hundred eighty-seven leading teacher-training institutions from coast to coast, became interested in the project. By invitation from the Foundation, the Association appointed a committee to visit the three centers where the experiment is being conducted.

- As a result of these visits the Committee recommended that arrangements be made for the presidents and certain faculty members of a selected number of teacher-training institutions to see at first hand the work being conducted at the three experimental centers. It was pointed out at that time that only by formal training could prospective teachers be fully prepared to carry out the aim of raising living standards in local communities by a more functional type of education.

- Accordingly, for three years a grant-in-aid has been made to the American Association of Teachers Colleges to provide fellowships covering the expenses of such visits. The teacher-training institutions participating thus far, selected by the Association's executive committee, are as follows:

1942-43

1. Central Michigan College of Education, Mt. Pleasant, Michigan
2. Keene Teachers College, Keene, New Hampshire
3. North Texas State Teachers College, Denton, Texas
4. State Teachers College, California, Pennsylvania
5. State Teachers College, Radford, Virginia

1943-44

1. Eastern Oregon College of Education, La Grande, Oregon
2. Mississippi Southern College, Hattiesburg, Mississippi
3. State Teachers College, Mayville, North Dakota

1944-45

1. Kansas State Teachers College, Emporia, Kansas
2. New Mexico Highlands University, Las Vegas, New Mexico
3. Stowe Teachers College, St. Louis, Missouri
4. Teachers College of Connecticut, New Britain, Connecticut

- In 1944, an additional grant-in-aid was made the Association to provide such assistance as might be requested by the Teachers Colleges in incorporating in their curricula the ideas developed by the experimental centers.

Publications

New York University, Film Library, New York City

A Catalogue of Selected Educational Recordings
Film Library Catalogue and Supplements as follows:

SUPPLEMENT I, April, 1944
 SUPPLEMENT II, July, 1944
 SUPPLEMENT III, October, 1944

New York University, Institute on Postwar Reconstruction, New York City

Addresses delivered at the second series of conferences as follows:

- SERIES II, No. 7, November 17, 1943,
How Shall We Deal with the Public Debt?
 by ALVIN H. HANSEN
- SERIES II, No. 8, November 24, 1943,
How Shall We Deal with Monopolies?
 by THURMAN W. ARNOLD
- SERIES II, No. 9, December 1, 1943,
The Promise of Technology
 by FRANK B. JEWETT
- SERIES II, No. 10, December 8, 1943,
Transferring Workers to Peacetime Production
 by DONALD H. DAVENPORT
- SERIES II, No. 11, December 15, 1943,
Postwar International Monetary Stabilization
 by WILLIAM C. CLARK
- SERIES II, No. 12, January 5, 1944,
Foreign Relief as an Economic Investment
 by EUGENE STALEY
- SERIES II, No. 13, January 12, 1944,
Liquidating War Production
 by ABRAHAM D. H. KAPLAN
- SERIES II, No. 14, January 19, 1944,
American Foreign Trade and Investment
 by CALVIN B. HOOVER

Postwar Goals and Economic Reconstruction, a volume containing all addresses delivered at the second series of conferences of the Institute on Postwar Reconstruction, October 6, 1943, to January 19, 1944.

Addresses delivered at the third series of conferences as follows:

- SERIES III, No. 1, February 23, 1944,
Perspective in Postwar Planning
 by FIORELLO H. LA GUARDIA
- SERIES III, No. 2, March 1, 1944,
Our Postwar Society—A Long-Term View
 by ARNOLD J. ZURCHER
- SERIES III, No. 3, March 8, 1944,
The Place of Co-operatives in Postwar Society
 by ROY F. BERGENGREN, WINSLOW CARLTON and MURRAY D. LINCOLN
- SERIES III, No. 4, March 15, 1944,
The Problem of Urban Redevelopment
 by GUY GREER, MRS. SAMUEL I. ROSENMAN and IRA S. ROBBINS
- SERIES III, No. 5, March 22, 1944,
Organized Labor and the State
 by GEORGE BALDANZI
- SERIES III, No. 6, March 29, 1944,
Education in Postwar America
 by EDWIN S. BURDELL, GEORGE E. OUTLAND and LEWIS A. WILSON
- SERIES III, No. 7, April 12, 1944,
Outlook for the Serviceman
 by COLONEL JOHN N. ANDREWS
- SERIES III, No. 8, April 19, 1944,
The "Cartel" Problem
 by GILBERT H. MONTAGUE
- SERIES III, No. 9, April 26, 1944,
The Medical Profession in Postwar Society
 by DR. MORRIS FISHBEIN and DR. KING-SLEY ROBERTS
- SERIES III, No. 10, May 3, 1944,
Postwar Overseas Transportation
 by WALTER P. HEDDEN and JOHN E. SLATER
- SERIES III, No. 11, May 10, 1944,
Some Problems of Postwar Agriculture
 by JAMES G. PATTON
- SERIES III, No. 12, May 17, 1944,
War and Postwar Population Shifts in the United States
 by WARREN S. THOMPSON

Postwar Economic Society, a volume containing all addresses delivered at the third series of conferences of the Institute on Postwar Reconstruction, February 23, 1944, to May 17, 1944.

Addresses delivered at the fourth series of conferences as follows:

SERIES IV, No. 1, October 4, 1944.
America's International Economic Policy: What Shall It Be?
by HARRY D. GIBBONSE

SERIES IV, No. 2, October 11, 1944.
America's Foreign Trade Policy
by JOHN B. CONDLIFFE

After the War, a bulletin devoted to problems of postwar reconstruction:

VOL. I, No. 7, January, 1944
VOL. II, No. 1, February, 1944
VOL. II, No. 2, March, 1944
VOL. II, No. 3, April, 1944
VOL. II, No. 4, May, 1944
VOL. II, No. 5, June-July, 1944
VOL. II, No. 6, August-September, 1944
VOL. II, No. 7, October, 1944
VOL. II, No. 8, November, 1944
VOL. II, No. 9, December, 1944

Public Affairs Committee, New York City

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University of Florida, Curriculum Laboratory, Gainesville, Florida

FOR PRIMARY GRADES

- Busy Builders* (Multilith process)
Suggestions for Including Housing Experiences in the Curriculum of the Primary Grades (Mimeographed)
Tap, Tap, Zip (Multilith process)
The Builders' Club (Multilith process)

FOR INTERMEDIATE GRADES

- School Is the Place to Make Things* (Mimeographed)
Your House and Mine (Multilith process)

FOR HIGH SCHOOL

- Construction Equipment* (Mimeographed)
Co-operate with the Rangers! (Printed)

CONCERNING THE PROGRAM AND PROGRESS OF THE PROJECT

- A Community School of Social Action* (Printed)
Bibliographies of Materials Describing the Sloan Projects in Applied Economics of the Universities of Florida, Kentucky, and Vermont (Ditto process)
Chart of Housing Topics for a Twelve-Grade Instructional Program (32 x 38 printed wall chart)
Getting Started in School in Meeting Basic Needs, Second Edition (Mimeographed)
Pioneering Toward Better Homes (Multilith process)
The Taylor Faculty Makes Plans to Become a Three-Way Co-operating School with the University of Florida Project in Applied Economics (Ditto process)

University of Kentucky, Bureau of School Service, Lexington, Kentucky

- Chicken Fare* (Lithoprinted)
Ounce of Care (Lithoprinted)
Sweeter than Sugar (Lithoprinted)
The Sloan Experiment in Kentucky, Bulletin of the Bureau of School Service, Vol. XVI, No. 4, June, 1944 (Printed)

University of Vermont, Burlington, Vermont

- Suggestions for Presenting Clothing Information to Vermont School Children* (Mimeographed)

Miscellaneous Publications

- Joint Publications of the University of Chicago Round Table, Public Affairs Committee, Inc., the New York University Film Library, and the New York University Institute on Postwar Reconstruction:*

SUPPLEMENT I, March, 1944
New Tools for Learning about War and Postwar Problems

SUPPLEMENT II, October, 1944
New Tools for Learning about War and Postwar Problems

On Project in Applied Economics:

- Apect*, a news bulletin of the experiment in Applied Economics.
 VOL. II, No. 1, February, 1944
 VOL. II, No. 2, March, 1944
 VOL. II, No. 3, April, 1944
 VOL. II, No. 4, June, 1944

History and Field of Activity

J WITH NOTES ON FOUNDATION OPERATION POLICY

HIS Foundation was organized under the name of the Sloan Foundation, Inc. on August 2, 1934 under the laws of the State of Delaware. It is a non-profit membership corporation. At that time Mr. and Mrs. Alfred P. Sloan, Jr. made an original gift to the Foundation of securities valued at \$500,000.

- An amendment to the Certificate of Incorporation on July 8, 1936 changed the name of the Corporation to its present form, but in all other respects the Certificate remained as originally filed. Additional securities were then set aside for transfer to the Foundation. Subsequently, in December, 1937, these transfers were consummated at the market prices then obtaining. Other gifts have been made as the activities of the Foundation have expanded. These gifts have been reported in the published reports of the Foundation.

- The Certificate of Incorporation clearly imposes certain restrictions upon the activities of the Foundation. Operations are confined to those of a religious, charitable, scientific, literary, or educational nature; individuals having a personal interest in the affairs of the Foundation are forbidden to receive any benefit from its operations, and no activities designed to influence legislation or of a propaganda nature are permitted.

- Within this restricted area wide latitude is allowed. Grants and donations, as well as other expenditures, may be made either from accumulated income or from any other funds of the Corporation. The Corporation may enter into contracts, employ staff personnel, establish offices, and in general carry on all activities necessary or desirable properly to conduct its affairs.

- The Certificate of Incorporation provides for members of the Corporation who shall be interested in its objectives and purposes. The members are obliged to elect a Board of Trustees in which is vested the active management of the affairs of the Corporation. The by-laws of the Corporation permit the Board of Trustees to elect the corporate

officers who may or may not be members of the Board. The Trustees may appoint committees, delegate powers, establish and alter by-laws, make grants and donations, borrow money, and take such other actions as naturally arise in the course of managerial duties.

- By decree of its Board of Trustees, the Foundation has, since January 1, 1938, devoted its resources exclusively to the field of American economic education and research. Within this restricted area, moreover, the Foundation acts only as a grant-making agency. It conducts no educational work on its own account, nor does it engage directly in research. Its activities consist of granting financial aid for specific projects submitted and carried on by fully accredited educational institutions within the borders of the United States.

- Accepted projects receive grants-in-aid on a budgetary basis for a one-year period. At the end of the year a certified accounting is made to the Foundation, and all unused funds are returned. Renewals are considered in ample time to assure the uninterrupted progress of activities continuing over a period of years. In rare instances unrestricted funds are granted to outstanding educational institutions engaged exclusively in economic education and research. Independent endowments, however, are not considered at the present time.

- It is not expected that educational projects initiated by the Foundation will be supported in perpetuity. The Foundation's function is to assume the risks of new enterprises which, because of their experimental character, would prove an unwarranted burden upon the regular administrative budgets of the sponsoring institutions. Hence, at the outset, initial expenses are absorbed and necessary equipment is furnished. It is expected, however, that successful projects will be expanded until their maximum usefulness is assured, and will be supported until they can be made self-sustaining, or else can be absorbed in the regular operating expenses of the institutions of which they are a part.

- In no case does the Foundation assume responsibility for the administration of the projects which it sponsors, nor does it feel called upon either to affirm or to refute the ultimate pronouncements or findings of its donees. Its sole function is to encourage a more general and effective type of economic education, and to make possible additional research which promises significant findings for widespread diffusion.

• The Foundation welcomes constructive criticisms and suggestions. Qualified educational institutions in sympathy with the ideas herein set forth should feel at liberty to submit projects which fall within the scope of the Foundation's field of activity and fit in with its program. Conscientious attention and careful thought are given all such communications.

• Specific projects submitted for consideration should first be definitely formulated in a brief, written memorandum. The objectives should be clearly stated, the proposed procedures outlined, and an estimate given of the probable expense involved. Routine is greatly facilitated by settling as much as possible by correspondence. Conferences and field investigations, demanding, as they do, a considerable amount of time and expense, properly come last in the course of negotiations.

Financial Report

HASKINS & SELLS
CERTIFIED PUBLIC ACCOUNTANTS

1 EAST 44TH STREET
NEW YORK

April 5, 1945

ALFRED P. SLOAN FOUNDATION, INC.:

We have examined the balance sheet of Alfred P. Sloan Foundation, Inc. as of December 31, 1944 and the related statement of general fund reserve for the year ended that date, have reviewed the accounting procedures of the Foundation, and have examined its accounting records and other evidence in support of such financial statements. Our examination was made in accordance with generally accepted auditing standards applicable in the circumstances and included all auditing procedures we considered necessary, which procedures were applied by tests to the extent we deemed appropriate in view of the system of internal control.

In our opinion, the accompanying balance sheet and statement of general fund reserve fairly present the financial condition of the Foundation at December 31, 1944 and the results of its operations for the year ended that date, in conformity with generally accepted accounting principles and practices applied on a basis consistent with that of the preceding year.

HASKINS & SELLS

BALANCE SHEET, DECEMBER 31, 1944

ASSETS

Cash	\$ 351,332.20
Investments:	
United States Savings bonds, defense Series G—at cost \$ 275,000.00	
United States Treasury bonds (market quotation value, \$368,475.00)—at cost less amortization	368,854.77
Marketable stocks (market quota- tion value \$7,932,990.50)	4,641,617.18
Other	<u>500,000.00</u> <u>5,785,471.95</u>
Total	<u>\$6,136,804.15</u>

LIABILITIES

Grants Unpaid	\$ 191,023.00
General Fund Reserve	<u>5,945,781.15</u>
Total	<u>\$6,136,804.15</u>

STATEMENT OF GENERAL FUND RESERVE
FOR THE YEAR ENDED DECEMBER 31, 1944

Balance, January 1, 1944 \$5,694,151.31

Add:

Gifts received \$165,500.00

Income from investments:

Interest \$ 12,312.20

Dividends 398,569.09 410,881.29

Adjustments pertaining

to grants made in

prior years 15,006.60 591,387.89

Total \$6,285,539.20

Deduct:

Grants \$280,081.50

Administrative expenses 40,473.98

Loss on sale of securities 11,212.04

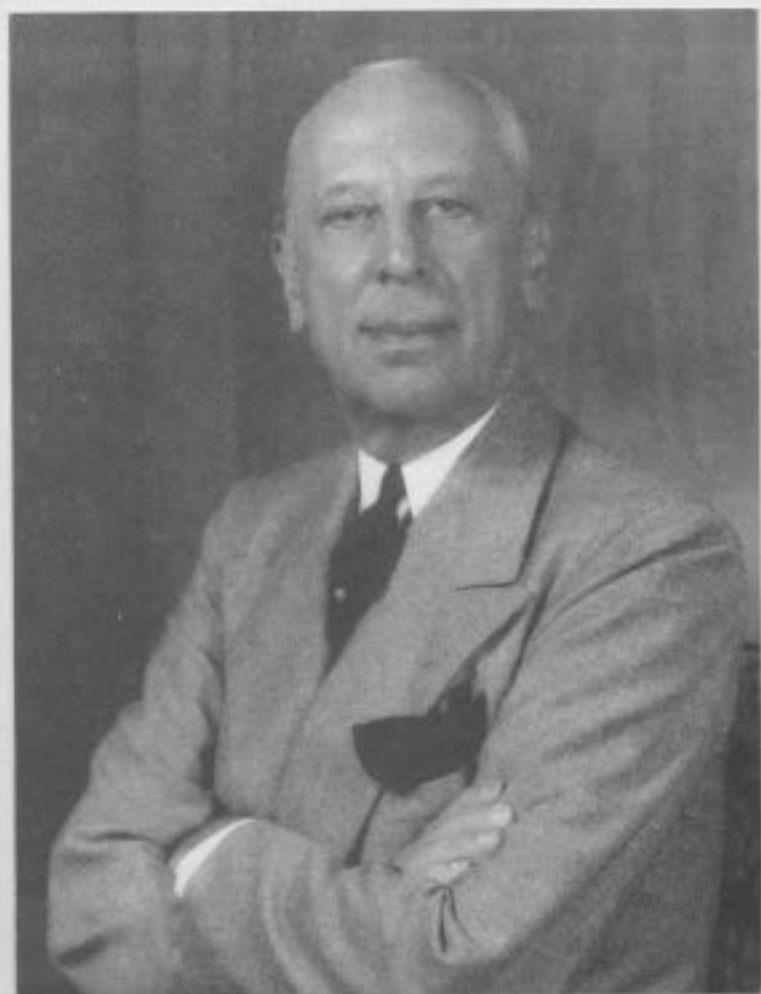
Adjustment of dividend

income of prior years 1,168.72

Other expenses 6,821.81 339,758.05Balance, December 31, 1944 \$5,945,781.15

TOTAL GRANTS AUTHORIZED IN 1944
AND GRANTS UNPAID AT
DECEMBER 31, 1944

	Total Authorized in 1944	Unpaid at December 31, 1944
American Association of Teachers Colleges	\$ 14,500.00	\$ 11,500.00
University of Chicago	58,771.66	29,143.66
University of Denver	14,740.00	6,500.00
University of Florida	39,200.00	27,700.00
University of Kentucky	33,164.50	24,406.00
New York University	64,833.67	48,531.67
University of Vermont	13,205.00	1,575.00
Public Affairs Committee, Inc.	<u>41,666.67</u>	<u>41,666.67</u>
	<u>\$280,081.50</u>	<u>\$191,023.00</u>



REPORT *of the*
ALFRED P. SLOAN FOUNDATION, Inc.
1945-1946

ALFRED P. SLOAN FOUNDATION, INC.
30 ROCKEFELLER PLAZA
NEW YORK 20, N. Y.

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Preface

THE ALFRED P. SLOAN FOUNDATION, INC. ADMINISTERS A PRIVATE FUND FOR PUBLIC BENEFIT. THE FOUNDATION RECOGNIZES ITS OBLIGATION, THEREFORE, TO REPORT PERIODICALLY THE POLICIES WHICH GOVERN THE MANAGEMENT OF THE FUND AND THE USES TO WHICH IT IS PUT, AND TO NAME THE DONEES WHO ARE BENEFITED BY IT. ACCORDINGLY, THIS PUBLIC REPORT IS SUBMITTED FOR 1945-1946

Board of Trustees

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The Role of Foundations

*T*HE publication of this report marks the tenth year of the existence of the ALFRED P. SLOAN FOUNDATION, INC. In that relatively brief period its benefactions, in the form of grants to educational or similar institutions dedicated to the public good, have exceeded eight million dollars, an average expenditure well in excess of three-quarters of a million dollars a year. More than half of this expenditure consists of special grants for the establishment of the Sloan-Kettering Institute for Cancer Research, a division of the Memorial Hospital of New York, and for research projects in the field of aircraft and automotive engineering at the Massachusetts Institute of Technology. More complete descriptions of these projects appear elsewhere on these pages.¹ The remainder has been applied to the field of economic education, an area of activity to which the trustees of the FOUNDATION originally dedicated its resources and in which it is their present intention to continue.

• The past generation has witnessed the creation of a considerable number of public trusts similar to the one this FOUNDATION administers. Whatever reasons may have motivated this growth, there can be no doubt that these trusts, if wisely administered, serve a useful public purpose. Their value in our contemporary society, indeed, could be demonstrated in al-

¹See pages 30 and 31.

most any field in which their funds are expended; but their value is particularly apparent in that special field in which this FOUNDATION has a primary interest, viz., the field of education.

• It is well known that in recent years the endowment income of colleges, universities, and private educational institutions generally has declined sharply. The decline, moreover, has come at a time when the facilities of such institutions are being taxed to the utmost and the cost of education is sharply in the ascendant. Nor is this growing disparity between income and need limited to institutions with exclusively private resources; those supported out of public funds have also discovered that school and university budgets can be trimmed and funds denied for purposes which educational authorities consider necessary and even indispensable. The net result of this financial stringency has been to reduce greatly the opportunity for experimentation in education; less and less often can educational administrators afford to divert funds from their normal operational budget into projects which promise much but whose real merit can only be demonstrated through the process of trial and error.

• It is at this point that foundations perform their peculiarly important function in education. By extending financial support to various educational projects which, though novel in character, commend themselves as having potential merit, foundations take over, in a measure, the financial burden of experimentation which hard-pressed educational budgets

Transforming Classrooms

IN establishing teaching institutes of economics at various universities, the Foundation has made an effort to provide modern teaching equipment and satisfactory working quarters.

The illustrations reproduced on this page show how a typical classroom was transformed at the American University, Washington, D. C. to provide a seminar room with modern facilities. Similar transformations were effected at

- New York University
- University of California
- University of Denver
- University of Southern California



Above—Classroom at the American University before modernization.



Below—The same room after it had been refurnished and re-equipped. Note the roomy chairs, sizable tables, library facilities, and fluorescent lighting.

find it impossible to assume. In other words, in a financial sense at least, foundations have become the "risk-bearers" in the development of education.

EXPERIMENTAL PATTERNS IN ECONOMIC EDUCATION

THIS role of risk-bearer is peculiarly descriptive of the activities of the ALFRED P. SLOAN FOUNDATION, INC. Through grants to colleges and universities and other educational institutions, it has sought to create and develop new educational "patterns" in the sphere of economics. With some important exceptions, these patterns have been of the popular type, that is, they have attempted to reach the masses of citizens directly. Such a policy has been based on the assumption that, in a democracy like ours, where citizens decide upon many issues of the day and where public opinion exerts a powerful influence upon legislatures and other policy-determining bodies, it is imperative that authoritative and authentic information and unprejudiced discussion concerning our free economic and political institutions be made directly available to the great mass of the people.

• Moreover in keeping with this role of risk-bearer in the sphere of economic education, the FOUNDATION has constantly encouraged its grantees to pioneer with every communication medium and thus supplement the printed word wherever that seems feasible. Particular emphasis has been placed upon the newer tools of communication which our art and technology have made available, such as the motion picture and

On this page are additional illustrations of classrooms transformed into modern seminar rooms for teaching institutes of economics.

*TOP OF PAGE—Interior of teaching institute, New York University.
AT ANGLE CENTER—View of seminar room, University of California.
AT RIGHT CENTER—Seminar room at the University of Denver. LEFT—A similar room at the University of Southern California.*

the radio. At the moment, for example, one of the FOUNDATION'S grantees is engaged in the production of an experimental motion picture which relies wholly on the technique of the animated cartoon to convey elementary economic principles; another grantee has been experimenting for some time with a program of radio transcriptions which combines dramatic radio fare of the popular type with elementary economic education. If and when these newer patterns have passed beyond the experimental stage and have proven themselves it is anticipated that they will supplement other patterns involving radio, motion pictures, and pamphlet distribution which the FOUNDATION is already supporting financially.

• The use of other devices to facilitate communication on economic matters at a popular level has also been encouraged; and from time to time, grantees have developed programs of instruction which, along with the printed word, have made use of pictographs, charts, phonograph disks and even cartoons. Methods in education are certainly secondary to subject matter; and those who have directed the development of the patterns in economic education which this FOUNDATION has supported are fully aware of the perennial danger that too intense preoccupation with method can obstruct rather than facilitate the communication of ideas. This is a danger, however, which presents itself in any educational process, old or new, in one dignified by tradition and academic acceptance quite as much as in one which is untried and for that reason, and often for that reason alone, regarded as questionable and relegated to the realm of the fad.

• This FOUNDATION believes that these newer patterns in popular economic education which it seeks to develop are of the essence of "risk-bearing" in education to which reference has been made; and it is characteristic of any enterprise where risk is a feature that much that is novel and untried should be attempted and that sometimes, despite the most careful planning and the most zealous effort, failure rather than success should be the issue.

• In carrying forward its interest in popular education in the economic sphere, the FOUNDATION has not been unaware of the importance of leadership, that is, of the role of the trained teacher and of the host of those who, whatever their profession or vocation, provide initiative and guidance in adult educational programs at the community level. As a modest contribution to this need, the FOUNDATION during the past year provided funds for the establishment of institutes of economics at five leading American universities. These institutes are treated at greater length elsewhere in this report.³ Suffice it to say here that their function is teaching; they provide instruction not only for matriculated students but for selected adults whose position of leadership in the community in which the university is located offers promise that they can contribute to the instructional program of the institute and derive benefit from its work. Though integral units of the university in which they have been established, these institutes enjoy a considerable degree of autonomy in determining their respective teaching programs and carrying them into

³See pages 26-28.

effect. This permits of unusual freedom of operation and allows them to experiment with various pedagogical aids and procedures not considered quite orthodox in the usual classroom. The hope is that this experiment will reveal possibilities for improving instruction in economics and that benefits will accrue not only to the students regularly enrolled in colleges and universities but to other potential adult leaders.

THE FOUNDATION GRANT-MAKING POLICIES

As indicated earlier in this report, special grants of considerable magnitude have been made during the past year for research in cancer and for research in certain aspects of aircraft and automotive engineering. On occasion during the past decade, grants have also been made for fundamental research in economics. The FOUNDATION, of course, recognizes fully the basic importance of research in any field including that of economics. At the same time, its officers have been impressed and no little troubled by the time lag which exists between the discovery of truth and its application to the daily concerns of the people at large. Along with the responsibility for advancing knowledge, there is the additional responsibility, equally important, of diffusing that knowledge; and the latter is of the greatest significance in a free democratic society such as ours. It is for this reason that the FOUNDATION for the time being at least, avoids any systematic program for the support of research, preferring to apply its grants in the economic sphere to the conservation and diffusion of knowledge.

• In making grants to beneficiaries, the FOUNDATION rarely commits funds for a period longer than one year. Normally, however, where the project in question shows promise, subsidies for its support have been continued from year to year and discontinued only when the project has demonstrated its maximum potentialities or has passed beyond the experimental phase and can afford to stand on its own feet. In other words the policy of the FOUNDATION is at least currently an intensive one: it prefers to commit such funds as may be available from year to year to relatively few projects for a period long enough to permit them to develop their maximum promise as a pattern rather than to scatter its resources on a short-term basis over a wide variety of projects. Applications for financial support from the FOUNDATION are of course considerable and their volume grows from year to year. Those which fall within the FOUNDATION's carefully delimited sphere of interest are thoroughly explored and given every consideration. It is self-evident, however, that in view of the foregoing statement of policy and on the assumption that funds available for commitment remain relatively constant, those applications which can be given a favorable response cannot be numerous.



Program in Applied Economics

*For the Improvement of Low-Income
Areas*

UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY
UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA
UNIVERSITY OF VERMONT, BURLINGTON, VERMONT
AMERICAN ASSOCIATION OF TEACHERS COLLEGES
NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS,
WASHINGTON, D. C.

*T*HROUGHOUT the past two years, the FOUNDATION continued to give financial support to its applied economics program originally undertaken at the University of Kentucky in 1939 and subsequently extended to the Universities of Florida and Vermont. These three institutions and certain cooperating elementary and secondary schools have been experimenting in the development of curricular methods and instructional materials designed to raise living standards through education particularly in such essentials as food, clothing, and shelter.

• In cooperation with officials and teachers of elementary and secondary schools in various sections of the states where these three universities are located, rather extensive experiments have been carried on to develop instructional programs in connection with this general project. Textbooks, pamphlets, and other teaching materials, stressing practical information on nutrition standards, the production and preparation of food, the quality and use of textiles for clothing, and the improvement of home construction have been prepared and used in the regular school subjects, supplanting or supplementing traditional text material. Workshops, and special school projects have

stressed the same ends of better food, clothing and shelter. Although the instructional material thus prepared was deliberately related to local situations and conditions, much of it has general significance. Moreover, with slight modifications in content, it can be adapted for use in almost any school community. To facilitate progress in the project, each of the three cooperating universities originally agreed to work with one subject only. In Kentucky, it was food; in Florida, shelter; and in Vermont, clothing. More recently, however, each of the universities has been developing educational programs embracing all three subjects.

• As results of the applied economics program become apparent, the experimental phase will be liquidated and emphasis placed upon the dissemination of the results throughout the country and their application to school curricula generally. In this newer phase of the program, the FOUNDATION has secured not only the cooperation of the three universities already mentioned but also that of the American Association of Teachers Colleges and of the National Association of Secondary-School Principals.

• A grant by the FOUNDATION to the first of these organizations in 1942 has been continued during the past three years. With these funds, the Association has employed a full-time consultant who has assumed the primary responsibility of acquainting teacher-training institutions throughout the United States with the results of the experimental work in Kentucky, Florida and Vermont. Through the activities of the Association, teachers colleges and similar training institutions are encouraged to make adaptations to local conditions of the materials originally prepared at the experimental centers, to prepare new materials when and as needed, and to make such changes in the curricula and teaching methods as will facilitate the introduction of more effective instruction in matters concerning food, clothing, and shelter into the instructional program of the nation's schools. Currently the Association is making plans for the publication of a special bulletin, to be issued periodically, which will acquaint school administrators

and teachers generally with the nature of the applied economics program and with the progress of the Association's diffusion program.

• The work of the National Association of Secondary-School Principals is confined to the relation of applied economics to the high school curriculum. During 1944, this Association appointed a special committee known as the Advisory Committee on the Applied Economics Core Curriculum. The Committee consisted of six distinguished educators with Dr. Will French of Teachers College, Columbia University, serving as its chairman. Its purpose was to assist and guide the experimental projects at Kentucky, Florida and Vermont in the preparation of materials in applied economics suitable for use in the nation's high schools. Several instructional pamphlets have been prepared directly under the supervision of this Committee to serve as illustrations of the type of material that would be helpful to secondary schools.

• To assist in the general program of diffusion and to acquaint the public generally with the nature of the applied economics program and the results so far achieved, the FOUNDATION recently provided funds for the publication of a 101-page volume entitled *Learn and Live*, written by Dr. Clara M. Olson and Dr. Norman D. Fletcher, and edited by Dr. Harold S. Sloan, the FOUNDATION's former executive director. This volume, which appeared during 1946, is distributed by the various cooperating institutions and organizations interested in the applied economics program. It gives an excellent summary of the program's experimental phase, outlines the educational needs which challenged those who initiated it, and makes a realistic appraisal of the results so far achieved.

PUBLICATIONS IN APPLIED ECONOMICS

DURING the two-year period under review, the following curricular and related materials have been prepared and published by various educational institutions directly concerned with the FOUNDATION's program in applied economics.

Applied Economics

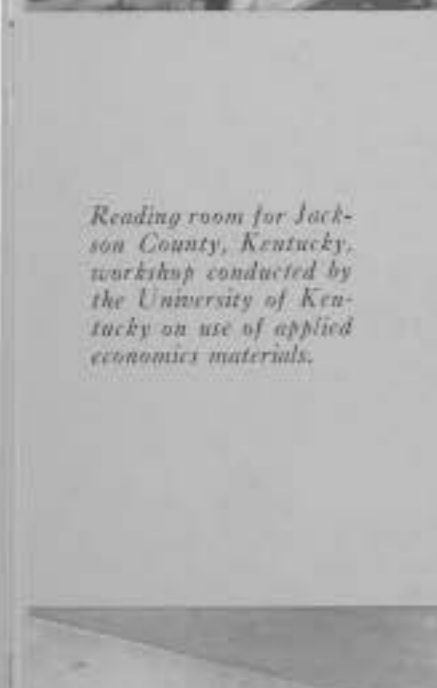
PHOTOGRAPHS on this and subsequent page illustrate some phases of the work being done in the Foundation's applied economics project. Activities here portrayed have been conducted under the supervision of the University of Florida and the University of Kentucky.



TOP OF PAGE—Students in primary grades at Geneva School, Florida, help prepare and serve balanced meal with products from home gardens. CENTER—Pupils in elementary grades plan and cultivate a school garden. BOTTOM—Furniture for this playhouse in junior primary class at Auburndale School, Florida, was made by the students.



Workshop, Jackson County, Kentucky, conducted by the University of Kentucky. Discussion group on use of applied economics materials.



Reading room for Jackson County, Kentucky, workshop conducted by the University of Kentucky on use of applied economics materials.



Activities in social studies center of campus laboratory school, Bethune-Cookman College, Daytona Beach, Florida.

A L F R E D P. S L O A N F O U N D A T I O N, I N C.

Project in Applied Economics, Florida Curriculum Laboratory, University of Florida, Gainesville, Florida

MATERIAL FOR PUPIL-TEACHER SCHOOL USE

Pineville High Meets the Challenge, by Dorothy C. Stephens, 54 pp.

If Our House Could Talk, by Clara M. Olson (illustrated by Phoebe Y. Snover), 74 pp.

Monday, Tuesday and Always, by Lillian P. Hough (illustrated by Phoebe Y. Snover), 48 pp.

Improving our Community's Homes, (revised edition), by Leon N. Henderson and Clara M. Olson, 49 pp.

Jack's Secret, 67 pp.

MIMEOGRAPHED GUIDES FOR PUBLIC SCHOOL TEACHERS

Planning to Meet Individual and Group Needs in Teaching Reading, 18 pp.

Suggestions for Organizing the School Program to Meet Housing, Food, and Clothing Needs of Boys and Girls in the Primary Grades, by Laura Leenhouts, 25 pp.

Suggestions for Organizing the School Program to Meet Housing, Food, and Clothing Needs of Boys and Girls in the Intermediate Grades, by Laura Leenhouts, 35 pp.

Suggestions for Organizing the School Program to Meet Housing Needs of Boys and Girls in the Junior and Senior High School, by Laura Leenhouts, 13 pp.

Suggestions for Organizing the School Program to Meet Housing Needs of Boys and Girls in Junior and Senior High School; Social Studies, by Laura Leenhouts, 24 pp.

MIMEOGRAPHED GUIDES FOR COLLEGE STAFF MEMBERS

Suggestions for Including Applied Economics Experiences in the Teacher Education Program, 12 pp.

Suggestions for Teacher Education Institutions to Use in Helping Florida Schools Meet the Economic Needs of the Child and the Community, by R. O. Stripling and H. E. Nutter, 10 pp.

Bureau of School Service, University of Kentucky, Lexington, Kentucky

Garden Calendar, Winter, by Mary J. Patterson (illustrated by Martha V. Smith), 93 pp.

Fire! by Ruth Hillis, 51 pp.

Sam Buys a Farm, by Ruth Hillis, 54 pp.

*Sloan Experiment in Applied Economics, University of Vermont
and State Agricultural College, Burlington, Vermont*

Johnny on the Spot, (revised edition), 40 pp.

Shoes Go to School (in color), 42 pp.

Washday with Mother (in color), 35 pp.

New Shoes! New Shoes! (in color), 19 pp.

Repairing Footwear, 28 pp.

Help on the Care of Clothes in School, 30 pp.

Miscellaneous

Learn and Live, by Clara M. Olson and Norman D. Fletcher. Published by the Foundation, New York, 1946, 101 pages of text and 16 pages of illustrations.

Better Living, Practical Suggestions for Schools and Homes, by G. Marian Young. Published by the Coordinating Committee of the Sloan Project in Applied Economics, New York, 1945, pp. x, 142.

"Progress Report on the Alfred P. Sloan Foundation Curriculum Study of Applied Economics," by E. S. Evenden, *Yearbook of the American Association of Teachers Colleges*, 1945, pp. 77-108.

Quarterly Journal of the Florida A. and M. College, January-April, 1946, "Sloan Foundation Project Number," prepared under the direction of C. L. Spellman.

The Bulletin of the National Association of Secondary-School Principals, May, 1946. The entire issue relates to the applied economics program of the Foundation and to the improvement of economics instruction in the nation's high schools. Articles were prepared or assembled by the Advisory Committee on the Applied Economics Core Curriculum appointed in 1945 at the suggestion of the Foundation by the National Association of Secondary-School Principals.



*Popular
Economic Education*

Radio

THE ROUND TABLE OF THE AIR—UNIVERSITY OF CHICAGO,
CHICAGO, ILLINOIS

THE Chicago Round Table is the oldest educational program continuously on the air. Originated in 1931 by the University of Chicago over local stations, it soon became a national institution and has been featured for more than a decade as a sustaining educational program over the network of the National Broadcasting Company and affiliated stations. By the end of 1946, the total number of weekly broadcasts had exceeded 650. The FOUNDATION assumed financial responsibility for the Round Table on February 1, 1938 and has continued its support since that date.

• The Round Table is a discussion-type program. Participants include members of the faculty of the University of Chicago and other universities and specialists of all sorts chosen from public life, from the world of business, organized labor and the professions. Subjects chosen for discussion may relate to domestic economic questions, international political and economic issues, or to public affairs generally. When controversial issues are up for consideration, every effort is made to secure a representation of conflicting points of view among participants. About half of the broadcasts originate in Chicago; others originate in New York, Washington and other cities; in the past a few have originated abroad.

• Intellectual standards maintained by the Round Table are among

the highest observed in educational programs over the air and its fare is intended for those among the public who have more than a merely superficial interest in public affairs. The high quality of its broadcasts and its effectiveness as an educational medium have twice earned it the Peabody Award as the best educational program on the air. Despite these high standards the Round Table's popularity is immense. Currently the program is being broadcast over some eighty-six stations of the National Broadcasting Company and it is conservatively estimated that it has an average listening audience throughout the year of about three and a half million.

• A supplementary activity of the Round Table staff is the preparation and distribution of printed transcripts of the weekly broadcasts. These are sold at a nominal price of ten cents per copy and are distributed at the rate of about forty thousand copies per month, the total annual volume thus approximating a half million copies. Data such as these may well cause critics who are in the habit of condemning the general public's alleged apathy towards domestic and world affairs to revise their judgment.

TRANSCRIBED RADIO PROGRAMS
NEW JERSEY STATE TEACHERS COLLEGE
MONTCLAIR, NEW JERSEY

DURING 1946, the FOUNDATION extended its financial support to the New Jersey State Teachers College located in Montclair, New Jersey to permit the College to experiment, among other things, with an educational program in radio which combines economic education with popular radio dramatic fare. The purpose of the experiment is to illustrate and dramatize the meaning of basic economic facts and principles by developing situations suggesting the implications of such facts and principles in the daily experiences of members of a family group in a typical medium-sized American city. The program bears the title, "Keeping Up With the Wigglesworths." In cooperation with a professional script writer and producer, the College has, up to the

present time, developed more than seventy-five separate programs. Each has been recorded and is subsequently reproduced over the air by transcription.

• A special division of the College, known as the New Tools for Learning Bureau, has charge of the distribution of these transcribed programs. Broadcasting rights for a series of twenty-six or fifty-two of the programs are sold for a nominal fee to individual broadcasting stations and they are subsequently placed on the air on a sustaining basis or occasionally with local sponsorship. The local sponsor may be a local business establishment, or occasionally a local chamber of commerce or a community radio council. Some forty stations, ranging in power from 250 watts to 50,000 watts, located in twenty-two states and one territory of the United States, are currently airing this transcribed program. The high standard maintained by this popular educational program received recognition in the award of "Honorable Mention" recently given it by the Institute for Education by Radio of the Ohio State University.



Popular Economic Education

Motion Pictures

SINCE its organization the FOUNDATION has been interested in the creation of educational films dealing with economic topics and, at various times since 1938, funds have been appropriated to enable certain educational institutions to produce five films dealing with such topics as technology and employment, international trade, and war-time economic dislocations. The experience thus gained has at least served to convince the FOUNDATION that those who enlarge upon the difficulties of producing satisfactory educational films are usually guilty of understatement.

- The problem is not only one of cost which, considering the probable audience for a typical educational film, is usually excessive; there is the further problem, especially important in an educational medium, of maintaining objectivity and freedom from bias. These latter requirements often complicate the efforts of script writer and director to produce a picture which has continuity and the promise of sustained interest on the part of an audience. Most producers of educational pictures have, moreover, failed to give adequate consideration to pedagogical needs and to the peculiar conditions under which films of this nature are to be exploited for instructional purposes.

- The FOUNDATION believes that these difficulties can be surmounted and it continues to regard motion pictures as an educational medium

of high promise. At the moment, it is making a grant for the production of short color films illustrating certain elementary economic facts and principles. The technique of the animated cartoon will be used throughout and professional talent from the entertainment film world will be enlisted in the actual production.

- A problem no less serious than those arising out of the production of educational films is that of distributing such films. Numerous distribution agencies exist but few of them serve any substantial area. Moreover, projection equipment, though available on an increasing scale in schools, colleges and discussion groups, still leaves much to be desired both as to quality and availability.

- An agency for the distribution of educational films was set up at New York University with the financial support of the FOUNDATION in 1941. Known as the New York University Film Library, it distributes educational films on economic and other topics. It attempts to service the film needs of the University and sells or rents films to users throughout the country. A recordings division was added to the Library in 1942 to sell and distribute educational disks. The FOUNDATION has continued its support of the Library in recent years although grants have been gradually reduced and support for this project will be discontinued in December, 1947.



Popular Economic Education

Pamphlets

THE PUBLIC AFFAIRS COMMITTEE, INC., NEW YORK, N. Y.

WHATEVER advances may be made in the use of newer media for the diffusion of ideas, such as radio and the motion picture, the printed word is likely to retain its primacy. Economics, however, is a notoriously difficult subject for most laymen to comprehend. Research studies in this field are highly specialized and often couched in terminology which confuses rather than enlightens the uninitiated.

• In an attempt to overcome some of these difficulties, a non-profit organization known as the Public Affairs Committee was set up in 1935 and incorporated under the laws of New York in 1938. This organization publishes and distributes popularly priced pamphlets, not more than thirty-two pages in length, on economic and related topics. These pamphlets are often summaries, written in non-technical language, of major economic studies of general significance.

• Operating under a group of educators and other prominent persons numbering some twenty-four individuals, the Committee has, since its organization, published more than one hundred titles of which about seventy-five are still in print. A new title is usually released each month. The twelve pamphlets published by the Committee during 1946 are as follows:

We Can Have Better Schools
Building Your Marriage
Wings Over America
What Shall We Do About Immigration?
For A Stronger Congress
Your Stake in Collective Bargaining
Alcoholism is a Sickness
Should the Government Support Science?
Toward Mental Health
Radio is Yours
How Can We Teach About Sex
Keep Our Press Free!

• Sales of pamphlets have always been considerable but have greatly increased in volume during recent years. It is estimated that since 1937 about ten million copies have been distributed. Currently, the Committee's sales volume is in excess of two and one-half million copies annually. Distribution is made to business establishments, trade unions, civic, educational and religious groups, and to schools, colleges and libraries. The Committee reports that orders for pamphlets are regularly received from localities in every state of the United States and from more than a dozen foreign countries.

• The FOUNDATION began its financial support of the Public Affairs Committee, Inc. in 1938 and has provided subsidies each year since that date. During the past year, however, it has been decided to terminate these subsidies, this decision having been taken in line with the FOUNDATION'S well-established policy of withdrawing from a project once it has been successfully launched and its potentialities have been demonstrated.



Educational Programs for Economic Leadership

NEW YORK UNIVERSITY, NEW YORK, NEW YORK
 AMERICAN UNIVERSITY, WASHINGTON, D. C.
 UNIVERSITY OF DENVER, DENVER, COLORADO
 UNIVERSITY OF SOUTHERN CALIFORNIA,
 LOS ANGELES, CALIFORNIA
 UNIVERSITY OF CALIFORNIA, BERKELEY, CALIFORNIA

EARLY in 1945 the FOUNDATION became interested in developing a program of an intensive and systematic nature to improve the professional competence of teachers and other discussion leaders who deal with various phases of economic life. Such a program was considered a logical complement to the more direct and popular projects for the dissemination of economic information with which the FOUNDATION has been primarily concerned. In other words, it is believed that one of the more effective ways in which to improve the level of popular discussion of economic problems is to raise the level of competence of those who assume leadership in such discussion programs in schools and community groups.

• Accordingly, during the past two years, five teaching institutes of economics have been established in as many American universities. The first of these was inaugurated at New York University and is known as the Institute of Economic Affairs. Other institutes, subsequently established, are located at the American University, Washington, D. C.; the University of Denver, Denver, Colorado; the University of Southern California at Los Angeles, California; and the University of California at Berkeley, California. In all of these in-

stitutes, distinguished members of the faculty of the university involved have taken over the responsibilities of direction. At New York University the director of the institute is Dr. Harold W. Davey; at the American University, the director is Professor N. Arnold Tolles, who is also head of the University's Department of Economics; at the University of Denver, it is Dr. Alonzo May, also head of that institution's Department of Economics. At Southern California, the director is Professor Robert B. Pettengill, who has been on that University's economics staff for some time; and at the University of California, direction of the teaching institute has been assumed by Professor J. B. Condliffe, noted authority on international economic policy, who is ably assisted by Mr. Robert L. Gulick and Mr. J. M. Letiche. Each of these institutes has been set up as a semi-autonomous part of the university to which it is attached and special quarters have been assigned by the university officials for administration and teaching. In the space thus provided by the university, the teaching institutes have been given every assistance in securing such equipment as can facilitate teaching and effective discussion. Indeed, one of the primary considerations which motivated the FOUNDATION in carrying forward this experiment was to see that suitable work quarters were provided and that every facility for the transfer of facts and ideas, including satisfactory library equipment and apparatus for visual teaching, such as projection equipment, films, charts, lantern slides and related instrumentalities, was made available.

• Actual teaching is conducted in seminar fashion. Classes consist of regularly matriculated students of the university who are working toward a baccalaureate or advanced degree; also of non-credit students from the university community whose background and activities qualify them as community leaders and give assurance that their participation in the institute's seminar will be valuable both to themselves and to other members of the group. In almost every case, moreover, the directing personnel of the institute has arranged to supply extension courses of a popular type at various centers in the general locality in which the university is situated. By this means, the work and influence of the teaching institutes will be greatly widened.

• With the exception of the institute at the University of California, which will concentrate wholly on problems relating to America's international economic policy, subjects considered by the various units will change from year to year. In them, the course will consist of an extensive examination of the impact of some major current issue in the economic field upon existing economic institutions and processes and upon traditional economic theory. Although there may be incidental publications, the institutes have not been established for research purposes. All their various activities are designed to improve academic teaching and the competence of those who, though not identified with academic activities, assume or are likely to assume important roles as leaders of discussion groups and other types of community educational programs in the field of economics.

DEPARTMENT OF GOVERNMENT MANAGEMENT
UNIVERSITY OF DENVER, DENVER, COLORADO

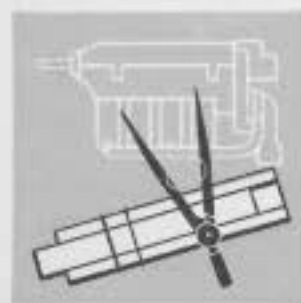
BROADLY related to the program of training for economic leadership is a project at the University of Denver known as the Department of Government Management. Begun in 1938, with the support of the FOUNDATION, this project is designed to train young men and women to render professional assistance to organized citizens' group in problems of public administration at the local level. Hence, despite its name, the objectives of the Department of Government Management differ somewhat from those of the usual curricula in public administration in other universities which are primarily designed to train students for government service.

• Resident training at the University for students of the Department includes courses in state and local administration, public finance and accounting, federal-state relations, legislative procedure, public relations, and the activities of citizens' groups dealing with public questions. Courses are taught by the regular University faculty although an effort is made to secure experts in the field of public administration and spokesmen for local citizens' groups to address classes as often as

possible. Regular instruction is supplemented by three months of experience in the field. Each student is assigned some locality, there to study and report upon a problem of administration or finance in which the public authorities or the citizens of the locality may be interested. Subsequently the student returns to the campus of the University for further seminars designed to assist him in evaluating the data which he has secured in his field work and the techniques employed in securing them, as well as in the preparation of a formal written report of his activities.

• Since its establishment, the Department of Government Management has trained more than seventy students. The post-graduate employment records of these students are most praiseworthy and they are an excellent testimonial to the value of the preparation as well as to the care exercised by the University in selecting them for the training. At least seven of them are members of faculties of colleges and universities; eight of them are associated with state and local taxpayers' associations; another large group has joined the staffs of national and local research associations; and many have found employment with the federal and state governments and in private business.

• Funds supplied by the FOUNDATION have been devoted chiefly to the provision for fellowships for candidates deemed worthy of the training offered. Latterly the FOUNDATION has reduced its support and such as has been given has been provided on a contingent basis, additional funds being supplied by other foundations and by the University itself.



Teaching and Research in Technology

MASSACHUSETTS INSTITUTE OF TECHNOLOGY, BOSTON, MASS.

DURING 1946, the FOUNDATION made a special grant of \$215,000 to the Massachusetts Institute of Technology to further the Institute's teaching and research program. Somewhat less than a third of this grant made possible the purchase by the Institute of a wartime laboratory which had been financed by the federal government and built on the Institute campus. The building thus purchased will become the initial unit of the Institute's new gas turbine laboratory.

• The remainder of the grant is to be applied to augment the facilities and equipment of the Sloan Laboratories for Aircraft and Automotive Engines and will enable the Institute to maintain its primary position as a teaching and research center in aircraft and automotive propulsion. The laboratories are housed in a building originally constructed and subsequently expanded with funds provided by Mr. Alfred P. Sloan, Jr. The special grant of the FOUNDATION will make possible the addition of new test rooms and equipment, increased storage facilities for fuels, an enlarged and safer ventilating system, and increased power supply.



Research on Cancer

SLOAN-KETTERING INSTITUTE FOR CANCER RESEARCH
MEMORIAL HOSPITAL FOR THE TREATMENT OF CANCER
AND ALLIED DISEASES, NEW YORK, N. Y.

ON August 8, 1945, Mr. Alfred P. Sloan, Jr., President of the FOUNDATION, announced the largest single gift made in its ten-year history. This was a grant of \$4,000,000 to Memorial Hospital of New York for the establishment and partial maintenance of an institute for cancer research. The new unit will bear the name of Mr. Sloan and his long-time associate and friend, Dr. Charles F. Kettering, and will be known as The Sloan-Kettering Institute for Cancer Research. Half of the grant made by the FOUNDATION is to be devoted to the construction of a building to house the new Institute and the remainder, payable in annual instalments of \$200,000 for a period of ten years, will be applied toward the operating costs of the Institute. It is estimated that these contributions toward maintenance represent about one-half of the funds that can be profitably employed. During 1946, the FOUNDATION made a supplementary grant of \$200,000 toward the building fund of the Institute, thus bringing the total grant to \$4,200,000.

• Ground was broken for the new Institute on a site immediately adjacent to Memorial Hospital on January 29, 1946 and it is anticipated that construction will be completed some time during 1947. The Institute will be governed by its own Board of Trustees composed of men primarily interested in research and the funds entrusted to them can be devoted to no other purpose than research. Nevertheless the work of



*Architect's drawing of The Sloan-Kettering Institute for Cancer Research
now under construction in New York City*

the Institute will be a divisional part of the activities of Memorial Hospital. For practical purposes, the Institute will be a semi-autonomous division of the Hospital and all of the Hospital's clinical facilities and the materials of its various units will be made available to the Institute's staff.

- The proposed new Institute represents the greatest concerted effort yet made to secure scientific understanding as to the causes and possible cure of cancer and related diseases. The long-range planning which preceded the actual undertaking, the substantial financial provision which has been made, and the intimate association of the new venture with Memorial Hospital, long regarded as one of the nation's outstanding centers for the treatment of cancer and similar diseases, give assurance that a serious and most promising attack will be made upon what medical science generally considers to be one of mankind's greatest scourges.

- In making the grant for the FOUNDATION, Mr. Sloan emphasized that the Institute will be devoted wholly to research on a comprehensive scale. Speaking for Dr. Kettering and himself, he said: "We are convinced that the broad principles of organized research can be adapted so as to bear effectively on this entirely different problem. And we further believe that the current acceleration of scientific knowledge provides an unusual opportunity for a determined all-out effort." Mr. Sloan added: "There are being provided three factors essential in such a project:—adequate facilities, personnel at a high scientific level and continuity of financial support in terms of time." On the same occasion, Mr. Sloan further declared that "in addition to this specific project we hope it may be possible to organize the more complete coordination of other worthy efforts now being directed to the same objective. It is of great importance that this be done. It should result in a more effective use of aggregate resources now available for the purpose. It should stimulate a broader attack on the problem. If this can be accomplished, a more intense national effort will have been created."

- Ample evidence is at hand, from both military and civil scientific ex-

perience, that the concentration of talent and facilities on the solution of a specific problem is more likely to attain important objectives than is the same aggregate effort in scattered and unrelated projects.

- Of all medical problems, that of cancer is the most important, one which is clearly vulnerable to a properly coordinated and concentrated attack. Cancer is numerically the second cause of death in all age groups. It is a major cause of physical suffering. It is a momentous social and economic problem.

- In contrast to certain other grave disorders, cancer is already curable in many instances, and temporarily controllable in others. The means for improving the effectiveness of already existing treatment by earlier diagnosis and better education are well established. New methods are already in sight. A great amount of fundamental knowledge has been accumulated concerning the cause and nature of cancer. This provides a base for productive research. Perhaps equally important, a great cooperative scientific push is already under way. Through this has been mobilized the best scientific minds and techniques in a search for new understanding and new procedures for prevention and cure.

- The funds of the federal government expended through the provisions of the National Cancer Act as well as the funds of various private organizations are given in support of a large number of small projects in fundamental research. This is prospecting for new bits of knowledge. An examination, however, of the details of this coordinated attack reveals that it lacks one element almost completely. Nowhere is provision made for the conversion of the new knowledge into terms directly applicable to the problem of cancer in man.

- The Sloan-Kettering Institute has the distinction of being the first cancer research unit which will function as an autonomous division of a great cancer hospital. The lack of such a unit has been a serious impediment to progress. It will have available in the hospital practically any type of cancer for study at any time. In its own laboratories it can develop and apply to this study the knowledge made available by the

work of various university laboratories. Evidence already at hand indicates the correctness of the estimates of the need for this unit. Perhaps the greatest tribute to the concept is the fact that a gift for a similar institution has recently been made in Chicago and others are being planned in California, Missouri, and Washington, D. C.

- Time will elapse before the Sloan-Kettering Institute can function effectively. The crucial discovery which would alter our whole view of cancer could be made at any time, in any one of scores of laboratories. No matter when or where it is made, the FOUNDATION feels that its gift has already, by the basic policy which it has defined, more than paid for itself in terms of accelerated cancer research throughout the country.



History and Field of Activity

WITH NOTES ON FOUNDATION OPERATION POLICY

THIS FOUNDATION was organized under the name of the SLOAN FOUNDATION, INC. on August 2, 1934 under the laws of the State of Delaware. At that time Mr. and Mrs. Alfred P. Sloan, Jr. made an original gift to the FOUNDATION of securities valued at \$500,000. It is a non-profit membership corporation.

- An amendment to the Certificate of Incorporation on July 8, 1936 changed the name of the Corporation to the ALFRED P. SLOAN FOUNDATION, INC., but in all other respects the Certificate remained as originally filed. Additional securities were then set aside for transfer to the FOUNDATION. Subsequently, in December 1937, these transfers were consummated at the market prices then obtaining. Other gifts have been made as the activities of the FOUNDATION have expanded. These gifts have been made public in the published reports of the FOUNDATION.

- The Certificate of Incorporation clearly imposes certain restrictions upon the activities of the FOUNDATION. Operations are confined to those of a religious, charitable, scientific, literary, or educational nature; individuals having a personal interest in the affairs of the FOUNDATION are forbidden to receive any benefit from its operations, and no activities designed to influence legislation or of a propaganda nature are permitted.

- Within this restricted area wide latitude is allowed. Grants and donations, as well as other expenditures, may be made either from accumulated income or from any other funds of the Corporation. The

Corporation may enter into contracts, employ staff personnel, establish offices, and in general carry on all activities necessary or desirable properly to conduct its affairs.

- On January 1, 1938, the FOUNDATION'S Board of Trustees decided to devote its resources primarily to the field of American economic education and research. Except for one grant of major proportions for research in cancer, this policy has been generally adhered to and it is not anticipated that it will be changed. Within this restricted area of economic education and research, the FOUNDATION acts only as a grant-making agency. It conducts no educational work on its own account, nor does it engage directly in research. Its activities consist of granting financial aid for specific projects carried on by fully accredited educational institutions within the borders of the United States.

- Accepted projects receive grants-in-aid on a budgetary basis for a one-year period. At the end of the year a certified accounting is made to the FOUNDATION, and all unused funds are returned. Requests for renewal are considered far enough in advance of the expiration date of an existing grant to assure uninterrupted progress of activities if a renewal should be made; or to permit of orderly liquidation if the Trustees should decide not to renew. In rare instances unrestricted funds are granted to outstanding educational institutions engaged exclusively in economic education and research. Independent endowments, however, are not considered at the present time.

- As indicated earlier in this report, the FOUNDATION considers its function to be that of assuming the risks of new enterprises which, because of their experimental character, would prove an unwarranted burden upon the regular administrative budgets of the sponsoring institutions. Hence, at the outset, the initial expenses of an acceptable project are absorbed and the necessary equipment is furnished. But in underwriting any project, the FOUNDATION normally makes a financial commitment for a period of not more than one year and it makes no implied promise or assumes no obligation for a longer period of time. It is expected, however, that the rather limited number of projects to which the FOUNDATION grants financial support will be

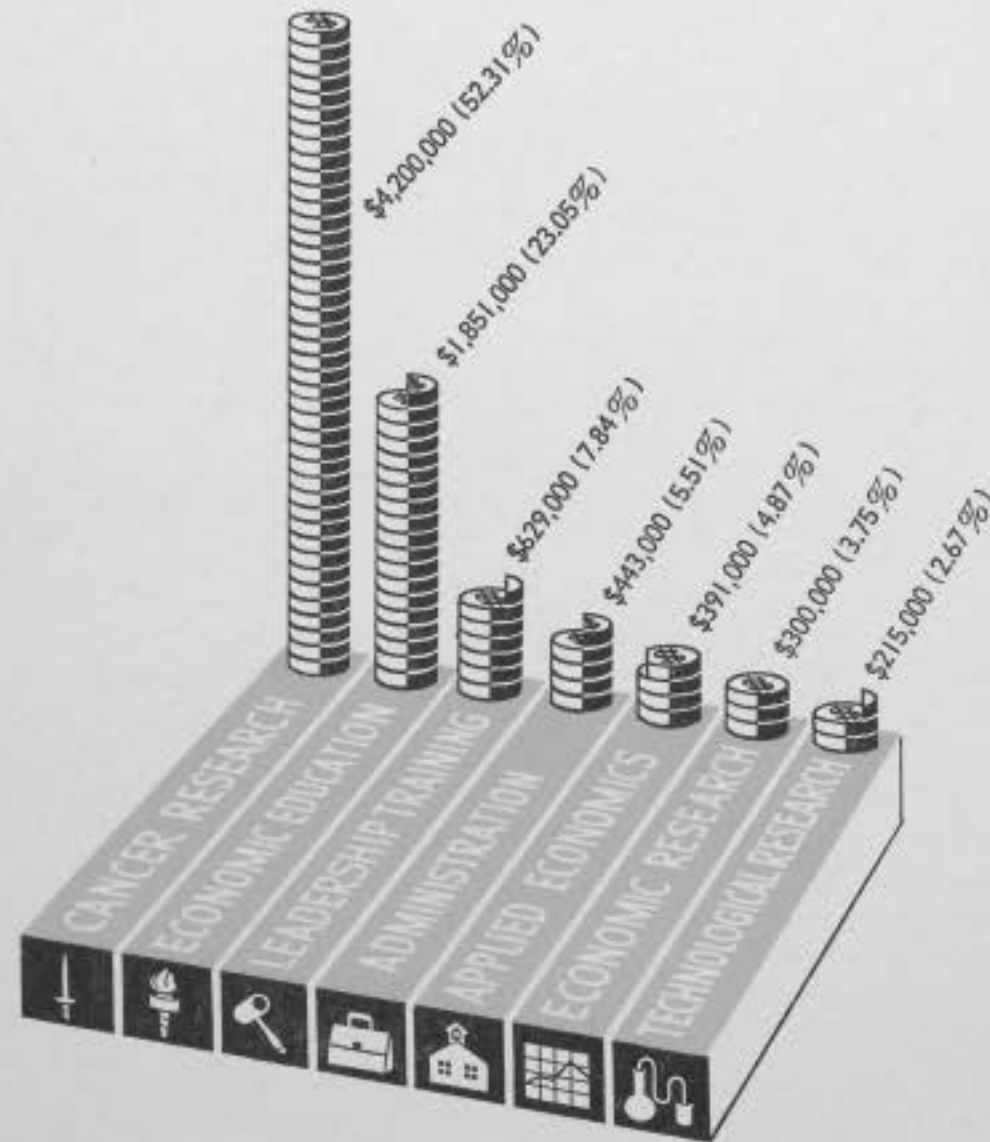
evaluated from time to time and if interim results are satisfactory, support may be continued for a term of years until the projects' maximum usefulness has been demonstrated or until they have become self-sustaining or their cost has been absorbed in the regular budget of the institutions of which they are a part.

• In no case does the FOUNDATION assume responsibility for the administration of the projects which it sponsors, nor does it feel called upon either to affirm or to refute the ultimate pronouncements or findings of its donees. Its sole function is to encourage a more general and effective type of economic education, and occasionally to make possible additional research which promises significant findings for widespread diffusion.

• The FOUNDATION welcomes constructive criticisms and suggestions. Qualified educational institutions in sympathy with the ideas herein set forth should feel at liberty to submit projects which fall within the scope of the FOUNDATION'S field of activity and fit in with its program. Conscientious attention and careful thought are given all such communications.

• Specific projects submitted for consideration should first be definitely formulated in a brief, written memorandum. The objectives should be clearly stated, the proposed procedures outlined, and an estimate given of the probable expense involved. Routine is greatly facilitated by settling as much as possible by correspondence. Conferences and field investigations, demanding, as they do, a considerable amount of time and expense, properly come last in the course of negotiations.

Distribution of the Funds of the Foundation: 1937-1946



EACH COIN REPRESENTS \$100,000

Financial Report

HASKINS & SELLS
CERTIFIED PUBLIC ACCOUNTANTS

1 EAST 44TH STREET
NEW YORK 17

February 7, 1947

ALFRED P. SLOAN FOUNDATION, INC.:

We have examined the balance sheet of Alfred P. Sloan Foundation, Inc. as of December 31, 1946 and the related statement of general fund reserve for the year ended that date, have reviewed the accounting procedures of the Foundation, and have examined its accounting records and other evidence in support of such financial statements. Our examination was made in accordance with generally accepted auditing standards applicable in the circumstances and included all auditing procedures we considered necessary, which procedures were applied by tests to the extent we deemed appropriate in view of the system of internal control.

In our opinion, the accompanying balance sheet and statement of general fund reserve fairly present the financial condition of the Foundation at December 31, 1946 and the results of its operations for the year ended that date, in conformity with generally accepted accounting principles and practices applied on a basis consistent with that of the preceding year.

HASKINS & SELLS

BALANCE SHEET, DECEMBER 31, 1946

ASSETS

Cash	\$ 378,028.86
Investments:	
Obligations of the United States (market quotation value, \$500,070.00)	\$ 500,268.68
Marketable stocks (market quotation value, \$7,167,457.50)	5,907,628.73
Other	<u>500,000.00</u> <u>6,907,897.41</u>
Total	<u>\$7,285,926.27</u>

LIABILITIES

Grants Unpaid — Including \$1,800,000, payable in nine equal annual instalments, next due July 1, 1947 for The Sloan- Kettering Institute for Cancer Research Operating Account	\$2,340,833.14
Reserve For Unexpended Budget Projects	3,955.84
General Fund Reserve	<u>4,941,137.29</u>
Total	<u>\$7,285,926.27</u>

STATEMENT OF GENERAL FUND RESERVE
FOR THE YEAR ENDED DECEMBER 31, 1946

Balance, January 1, 1946	\$4,885,189.29
Add:	
Gifts received	\$402,000.00
Income from investments:	
Interest	\$ 406.42
Dividends	<u>330,829.72</u> 331,236.14
Adjustments pertaining to grants made in prior years	21,342.46
Profit on sales of securities	<u>302,492.86</u> \$1,057,071.46
Deduct:	
Grants	\$941,671.64
Expenses	<u>59,451.82</u> <u>1,001,123.46</u> <u>55,948.00</u>
Balance, December 31, 1946.	<u>\$4,941,137.29</u>

TOTAL GRANTS AUTHORIZED IN 1946
AND UNPAID AT DECEMBER 31, 1946

	Unpaid at December 31, 1945	Total Authorized In 1946	Unpaid at December 31, 1946
Memorial Hospital for Treatment of Cancer and Allied Diseases for The Sloan-Kettering Insti- tute for Cancer Research:			
Operating account	\$2,000,000.00		\$1,800,000.00
Construction account		\$200,000.00	200,000.00
American Association of Teachers Colleges	10,450.00	25,100.00	25,100.00
University of Chicago	28,040.00	56,725.00	28,362.50
University of Denver	10,000.00	31,475.00	8,200.00
University of Florida	5,080.00	45,676.64	27,982.64
University of Kentucky	28,110.00	2,550.00	12,180.00
New York University	47,815.00	34,415.00	34,415.00
Public Affairs Committee, Inc.	22,500.00	34,500.00	15,000.00
University of Vermont	6,340.00	11,230.00	5,275.00
Association of Secondary School Principals		2,000.00	
The American University	6,037.50	15,950.00	7,975.00
University of Southern California		22,050.00	5,760.00
University of California		25,000.00	4,250.00
New Jersey State Teachers College at Montclair		143,000.00	23,000.00
Massachusetts Institute of Tech- nology		215,000.00	143,333.00
Harding College		71,000.00	
The Frontier Nursing Service		6,000.00	
Total	<u>\$2,164,372.50</u>	<u>\$941,671.64</u>	<u>\$2,340,833.14</u>