

*Carnegie Corporation
of New York*

Annual Report 1989





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The cover design representing Pegasus, the mythological winged horse of inspiration, was adapted from the Corporation's seal and designed in 1927 by the American sculptor Paul Manship.

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² Through October 31, 1989

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*Report of
the President*



Early Adolescence: A Critical Time for Interventions in Education and Health

Since its inception in 1911, Carnegie Corporation has been deeply engaged in the improvement of education. During the 1980s, this has meant commitment to a fundamental reassessment of American education throughout childhood and adolescence. Several lines of inquiry and innovation have already been reported in these annual president's essays. Surely one of the most striking of recent activities has been the publication, in 1989, of *Turning Points* and related follow-up work, which have focused public attention as never before on the badly neglected subject of early adolescent education.

The report is the product of the Carnegie Council on Adolescent Development, an operating program of the Corporation created in 1986 to place the compelling challenges of the adolescent years higher on the nation's agenda. As its first major commitment, the Council established the Task Force on Education of Young Adolescents under the chairmanship of David W. Hornbeck, former Maryland superintendent of schools and a nationally recognized leader in education. Anthony W. Jackson, an expert in educational policy, served as executive director. Members of the task force were drawn from education, research, government, health, and the nonprofit and philanthropic sectors. They commissioned papers, interviewed experts in relevant fields, and met with teachers, principals, health professionals, and leaders of youth-serving community organizations. They examined, firsthand, promising new approaches to the education and healthy development of young adolescents, drawing heavily on the existing research base.

Turning Points, the result, fills a serious gap in reports on education reform in the 1980s. It delineates ways to build support for and educate young adolescents through new relationships among schools, families, and health and community institutions. It not only seeks basic upgrading of the middle grade school — the pivotal institution of early adolescence — but aims to facilitate the personal development of these young people in and out of school. In these pages I will try to suggest how the reformulation of middle grade schools along the lines recom-

Note: the president's annual essay is a personal statement representing his own views. It does not necessarily reflect the foundation's policies.

mended in *Turning Points* can improve the life chances of young people from many backgrounds, including those raised in poverty.

Special features of education in early adolescence

The world is being rapidly transformed by science and technology in ways that have profound significance for national economic well-being and for democratic society. Increasingly, the United States must strive to develop the talent of *all* its people in order to be economically vigorous and socially cohesive in the altered world of the next century.

To do so, it will be essential to take advantage of the neglected opportunity provided by the fascinating and highly formative period of early adolescence — ages ten to fifteen. Just emerging from childhood, trying earnestly to steer toward the fog-enshrouded world of adulthood, young people of this age are vulnerable but highly responsive to environmental challenge. This time provides an exceptional chance for constructive interventions that can have lifelong influence.

Puberty, signaling the onset of adolescence, constitutes one of the most far-reaching biological and psychological upheavals in the life span. For many youngsters, it involves drastic changes in the social environment as well. Foremost among these is the transition from elementary to middle school or junior high. These years are also highly formative for behavior patterns in education and health that can have enduring significance.

Adolescence is typically characterized by exploratory behavior, much of which is developmentally appropriate and socially adaptive for most young people. Young adolescents are often said to be mainly cranky, rebellious, turbulent, self-indulgent, incapable of learning anything serious or “civilized.” In fact, they are full of curiosity, energy, imagination, and emerging idealism. Some of their questions are explicit, some vaguely formulated, for themselves and for others. They want to know, What is happening? Is it interesting? Is it fun? Does it lead anywhere? Is it grown up? If I do it, will I make a fool of myself? What can I do to be better liked? What can I do to get smarter? What can I do to get stronger? What can I do to get better looking? What can I do to give myself a good future? What kind of person am I, anyway? What can I become? Does anyone care about me? What do I really care about? Can I make a difference? How does school relate to the rest of my life?

Many of the behaviors of adolescents carry high risks: cigarette smoking, alcohol and drug use, early sexual experimentation, poor nutrition and lack of exercise, anti-social activity, hostility toward school leading toward dropping out. Initially these risky behaviors are tentative and thus present an exceptional opportunity for preventive interventions before damaging patterns become established.

Adolescents at this early age need to find ways of earning respect and a durable basis for self-esteem, inquiring habits of mind, reliable and close human relationships, a sense of belonging in a valued group, and a sense of usefulness in some way beyond the self. They need to find constructive expression of their inherent curiosity and exploratory energy; and they need a basis for making informed, deliberate decisions — especially on matters that have large consequences for their education and health.

The challenge for educational and youth-oriented institutions is to help provide the building blocks of adolescent development. As constituted, however, most American junior high and middle schools do not meet the developmental needs of their students. On the contrary, they are an arena of casualties, among both students and teachers. Recent research notes a range of problems — all of which have alarming implications for students' engagement with school.

As young adolescents move from elementary into the middle grades, they report less satisfaction with their teachers and negative feelings toward specific academic subjects. Absenteeism, dropping out, and other symptoms of alienation from education all begin to increase during this period. In this same era, many adolescents start using alcohol and cigarettes and illicit drugs.

For most young people, the shift from elementary to junior high or middle school means moving from a small, neighborhood school and the stability of one primary classroom to a larger, more impersonal institution, usually at a greater distance from home. In the new setting, schedules may place students in six to seven different classes each day, each with a different set of classmates and a new teacher, and each offering unrelated subject matter. This kind of structure creates real obstacles for students needing to link with stable peer groups and establish close relationships with caring and supportive adults.

The sudden increase in the number of teachers and other school personnel comes at a time when young people are rethinking and renegotiating their relationships with their parents. Adolescents still look primarily to parents for guidance on fundamental, long-term values. Their need for reliable, caring relationships with other adults, not just parents, has by no means abated.

Middle grade education should lead children through the initial physical, intellectual, and social transformations to adulthood and equip them with capacities for thought and action that will be fully compatible with a productive adult life. It should build competence in basic skills, and foster critical thinking. It should lay the foundation for the world of work and provide a constructive orientation toward democratic citizenship and community service. It should enable students to have successful experiences and to develop caring relationships.

Though this is a tall order, experience at good schools in many nations shows that it is feasible. The time has come for a fundamental reassessment of the pivotal institution in the lives of these young people. The middle grade school must change, and change substantially, to cope with the requirements of a new era to give students a decent chance in life and help them fulfill their youthful promise.

The recommendations of *Turning Points* address this challenge, while acknowledging that the school cannot do what needs doing in the next century without a lot of cooperation from other institutions.

A transformed middle grade school

Turning Points offers a set of governing principles for a transformed middle school. It urges the division of large middle grade schools into smaller communities for learning, functioning on a more human scale with sustained individual attention for each student. Middle grade schools, says the report, should provide a core

program that fosters curiosity, problem solving, and critical thinking among all students. Middle grade schools should be organized to ensure students' success, by instituting cooperative learning approaches and using other pedagogical techniques suitable for this age group. Teachers and principals, not distant administrative or political bodies, should have the major responsibility and authority to transform middle grade schools. Teachers should also be specifically prepared to teach young adolescents and be recognized for this accomplishment.

Families and school staff, moreover, should be allied to each other under terms of mutual respect. Businesses, community organizations, colleges and universities, museums, and other institutions should bring relevant resources into joint efforts with schools to educate young adolescents, including educating them for community service. Importantly, schools should be environments for health promotion; they should emphasize the life sciences and education for health in the curriculum.

A closer look at the main recommendations is useful at this point to convey a sense of the ways in which these aims can be pursued in and near actual schools:

Large middle schools should be divided into smaller communities for learning. Three steps can make middle schools more conducive to the formation of communities that genuinely support and encourage education:

1) *Schools within schools.* A school-within-school, or house, is a clearly marked area within the larger building designated for a group of students and teachers. A house should contain 200 to 300, but not more than 500, students. It is a self-contained, cohesive unit, where students preferably remain throughout their middle grade years. This house creates the conditions under which teams of teachers and students can come together, advisers and students can get to know each other well, and students can form close relations with peers under circumstances favorable for education.

2) *Teams of teachers and students.* Most middle grade schools are organized by academic department. This makes common planning by teachers of different subjects difficult. The result is a fragmented learning experience for students. In contrast, the team approach clusters teachers of different subjects who teach the same students. This allows teachers to integrate curricula across subjects and work together to meet students' needs. Students in turn can move from class to class with a relatively stable group of classmates. Experience shows that the morale of teachers working together in this way rises, and classroom discipline problems often decrease. Mutual aid among the teachers can be a powerful facilitator of the educational process.

3) *An adult adviser for every student.* Every student should be well known by at least one adult in the school — preferably by more. As it is, guidance counselors are each responsible for as many as 500 students. Such caseloads spread the counselors impossibly thin. The transformed middle school would provide time and a structure for teachers and other professional staff to become mentors and advocates for students and the primary contact for parents. These small-group advisories and expanded homeroom programs would relieve guidance counselors, who would retain vital functions — supervising teachers in their advisory

role and counseling students with problems that go beyond the advisers' training.

Middle grade schools should provide a core program to all students. A dynamic, adaptable democracy requires that everyone, not just a select elite, contribute to the common good. At present, many students leave the middle grades without the skills necessary to meet such obligations. Middle grade schools can ensure that every student knows how to think critically and imaginatively about topics that cut across categories, how to lead a healthy life, and how to meet the responsibilities of citizenship in a pluralistic society.

1) *Learning to think critically.* Cognitive development is not in abeyance during early adolescence. In these years students can learn to challenge the reliability of evidence; to recognize the viewpoint behind the words, pictures, or ideas presented; to see relationships between ideas; and to ask "what-if" questions. Curricula and teaching methods should be designed to stimulate thinking, not merely to transmit information. Active participation by students in discussion is valuable. Teaching subjects grouped around integrating themes can help students to see systems rather than disconnected facts. Tests assessing students' learning should require demonstration of a wide range of thinking skills, rather than simply the retention of facts.

2) *Learning healthy lifestyles.* Schools can capitalize on the young person's natural curiosity about bodily changes and the transition to adulthood by integrating education for health with life sciences education. An understanding of biology and behavior is crucial in helping the young adolescent develop the ability to make wise choices about substance use, diet, exercise, sexuality, and other aspects of health. Yet the prevailing approach treats health education as a fringe elective of minor importance.

3) *Learning to be active citizens.* Every middle grade school should require students to participate in community service as part of its core program. This should involve systematic preparation, supervision, discussion, and write-up. Within the school, students can work as tutors, laboratory assistants, or student court officers. Outside the school, they can assist in child care, help the handicapped, or work with the elderly. They can work in soup kitchens, day-care centers, or parks. The Early Adolescent Helper Program, sponsored by the City University of New York, is a good example of this approach. Many believe such programs can be of special value for disadvantaged youth from the inner cities, helping them make a valued social contribution, develop generic job skills, and build self-esteem through solid accomplishment. For all students, service can teach values that promote citizenship, a sense of responsibility, empathy, respect for diversity, cooperation in problem solving, and lawful behavior.

Middle grade schools should maximize students' opportunities to be successful. Success of one kind or another is an attainable goal for all students in the transformed middle grade school. Everyone can be good at something. Each student can occupy an ecological niche through active exploration and through receiving individual

attention. The following are some ways all students could earn respect and build self-esteem:

1) *Cooperative learning and cross-age tutoring.* Tracking by “ability” level is a widespread practice intended to form relatively homogeneous groups of students in which teachers adjust instruction to a narrow range of students’ knowledge and skills, thereby enhancing learning for students in each group. In reality, however, tracking is often hurtful. Minority youths are disproportionately placed in low academic tracks, reinforcing racial isolation in schools and perpetuating racial prejudice among students. The curriculum in the lower tracks tends to be dull and repetitive and to fulfill the prophesy of minimum competency and low expectations. Once placed in a lower track, students have few opportunities to move up, even if their performance improves.

In cooperative learning, students of diverse abilities work together in small groups. They help each other in the process of joint problem solving and receive group recognition as well as individual grades. High achievers clarify their own thinking by explaining material to slower learners. The latter, while benefiting from the instructional help of their peers, also find ways of contributing to the group. For all, research shows that course material is learned more rapidly and is retained longer; critical reasoning powers are developed more effectively than is usually possible when students work alone.

Cross-age tutoring within the student body provides similar benefits for both tutors and their pupils. Tutors can sharpen their own basic skills, while pupils receive individual instruction from positive role models. This technique has been shown to work, with adequate supervision, over a wide range of educational levels.

Both of these techniques are organized in ways that involve students actively in learning so that they are no longer just the passive recipients of lectures.

2) *Flexible scheduling and expanded opportunities for learning.* A fixed class period of forty or fifty minutes may not allow students enough time to learn material in depth. Class schedules should be flexible enough to accommodate an integrated curriculum and joint planning by teachers. When teacher teams control schedules, they can better meet the needs of students, who are able to improve their mastery of subject matter.

Some students need extra time, encouragement, or instruction to learn; moreover, the requirements of many students vary from one time to another. Middle grade schools can take account of the changing needs of students by extending the school day, holding summer school or Saturday programs, offering specialized daily instruction, and encouraging greater family involvement in learning activities. In this way, the school can build on the distinctive strengths of each person and provide opportunities for different kinds of accomplishment.

Responsibility and authority for middle schools should rest primarily with teachers and principals. Professional staff members who are closest to the students need substantial scope and flexibility to make educational decisions at the school site. This means both teachers and administrators. At present, the authority vested in staff members

in elementary and secondary schools, including the middle grades, is severely limited. Yet improvements in education can occur only if teachers have the opportunity to take creative approaches to teaching. In this context, teachers can involve students in weighing some educational options and thereby give them firsthand experience in democratic decision making. Examples of school-site decision-making processes include:

1) *Building governance committees.* Some aspects of school administration affect all teaching teams and houses within the school. A building committee broadly composed of teachers, parents, administrators, support staff, and representatives of community organizations provides a framework large enough to help the principal make wise decisions. Participants work together in establishing goals for the school and in thinking through ways to foster the education and health of students that promote mutual respect and a sense of shared purpose, even in settings of socioeconomic diversity.

2) *Giving teachers greater influence in the classroom.* Teams of teachers should have latitude in determining how best to reach curricular goals. Such teams are in a position to allocate budgets and space, choose instructional methods and materials, develop interdisciplinary themes, and schedule classes. The faculty should be organized in a way that provides time during the school day to make these decisions, to discuss the students teachers have in common, and to seek counsel from colleagues. Dividing large schools into houses requires lead teachers who can shape an environment conducive to team teaching. Within each unit the lead teacher can work with teams to develop ideas, obtain necessary resources to implement these ideas, and overcome obstacles.

Teachers in the middle grades should be specifically prepared to teach young adolescents. Teaching in a middle grade school has not been the first choice for most teachers; indeed many tend to feel apprehensive about dealing with early adolescents. Yet the success of the transformed middle grade school will depend on the desire and competence of teachers to educate young adolescents. Major changes are needed in what teachers learn in becoming middle grade teachers and in how they learn it. Primarily, prospective teachers of this age group need to understand adolescent development so that they can communicate effectively with young people and take advantage of their emerging strengths. This understanding should come from coursework and from direct, supervised teaching in middle grade schools.

Teachers must understand cultural differences since, increasingly in the years ahead, they will be instructing young adolescents of diverse backgrounds. They need preparation in working with one-parent and two-parent families, families of different ethnic backgrounds and races, and families experiencing severe economic or other stresses that may well influence their children's performance in school.

In the restructured middle school, teachers will need to be educated in the principles of guidance in order to serve as advisers; they will also need to learn how to work as members of a team and how to design interdisciplinary, developmentally appropriate programs of study.

After receiving an undergraduate degree, prospective teachers may need to

serve as paid apprentices in a middle grade school under the guidance of mentor teachers. Those who move beyond would be selected on the basis of realistic assessments of their classroom performance rather than by pencil-and-paper tests. They would then undertake graduate-level study leading to a master's degree or certification according to state requirements.

Currently, teachers are licensed or certified for elementary or secondary school, but rarely for the middle grades. Teachers licensed or certified for elementary or secondary school should, on completion of their training in middle grade schools, receive a supplemental endorsement to teach at that level — as a badge of distinctive competence to do an important job.

Families should be allied with school staff through mutual respect and trust. Many studies show that parental involvement benefits students' achievement and attitudes toward school. Despite this, parental involvement declines steadily during the elementary school years and is minimal by the middle grades.

Many parents, believing that adolescence leads promptly to independence, do not want to intrude excessively into their children's lives. Although adolescents do move toward greater autonomy, they nevertheless need continuing contact, interest, and guidance from their parents and other family members. Parental interest in their children's education through adolescence is certainly helpful.

Middle grade school administrators and teachers have not been notably active in encouraging parental interest; some in fact actively discourage it, especially in poor communities where the need for such connections is actually greatest. The task is not easy, but abundant evidence exists that the gulf between school staff and parents can be closed through actions that engender mutual respect. Schools can reengage families by offering parents meaningful roles in important school activities, such as the building governance committees; by keeping parents informed about the ground rules and what their expectations should be so they can monitor the progress of their youngsters; and by asking parents to foster the learning process at home as well as at school — overseeing homework and helping their children overcome obstacles.

Schools and communities should be linked in educating young adolescents. Schools are being asked as a practical matter to take on additional responsibilities, such as dealing with drug abuse. To do so, they need help from strong sectors of society. Resources from the business community, health professions, scientific institutions, community organizations, museums, and colleges and universities can offer invaluable assistance in the educational process. They can augment resources for teachers, ensure students' access to health and social services, offer career guidance, and provide direct support for education.

1) *Business support.* There is an unprecedented surge of business interest in education today. American businesses sponsored 60,000 school-support projects in 1986. Various professions contribute to local nonprofit organizations that help students. Businesses and professional organizations contribute funds, equipment, and skilled personnel in partnership with school systems. Such linkages must increase in the years immediately ahead.

2) *Health and social service support.* Nearly every community has a health department, a family planning clinic, a family counseling agency, or a youth service bureau. Collaboration with the school can make these agencies truly accessible to young adolescents. Interest in school-site coordination of such services, particularly in poor communities, is growing, as will be seen further on.

3) *Support from community organizations.* In an uneven, fragmented way, many organizations have become helpful. Public libraries, settlement houses, churches, YMCAs and YWCAs, Girls Clubs, Boys Clubs, and other agencies provide places to study, tutors, homework clinics, and homework “hotlines.” Community organizations also offer alternative education to students who drop out. Many professional and civic groups sponsor scholarships and other incentives to promote academic achievement. Organizations such as Junior Achievement, Future Homemakers of America, and Future Farmers of America offer career guidance, skills building, and encouragement. Boy Scouts of America’s fastest growing program is Career Explorers. Professional organizations can help by linking members with groups of students. Some of these organizations are now searching for ways to be more helpful to young people in poor communities.

The health component of early adolescent education

A recurrent cross-cutting theme of *Turning Points* is the intimate relationship between education and health. Illness interferes with learning. Yet it is often an unrecognized factor in the school problems of youngsters. Reciprocally, the protection of health in early adolescence and beyond depends heavily on education. The report points out that adolescents tend to lack adequate health care; a large proportion lack such care altogether. This is not a matter of “growing pains” but of serious problems, some of which require immediate attention. Others are a kind of time bomb set in youth, ready to go off in later years. In both cases, the relation of behavior to health is the key, and the main approach required is one of disease prevention and health promotion.

Because of this link between health and school success, middle grade schools must ensure the availability of health services to adolescents. Early adolescence, as mentioned, is a time of exploratory behavior, when fateful choices about smoking, eating, drugs, and sex are being made — choices that can have lifelong consequences. Middle grade schools have great potential as environments for health promotion, providing salient information and shaping habits toward health for a lifetime.

Life sciences and education for health. The middle schools offer an optimal time for capitalizing on a young person’s physical transformations and exploratory behavior by introducing human biology into the regular curriculum. Middle grade schools have never had an organizing principle that distinguishes the education of young adolescents from that of children and youth. Education in the life sciences can provide such a central organizing principle in ways that are developmentally appropriate.

The life sciences can tap into the natural curiosity of young adolescents, who

tend to be interested in living organisms generally — indeed in life itself. They are experiencing the growth spurt that is one of the most striking developmental changes in the entire life span and they are asking such questions as, What’s happening to my body? How does the human body work? So it makes great sense to start the life sciences with growth and development, addressing adolescent development specifically and *human* biology generally.

Such interest leads naturally to the exciting frontiers of biology, involving many other species and analysis at the molecular and cellular level. The advances made on these frontiers are among the most rapid and profound in all the sciences.

This in turn leads naturally to the scientific study of behavior. Behavior — what creatures do — is one of the main attributes of living organisms and is the main basis of adaptation for survival in the human species. Since high-risk behavior during adolescence bears strongly on health throughout the life span, there is no better time than this to capture the young person’s attention and direct it to the long-term effects of drug use, sexually transmitted diseases, and early pregnancy, as well as nicotine and alcohol intake and poor dietary and activity patterns, which can give rise to cardiovascular disease and cancer.

School as a health-promoting environment. In light of these considerations, it is logical for *Turning Points* to recommend deliberate and systematic efforts to create a health-promoting environment in the middle grade schools. This is manifest not only in classrooms or school-based clinics, but in the cafeteria, on the playground, and in a smoke-free environment. The school should provide clear examples of health-promoting behavior, socially reinforce such behavior, and encourage healthy habits.

Schools should clarify what good nutrition is in the classroom and serve nutritious food in the cafeteria. They should offer programs to help both students and adults quit smoking. The study of the effects of alcohol and illicit drugs on the brain and other organs should be an integral part of education. A major effort should be made to discourage youngsters from using these substances at all. Physical fitness should be a matter of pride for all in the school community. Opportunities for exercise and athletic competition should not be limited to varsity competition between different schools. Physical education should not rest on a sorting process that focuses only on the most talented. Schools should join with parks and recreation departments to provide a variety of physical activities, so that every student can participate. Finally, schools should be safe places. Stopping violence, drug dealing, and the carrying of weapons in and around schools is an urgent challenge.

Ensuring access to health services. The curriculum can contribute to health; the school environment can contribute; the general culture can contribute. But there is still a serious need — now unmet — of young adolescents for accessible health care. It may be at the school, as in so-called school-based health clinics. It may be near the school, or further away, but explicitly connected functionally with the school. In any event, health care must be arranged so that middle grade students clearly recognize that the care is available, is within reach, and is “user friendly.” However organized, care would become more effective if it were related to the curriculum and to a health-promoting school environment.

Turning Points recommends that every middle grade school have a health coordinator competent to provide limited medical assessment and treatment. Such a coordinator, specially trained for the purpose, would also refer students as necessary to health services outside the school and coordinate school health education and other health-related activities. That individual would guide the young adolescent through the maze of questions, help in coping with difficulties, and foster the development of healthy behavior.

For those students whose health needs go beyond the resources of school personnel, school-related health facilities have emerged as a promising approach. Their evaluations indicate that adolescents use them extensively, and parents are usually supportive. Most visits are for physical examinations, acute illnesses, and some injuries. Since mental health problems such as depression are common, appropriate services also need to be provided. *Turning Points* recommends the widespread introduction of school-related facilities.

The report recognizes the diversity of local communities and the heterogeneity of values in American society. Local option is important to recognize and respect. The sensitive subject of reproductive health is a modest though significant part of adolescent health. Important as it is to protect against sexually transmitted diseases, including AIDS, and to protect against early pregnancy, all of this amounts to no more than one-quarter of the total activity of school-related health facilities. There are many other disease problems and much other health promotion to be done during this crucially formative phase of life.

Social support and life skills training

There is an emphasis throughout *Turning Points* on decision making, problem solving, and higher-order thinking skills, exemplified in the life sciences and health areas as well as other aspects of the curriculum. The recurrent theme of social supports for education and health is also relevant to these skills. Social support networks, which can be constructed in and around the middle grade school, can have a powerful effect not only by buffering the stressful vicissitudes of adolescent life but also by shaping behavior in ways that promote health and education in the long run.

The school itself can, as noted, provide powerful supports that are conducive to the promotion of education and health. In addition, institutions such as churches and community organizations that are still relatively strong in many communities can construct activities that serve similar functions. New social support networks are needed where drastic changes in families and in economic opportunity have been associated with considerable loss of traditional support systems.

Intact, cohesive families generally provide opportunities for durable and secure human attachment, constructive models of adaptive behavior, and mediators for the child in learning to cope with the demands of the immediate environment. Typically, in such favorable situations, it is not only the immediate family but relatives and others in the neighborhood or community who fulfill such vital functions. To the extent that families and communities have eroded under the persistent impact of poverty and social depreciation, however, it is necessary to develop

alternative social support networks. While it is vital to strengthen the family to the greatest extent possible, substitute experiences to meet these essential needs are often crucial. Without dependable stimulation, guidance and encouragement, the adolescent transition can lead to disaster.

The task force that prepared *Turning Points* therefore gave a good deal of attention to the question of social supports in and around the middle grade school that can sustain effort and hope. Across the country there are many examples of such support. In addition to examples mentioned earlier, there is the after-school program of the Congress of National Black Churches, called Project SPIRIT, and a youth service program called the Campus Compact that links college students with precollege students in supportive ways.

A report on social support interventions was completed towards the end of 1989 by a task force of the Carnegie Council on Adolescent Development under the chairmanship of Richard H. Price, director of the Michigan Prevention Research Center at the University of Michigan Institute for Social Research. It emphasized the potential of schools and community organizations to meet adolescent needs for social support. The task force not only analyzed the research evidence on social support but carefully reviewed dozens of support programs designed to meet early adolescent needs. The report gives valuable evidence of the effectiveness of a variety of these interventions.

Similarly, the Council has recently completed a report on life skills training, prepared by a task force under the chairmanship of Beatrix A. Hamburg, M.D., professor of psychiatry and pediatrics at the Mount Sinai School of Medicine. It synthesizes an extensive body of research showing how students at various levels can be taught life skills of great practical significance. These are mainly social skills and skills requisite to effective decision making. Useful programs are carefully described.

Middle grade schools can provide their students with knowledge and skills to make informed, deliberate decisions on such vital matters as drug use, sexuality, and educational options. A strong underpinning of knowledge derived in large part from the life sciences curriculum is crucial, but by itself is not enough. Such information combined with training in social skills and decision making can help students resist pressure from peers or from the media to engage in health-damaging behaviors. Such a linkage can increase self-control and self-esteem as well as teach ways to reduce distress without resorting to dangerous activity.

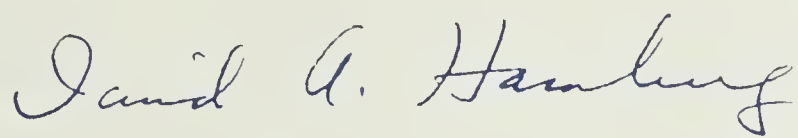
Students can learn these essential skills through systematic instruction and role-playing with constructive feedback. Life skills training has been effective in preventing adolescent substance abuse, especially smoking, in young adolescents as well as in preventing pregnancies among older adolescents. A life skills component in middle grade education can link effectively with the life sciences curriculum to diminish the casualties.

In the transformed middle school, this approach would be an important part of a coordinated program to teach critical thinking, promote healthy lifestyles, develop competence in human relations, and foster sound decision making. Open pathways to successful experiences would enhance students' self-esteem and provide them further reason to avoid high-risk activities.

Conclusion

The recommendations in *Turning Points* and associated reports for transforming middle grade schools into communities of shared educational purpose are for the benefit of all young adolescents. Must we wait to implement these suggestions? What are the appropriate standards to consider with respect to near-term efforts to restructure middle schools? I suggest that the central question should be, Can we do better than we are doing now to educate our young adolescents for the next century? Surely present knowledge, evidence, and experience make it clear that we can do better at providing the conditions under which all our children can grow up healthy and vigorous, inquiring and problem solving, and decent and constructive.

We can draw on the synthesis of existing knowledge that is provided in *Turning Points*, and on the richness of recent innovations, to undertake a serious national effort to reform this neglected phase of education and to continue improving it decade by decade. There is a great opportunity if we start now.


President

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Report on Program



Grants and Appropriations

Carnegie Corporation of New York is a philanthropic foundation that was created by Andrew Carnegie in 1911 to “promote the advancement and diffusion of knowledge and understanding among the people of the United States.” Subsequently, its charter was amended to permit the use of funds for the same purposes in certain countries that are or have been members of the British overseas Commonwealth. Its total assets at market value were about \$909 million as of September 30, 1989.

During the year ended September 30, the trustees approved 256 grants and appropriations, amounting to a total of \$39,984,558. There were 251 grants, including 70 to schools, colleges, and universities and 181 to other organizations. Five appropriations were made for projects administered by the officers.

Carnegie Corporation grants are made for purposes that are broadly educational in nature, but they need not be limited to the formal educational system or to educational institutions. The foundation makes it a policy to select a few areas in which to concentrate its grants over a period of years. Currently the grant programs fall into four broad areas. The first is Education: Science, Technology, and the Economy. The second is Toward Healthy Child Development: The Prevention of Damage to Children. The third is Strengthening Human Resources in Developing Countries. The fourth is Avoiding Nuclear War. Grants that do not fit easily into these categories are listed in Special Projects. The following pages describe the major grants made during the year. Grants of \$25,000 or less are listed at the end of each subcategory with a brief statement of purpose.

There is no formal procedure for submitting a proposal. Anyone seeking support for a project with one of the goals stated above should submit a brief statement describing the project’s aims, methods, personnel, and the amount of financial support required.

On the basis of this preliminary statement, officers will review the proposal in light of their knowledge of the field and in relation to the Corporation’s current program priorities. If they decide to evaluate the project for funding, they will request a more developed project proposal. Normally, it would have the following elements: the purpose, goals, work plan, duration of each phase, personnel required, detailed budget, amount requested, sources of funds, *curriculum vitae* of key personnel, and an executive summary. Before a grant could be made, additional materials would be required, including a formal request from the head of the institution involved.

The foundation does not operate scholarship, fellowship, or travel grant programs; nor does it make grants for basic operating expenses, endowments, or facilities of educational or human service institutions.

Education: Science, Technology, and the Economy

The program, *Education: Science, Technology, and the Economy*, builds on the Corporation's long-term interests in the education of school-age children, college students, and adults and in access to high-quality education by minority-group members and girls. The aim is to help all Americans, but especially young people, deal constructively with the scientific and technological transformations under way in American life. The program has three areas of concentration. The first promotes the improvement of education in science, mathematics, and technology at the precollege level through more effective uses of new technologies; through the linkage of science-rich sectors, such as industry, universities, and government laboratories, with the schools, particularly those in disadvantaged communities; and through curriculum development in science, math, and technology. The foundation also supports television programs and science reporting to improve science education generally.

The second major emphasis is on improving the access of minority-group members and girls to high-quality education in science, mathematics, and technology. There is a danger that a national preoccupation with science education will widen the distance in achievement between advantaged and disadvantaged students. If more girls and minority-group members are to become part of the economic mainstream, they will need better understanding of math and science. Even for people in jobs not requiring technical training, basic knowledge of science and technology will be important. The Corporation is therefore supporting new instructional approaches that will encourage these groups to study mathematics and science in secondary school and to consider careers in scientific fields. It is also supporting projects that alert policymakers, educators, and community representatives to the importance of strong educational programs in mathematics and science for minorities and girls.

The third area of concentration is educational reform, with a special emphasis on improving the caliber of teachers in the nation's elementary and secondary schools and on improving the conditions under which they work. The reform movement began several years ago with the concerns of business and political leaders about America's ability to compete in a globalized economy. The Corporation's grantmaking includes a variety of efforts to make teaching careers more attractive to academically well-qualified students. Major support is being given to the National Board for Professional Teaching Standards and to projects aimed at upgrading the education of future teachers, restructuring schools, and recruiting minority-group members into the profession.

National Board for Professional Teaching Standards

\$1,000,000

The National Board for Professional Teaching Standards, formed in 1987 with the help of a \$1,000,000 grant from the Corporation, is seeking to set criteria for the voluntary certification of elementary and secondary school teachers that differ from the minimum state licensing requirements. The sixty-four-member board, led by former North Carolina governor James B. Hunt, Jr., is composed of teachers, school administrators, other education specialists, state and local officials, and members of the business community. In 1988 the board formed three working groups. One, the certification standards group, is charged with defining what teachers should know and be able to do in order to be certified. The second, assessment methods and processes, is focusing on research and development to determine what assessment methods work. The third, education policy and reform, is examining the working environment of teachers and addressing such issues as the need to attract high-quality candidates into the field and the quality of teacher education. With significant early research completed, the board intends to test the validity and reliability of its proposed assessment methods and standards as well as ensure that assessments are free of racial, cultural, and gender bias. Fund-raising efforts are also under way. The board's first publication, *Toward High and Rigorous Standards for the Teaching Profession*, has been disseminated in the education community. A separate publication addressed to state governors, *Getting Ready for the National Board for Professional Teaching Standards*, has been produced by the National Governors' Association. This grant, the third from the Corporation, supports the board's activities for another year.

Stanford University

\$200,000

The Corporation has supported the Teacher Assessment Project at Stanford University, which is developing new procedures and protocols for the assessment of teaching competence, since it began in 1986. Under the direction of Lee S. Shulman, an educational psychologist in the School of Education, project staff members are systematically exploring the feasibility of a variety of methods for assessing the knowledge, skill, and dispositions of teachers. Staff members include scholars and researchers in the fields of education and testing, with two subgroups of experts on minority education. They are focusing on four different areas: fifth-grade mathematics, fourth-grade literacy, high school history, and high school biology. Shulman and his colleagues are consultants to the Corporation-supported National Board for Professional Teaching Standards as well as to state licensing authorities, teacher education programs, and testing organizations. This additional year of Corporation funding is enabling Shulman and his staff to complete analysis of the literacy and biology components and to prepare reports that will communicate research results to the education community. The staff is continuing its work with a consortium of predominantly minority institutions of higher education to make certain that recommended assessments are equitable for all teachers.

A 1988 Corporation grant enabled Daniel Fallon, dean of the College of Liberal Arts at Texas A&M University, and Frank B. Murray, dean of the College of Education at the University of Delaware, to embark on "Project 30," which seeks to improve the training of future teachers by facilitating collaborations between the departments of arts and sciences and of education in colleges and universities. In the project's first year of operation, thirty schools were selected from across the country to represent a balance in size, geography, public and private status, mission, and minority enrollment. Each school was asked to develop a specific plan for a collaboration that would be workable on its campus. This two-year grant is funding further development and implementation of those collaborative plans as well as a book documenting the project. To date, Fallon and Murray have organized two major conferences of all project participants, where they refined their collaborative plans, exchanged ideas, and discussed the potential role of their efforts in the broader restructuring of college-level education. Between the meetings, Project 30 has assisted the institutions with small grants, consultation services, and a telephone hotline. At a third conference, to be held in the spring of 1990, the participating schools will submit written descriptions of their achievements. The resulting book will be published by Texas A&M University Press in 1991 and marketed to faculty members and administrators at other colleges and universities.

National Executive Service Corps**\$569,600**

A Corporation-sponsored study by the National Executive Service Corps (NESC) in 1986 found that many corporate and military employees on the verge of retirement are interested in teaching mathematics or science as a second, postretirement, career. This group of knowledgeable persons, who often retire in their fifties or early sixties, could prove to be a significant untapped source of qualified teachers for the nation's public schools, the study report concluded. A 1987 Corporation grant funded recruitment and training of candidates at five test sites: an army base, a navy base, and the industrial facilities of General Electric, RCA, and General Dynamics. Early data from these projects confirm the strong interest of retiring mathematicians, scientists, and engineers in teaching as a second career as well as their willingness to take the required training. This two-year grant is funding NESC's continuing efforts in several areas. Additional second-career candidates are being recruited at the current sites, and six new demonstration sites have been selected to test modified programs in order to develop a full range of methodologies for national dissemination. NESC will ultimately produce "how-to" manuals for corporations, the military, and teacher-education institutions and provide assistance to organizations interested in promoting the program.

National Governors' Association**Center for Policy Research****\$504,000**

The National Governors' Association (NGA) Center for Policy Research is working to help implement the recommendations of two major reports on education, *A*

Nation Prepared: Teachers for the 21st Century, by the Task Force on Teaching as a Profession of the Carnegie Forum on Education and the Economy, and the NGA's own *Time for Results: The Governors' 1991 Report on Education*. During the past two years the center's major activities have included granting small awards to twenty-seven states to promote policy development, providing technical assistance to sixteen states in tracking state education policies to influence agendas of state governance organizations, and publishing monographs on such topics as pioneer efforts at restructuring schools and recruitment of minority teachers. Under the direction of Michael Cohen, the center has also been instrumental in developing the "Re:Learning" project of the Education Commission of the States, described below, and has disseminated the NGA report informing state governors of the work of the National Board for Professional Teaching Standards. This grant renews Corporation support of the center's activities for two more years. The center intends to provide more assistance to states, communicating regularly with governors and their key aides and attempting to meet each state's needs and circumstances. Policy options papers and issue analyses on selected topics identified by states are also being prepared.

National Center on Education and the Economy**\$250,000**

The National Center on Education and the Economy, which is an outgrowth of the Carnegie Forum on Education and the Economy, was incorporated in 1987 to carry on the policy development work of the forum. Headed by Marc S. Tucker, it has the support of the State of New York, the Corporation, and other funders. The center recently produced a report, *To Secure Our Future: The Federal Role in Education*, which suggests ways to restructure federal education programs for the disadvantaged. This one-year grant is underwriting preparation of a second report, which will argue that a fundamental upgrading of the skills of the nation's workers should be one of this country's highest priorities. Scheduled for release in the spring of 1990, the report highlights four essential needs: to prepare noncollege-bound youngsters for work in an increasingly complex, internationalized economy; to create an effective "second chance" system of job training for those out of high school and out of work; to devise a means for reeducating existing workers whose expertise is becoming outmoded; and to create a national system for the continued education and training of the work force as a whole. The report will examine both public and private policies at the local, state, and national levels. It will also draw on the experience of other countries that have invested heavily in education. Ira Magaziner, a business and economic consultant, chairs the committee responsible for formulating the report.

Education Commission of the States**\$200,000**

The Education Commission of the States (ECS) has entered into partnership with a number of state governments and with the Coalition of Essential Schools, a network of more than fifty secondary schools committed to a common vision of

improved education. This vision includes more personal relationships between teachers and students and a system of promoting students based on demonstrated knowledge rather than on time spent in class. The partnership has resulted in a project known as “Re:Learning,” directed by Beverly Anderson, associate executive director of ECS. In Re:Learning, governors, chief state school officers, and other education leaders are asked to support programs of reform at ten secondary schools within their states for a period of five years. Each state that participates agrees to allocate \$50,000 per year to each school. The governors and education leaders then work with ECS staff in hiring education specialists to help the schools rethink their basic structures. As the schools’ changes proceed, ECS will help each state form two groups. One will put in place administrative and policy changes to support the school reforms. The other, a steering committee consisting of the governor, selected legislators, and state education officials, will adjust specific state policies and encourage public support for continued reform. Corporation funds are contributing to one-year-long pilot programs at schools in Arkansas, Delaware, Illinois, New Mexico, and Rhode Island. An additional twenty-five states have expressed interest in participating.

Boston College**\$197,500**

Educational and occupational testing has a far-reaching impact on millions of American lives, often determining grade-to-grade promotion, placement in remedial classes, admission into college, fire-fighter and police-officer promotion, and professional certification in medicine, teaching, nursing, law, public accounting, and other fields. Most of these tests are devised by private testing agencies, and at present there are no general standards by which the technical soundness, validity, and fairness of tests can be determined. George F. Madaus, director of the Center for the Study of Testing, Evaluation, and Educational Policy at Boston College, is using this two-year grant to explore the feasibility of establishing an independent organization that would monitor, evaluate, review, or audit “high-stakes” testing programs. Madaus has assembled an advisory board to help develop operational guidelines for the review process and for the conduct of validation studies as well as to consider the structure and financing of the proposed agency. Madaus and the board will study existing review models, including the accreditation process for colleges and universities, the federal Food and Drug Administration’s procedures for testing new drugs, and the Consumers Union’s approach to consumer protection by rating products. They will then draft an initial review process and apply it to the existing tests of cooperating agencies. At the end of two years, they will make recommendations for the formation of the new organization, the review process it would use, the services it would offer, and the means of maintaining it.

National Academy of Education**\$193,000**

Education research, which provides the theoretical underpinning of new programs and practices, has received steadily declining support from the federal government

since 1980. The National Academy of Education, an honorary society of education scholars, is using this twenty-two-month grant to conduct a comprehensive review of the quality, status, and financing of education research, leading to recommendations for fundamental changes in research priorities that may have an effect on federal funding agencies, national and state research institutions, foundations, and the private sector. Heading the study is a steering committee of eight education scholars from diverse fields, chaired by Michael Kirst, professor of education and chair of administration and policy analysis at Stanford University. The study's director is Thomas James, assistant professor of education and public policy at Brown University. The academy's report, to be published in late 1990, will be modeled after its 1987 publication, *The Nation's Report Card: Improving the Assessment of Student Achievement*. It will be disseminated widely to education policymakers at the state and federal levels and to the leaders of organizations representing teachers and administrators.

Congressional Institute for the Future

\$150,000

The Office of Technology Assessment (OTA) is a congressional organization that analyzes issues concerning the relationship between technological advances and existing public policy. Between November 1987 and September 1988, the OTA produced forty reports, including major studies of infertility, nuclear testing, biotechnology, and airline safety. Until now, these valuable reports have remained relatively unknown beyond the small circles of congressional committee staff members who originally requested them. This three-year grant supports efforts by the Congressional Institute for the Future to promote the wider dissemination of five forthcoming OTA reports. The institute is a bipartisan educational organization that conducts research, issues publications, and organizes briefings on long-range policy issues for Congress and other leaders from the public and private sectors. The first two OTA reports are *Power On! New Tools for Teaching and Learning* and *Technology and the American Economic Transition*. The institute has developed a series of events and publications directed at members of Congress and other policymakers. These include videotaped summaries, briefing papers, and advice on how to inform interested members of the public about the reports. Robert McCord, director of the institute, oversees the dissemination effort.

New York University

\$75,000

In August 1988, Robert A. Burnham, dean of New York University's School of Education, Health, Nursing, and Arts Professions, called together deans from schools of education in twelve research universities to discuss the prospects of cooperating to improve the graduate education of future public school teachers. The result of that meeting was a proposal for a distance learning consortium. By means of computers and satellite-distributed television courses, the consortium would offer graduate-level programs in science, mathematics, and technology to education students and working teachers both on- and off-campus. This grant

supports the fifteen-month planning phase, which will focus on the nature and content of the consortium's course offerings, the cost-effectiveness of various delivery systems for the courses, governance and organization, and the amount and duration of transitional financing needed before the consortium becomes self-sustaining through tuition fees. Burnham is assisted in this effort by project director Arthur Melmed, a research professor at New York University, who wrote a book on the use of computers in schools under a 1986 Corporation grant.

California State University, Sacramento

\$66,000

The California State University system and the California Commission on Teacher Credentialing recently published three reports that examine proposed revisions in the undergraduate education of elementary school teachers. Building on this work, California State University, Sacramento, together with four other California State University campuses — Chico, Humboldt, Sonoma, and Stanislaus — and the University of the Pacific, a private institution, established the University Consortium for Excellence in Teacher Preparation. This one-year grant funded two conferences of members from participating universities, held in the spring and fall of 1989. The first conference considered proposals for college-level programs to improve future elementary school teachers' competence in teaching math, science, the humanities, and other subjects. The second dealt with implementation of the programs at various California campuses. The proceedings were disseminated throughout the California State University system as well as to California junior colleges and other institutions preparing teachers. Donald Gerth, president of California State University, Sacramento, directs the consortium.

National Commission on Social Studies in the Schools

\$60,000

The need to upgrade the content of social studies courses in American schools led to formation of the National Commission on Social Studies in the Schools in 1987. Its mission, in general terms, is to provide a plan or set of models showing schools how the most important knowledge, skills, attitudes, and values drawn from all the social sciences, history among them, can be incorporated into existing school systems. The council's executive committee includes Ernest L. Boyer, president of The Carnegie Foundation for the Advancement of Teaching; Donald Bragaw, chief of the Bureau of Social Studies, New York State Department of Education; Stanley Katz, president of the American Council of Learned Societies; and Arthur Link, professor *emeritus* of American history at Princeton University. This six-month grant funded production of a volume describing the current state of social studies education and pointing out the direction that future reform efforts might take. David Jenness, a social scientist who has been executive director of the Consortium of Social Science Associations, is the chief author.

Discretionary Grants

<i>American Council of Learned Societies</i> , for planning a project to define the aims and objectives of humanistic and social scientific study	\$25,000
<i>University of California, Irvine</i> , toward support of a group of retired college and university presidents addressing critical issues in higher education	\$25,000
<i>Johns Hopkins University</i> , toward a book on human resources investment strategy	\$25,000
<i>National Association of Secondary School Principals</i> , toward a leadership training program for urban public school principals	\$25,000
<i>Southport Institute for Policy Analysis</i> , toward development of a national plan to promote adult literacy	\$25,000
<i>Teachers College, Columbia University</i> , toward a conference on education and the economy	\$25,000
<i>National Conference of State Legislatures</i> , toward activities to build legislative awareness and support for science education	\$23,300
<i>Ohio Consortium for Portfolio Development</i> , toward the development of teaching portfolios by teacher education students and beginning teachers	\$20,000
<i>Texas A&M University</i> , toward a national project to improve teacher education	\$18,240

Improving Education in Mathematics and Science

Scientists' Institute for Public Information **\$500,000**

Surveys have shown that more than half the American people get all their news from television; two-thirds use television as their primary source of news. Yet television, particularly network television, devotes little time to coverage of developments in science. The reason most often given by network executives is the lack of high-quality visual material to accompany the narration. Building on its existing Media Resource Service, which directs print and broadcast journalists to scientific experts, the Scientists' Institute for Public Information is using this two-year grant to establish a videotape referral service that will enable television journalists anywhere in the country to quickly locate visual material for news stories on scientific subjects. The referral service's information will be drawn from a data bank of available film sequences, and will include the location and producer of each tape, its length, and a brief description of its contents. The videotape referral service, directed by Jane D. Zimmerman, is the centerpiece of a larger effort by the Scientists' Institute for Public Information to improve coverage of scientific subjects on commercial television.

The Program in Human Biology at Stanford University is an interdisciplinary undergraduate major that integrates study of the biological sciences with psychology, history, culture, social institutions, and health. Under a previous Corporation grant, a group of faculty members from the program undertook to plan a two-year curriculum for young adolescents adapted from the core sequence of courses at Stanford. Called the Middle Grades Life Sciences Initiative, the curriculum's development is led by H. Craig Heller, professor of biology and chair of the program, and Herant A. Katchadourian, professor of psychiatry and human biology. Thus far the group has produced a detailed outline of the proposed middle grades curriculum, which was subsequently revised with the help of the Middle Grades Life Science Advisory Board, set up by the Corporation and composed of leaders in biology, medicine, science education, middle-school education, and curriculum development. Videotapes of the core lectures in Stanford's undergraduate program are now being produced, which will be used for training middle grade school teachers. A series of printed teacher-training materials is being developed simultaneously. Presentations on the curriculum have been made before science teachers, educational researchers, and other groups concerned with curricular reform. Over the next three years a staff of professional writers, science teachers, and Stanford faculty members will be translating the curriculum outline into one or more textbooks. As work on the texts progresses, the material will be tested in classrooms and at summer workshops for teachers. This grant extends the Corporation's support for another six months.

Institute for Research on Learning**\$400,000**

The Institute for Research on Learning was formed in 1987 by a multidisciplinary group of education researchers, including physicists and mathematicians, social anthropologists, and cognitive scientists with expertise in artificial intelligence, psychology, and linguistics. This two-year grant is helping the institute, which is located in Palo Alto, California, establish a consortium with two neighboring institutions also engaged in education research: Stanford University's School of Education and the Center for the Science and Technology of Learning at the University of California, Berkeley. Led by James Greeno, codirector of the institute, the three institutions are combining their resources in an effort to understand more thoroughly the processes by which children and adults learn science and mathematics and to foster curricular changes accordingly. The institute is hosting research seminars, presentations by visiting scientists, summer workshops involving researchers and practitioners, and two yearly symposia to examine current research on science education and learning processes. Fellowships to work in any one of the consortium's three member institutions are being offered to pre- and postdoctoral students and senior scientists, with heavy emphasis being placed on the recruitment of minority scholars.

WGBH Educational Foundation

\$400,000

The NOVA science unit at the WGBH Educational Foundation in Boston is using this three-year grant to develop a special eight-part television series on molecular biology, titled *Life: Cracking the Code*. A collaborative effort of WGBH, the Chedd-Angier Production Company, and the Whitehead Institute for Biomedical Research at the Massachusetts Institute of Technology, the series will be aired by the Public Broadcasting Service in 1991. Among the topics to be covered are the key biological discoveries of the past several decades, with a particular emphasis on the growth of genetic engineering; the application of recent discoveries to human development, cancer, and immunology; and new insights into evolution and the connections between genes and behavior. Videocassettes of the series will be made available to more than 20 million secondary and college students and to 14,000 libraries through a national educational outreach plan. Instructional guides will be sent to high school teachers throughout the country, and the series will form the basis of a "telecourse" to be used in conjunction with other materials in two- and four-year colleges. Other funders of *Life: Cracking the Code* include the National Science Foundation and the Upjohn Company.

National Academy of Sciences

\$307,000

The Mathematical Sciences Education Board of the National Research Council, an agency of the National Academy of Sciences, received a 1988 Corporation grant to develop a curricular system of mathematical "strands" to run consistently from kindergarten to grade twelve. This twenty-two-month grant is enabling the board to disseminate its report on the project, titled *Strands of the Mathematics Curriculum*, along with two other board reports, *Everybody Counts: A Report to the Nation on the Future of Mathematics Education* and *Philosophy and Framework for School Mathematics*. A fourth report, *Curriculum and Evaluation Standards for School Mathematics*, by the National Council of Teachers of Mathematics, will also be distributed under the grant. To maximize the reports' impact, the board is launching "A Year of National Dialogue on Mathematics Education in the United States" in 1990. During that year, board members will travel the nation, speaking directly to teachers and principals and to members of school boards, state legislatures, business and industry, and college and university faculty and administrations. Board activities are being coordinated with the Corporation-sponsored Project 2061 of the American Association for the Advancement of Science, in the hope of producing integrated math/science curricula. The board is chaired by Shirley Hill, professor of mathematics and education at the University of Missouri, Kansas City.

Children's Television Workshop

\$300,000

In 1986 and 1988 the Corporation made grants to the Children's Television Workshop to help fund production of *Square One TV*, a daily public television program on mathematics and problem solving aimed at eight- to twelve-year-olds. This fourteen-month grant is supporting a third season of *Square One TV*, consisting of

forty half-hour shows that begin airing in January 1990. For its third season, *Square One TV* is offering more segments that focus explicitly on problem-solving processes and is adding to its range of mathematical topics. New subjects include fractions, volume and surface area, ratio and proportion, simple algebra, arithmetic and geometric pattern generation and recognition, and statistics. Children's Television Workshop is continuing to produce teachers' guides for the series and to distribute promotional information and support materials to parents, youth service organizations, and other community groups. Among the other contributors to *Square One TV* are the National Science Foundation, the Corporation for Public Broadcasting, the Andrew W. Mellon Foundation, and the IBM Corporation, all of which helped support the project from its inception.

University of California, Berkeley

\$260,000

Great Explorations in Math and Science (GEMS) is a series of teaching guides produced by the Lawrence Hall of Science at the University of California, Berkeley. These guides attempt to bring new vitality to the classroom presentation of topics in science and mathematics. Each GEMS guide is keyed to a particular grade level ranging from kindergarten through tenth grade, and each offers teachers a set of student activities designed to clarify fundamental scientific and mathematical concepts. To date, twenty-six of the guides have been completed. This one-year grant, which builds on previous Corporation support, is helping the staff at Lawrence Hall to complete an additional seventeen, on such subjects as "Earth Worms" (a study of cold-blooded animals and their responses to different temperatures) and "Of Cabbages and Chemistry" (the application of chemical principles in real life). Glenn T. Seaborg, chairman of the Lawrence Hall of Science, oversees the GEMS project, and Jacqueline Barber, head of the chemistry education program, is project director. A grant from the National Science Foundation is permitting Seaborg, Barber, and their staff to launch a concerted dissemination effort. They will offer orientation sessions to approximately 2,000 teachers, who will then present GEMS to other educators.

Nebraskans for Public Television

\$250,000

Reading Rainbow is a public television series for children that emphasizes the fun and excitement of reading. First aired in 1983, it is seen primarily during the summer, when beginning readers tend to lose their newly acquired skills from the previous school year. The Corporation made two prior grants, in 1985 and 1988, in partial support of *Reading Rainbow* segments based on science books. This two-year grant continues that support and includes funds to broaden the promotional outreach of the science programs among elementary school teachers, primarily through an informational fold-out in *Learning* magazine and advertising space in *Instructor*, the two leading early elementary education periodicals. Science segments of *Reading Rainbow* are also funded by the National Science Foundation. Twila Liggett, former director of Nebraska's "Right to Read" program, is executive

producer of the series. Mary Budd Rowe, past president of the National Science Teachers Association, acts as science consultant. *Reading Rainbow* is produced jointly by the Great Plains Instructional Television Library, a division of the Nebraska Educational Television Network, and WNED-TV, the public television station in Buffalo, New York. Nebraskans for Public Television is administering the grant.

National Congress of Parents and Teachers

\$125,000

Recent studies indicate that the average achievement level of American students in mathematics lags significantly behind that of students in many other countries. Further studies suggest that in some foreign countries, direct parental involvement in education is one key to children's superior performance in math. Seeking to develop more positive parental attitudes toward the study of mathematics, the National Congress of Parents and Teachers, also known as the National PTA (Parents-Teachers Association), has produced a kit titled "Math Matters: Kids are Counting on You," which will be mailed to 30,000 presidents of local, county, and state PTAs. The kit includes a planning guide for mathematics projects involving parents and teachers, a videotape explaining the important role of parents in opening up educational opportunities for children, publicity ideas, instructions for PTAs interested in promoting increased parental participation, and activities for parents to perform with their children at home, aimed at increasing mathematical skills. Funds for development of the kits and distribution to PTA members have been provided by the Exxon Education Foundation, Texas Instruments, Inc., and the National Aeronautics and Space Administration. This one-year grant is enabling the National PTA, in cooperation with the National Association of Elementary School Principals, to distribute the kits to 20,000 schools, primarily in urban areas, that do not have PTAs.

National Center for Science Education

\$108,000

The National Center for Science Education is an umbrella organization providing support, information, and coordination for a network of autonomous, voluntary committees based in forty-eight states (and five Canadian provinces). The committees are composed of college faculty members, teachers, principals, journalists, and others who have joined forces to promote good science education in public schools. They often help local school districts evaluate their science curricula and monitor the quality of science textbooks, paying particular attention to the treatment of evolution. Under a 1986 Corporation grant, the center and the committees of correspondence undertook additional activities to promote understanding of the nature of science and scientific evidence among teachers and the general public. These included in-service teacher training institutes, the production of journals and other publications and audio-visual materials, expansion of textbook evaluation and improvement efforts, and increased public information projects about science and its major theories. The center also completed a second book, *Voices for*

Evolution. This two-year grant supports continued work of the center, under the leadership of executive director Eugenie Scott.

Association of State Supervisors of Mathematics **\$100,000**

In 1989, three significant national reports on needed reforms in school mathematics were released. They are: *A Framework for Revision of K-12 Mathematics Curricula* by the National Academy of Sciences' Mathematical Sciences Education Board; *Science for All Americans* by the American Association for the Advancement of Science's Project 2061; and *Curriculum and Evaluation Standards for School Mathematics* by the National Council of Teachers of Mathematics. The Association of State Supervisors of Mathematics — an organization of chief mathematics education officials employed by each state's education department — is using this grant to encourage implementation of the reforms proposed in the three reports. The association is organizing a series of annual two-day conferences for its entire membership to develop position statements and plans of action revolving around the reports' most critical aspects. Following the conferences, each state supervisor has agreed to lead the implementation efforts in his or her state. Results of the conferences will be widely disseminated among the education community. This two-year grant funded the first conference in the fall of 1989 and will also fund the one forthcoming in 1990.

Discretionary Grants

<i>Broader Perspectives, Incorporated</i> , toward a review of science textbooks proposed for use in public schools in Texas	\$25,000
<i>Foundation for Advancements in Science and Education</i> , toward development of a television series on mathematics and its relationship to the workplace	\$25,000
<i>Stanford University</i> , toward a multimedia program based on the life science curriculum for the middle grades	\$25,000
<i>Massachusetts Institute of Technology</i> , toward a summer program in science and engineering for high school teachers	\$15,000

The Education of Minority-Group Members and Girls

Massachusetts Institute of Technology **\$790,600**

American colleges and universities continue to graduate disproportionately low numbers of minority students in virtually all disciplines and professional fields. A 1987 Corporation grant enabled the Massachusetts Institute of Technology to establish the Quality Education for Minorities Project, devoted to developing a national strategy to increase the pool of minority students completing high school and

going on to college and graduate school in education, science, law, medicine, and other professional fields. The project has three arms: a thirty-seven-member action council, a sixteen-member advisory resource group, and a managerial and research staff. Among other activities, the project catalogs exemplary intervention strategies and holds regional hearings to present the project's agenda to, and gather information from, leaders of local and national education, community, and political organizations. This grant is supporting the project for another six months, permitting completion of an "action plan" for a national strategy to improve minority education. The project's director is Shirley McBay; executive director is Richard Hope. Ray Marshall, Audre and Bernard Rapaport Centennial Chair in Economics and Public Affairs at the LBJ School of Public Affairs, University of Texas at Austin, chairs the action council.

Southeastern Consortium for Minorities in Engineering **\$652,000**

The Southeastern Consortium for Minorities in Engineering, directed by Carolyn Chesnutt, was founded in 1976 by five engineering colleges. Its precollege engineering program, which brings corporations and higher education institutions together with public schools, prepares and motivates both minority and nonminority students for college careers and vocations in engineering, science, and mathematics. Students between the sixth and eighth grades are identified as candidates and are provided counseling and college placement guidance, interdisciplinary curricular enrichment, and activities to introduce them to engineering and technical fields. A Corporation grant in 1985 allowed the consortium to expand its program into seven new sites, all located in southeastern areas with large minority populations. Signs indicate that the consortium is proving successful. Between 1985 and 1987, the number of students enrolled in mathematics and science courses at participating schools grew by 54 percent, and their Scholastic Aptitude Test scores exceeded the national averages in the mathematical and verbal sections. This three-year grant is assisting further expansion of the consortium's work. The consortium is adding teacher training in cross-cultural education techniques. It is also attempting to broaden its base by developing a statewide program in Mississippi (where its techniques have been adopted by two school districts), and by petitioning the Georgia State Legislature to establish a precollege engineering program within Georgia's state education department.

University of North Carolina at Chapel Hill **\$350,000**

With the help of a 1986 Corporation grant, the University of North Carolina at Chapel Hill launched a pilot program designed to increase the number of precollege minority and female students preparing for math- and science-based study at the university level. Targeted for grades six through twelve, the program encourages students to enroll in mathematics courses and sponsors in-service training for teachers to help them motivate their minority and female students. It is based on instructional strategies and materials developed by California Junior MESA

(Mathematics, Engineering, and Science Achievement), the Southeastern Consortium for Minorities in Engineering, and the EQUALS Project of the Lawrence Hall of Science, University of California, Berkeley. Since 1986 the program has been established at four North Carolina test sites: the populous Research Triangle area (Raleigh, Durham, and Chapel Hill), Greensboro, Charlotte, and Elizabeth City. Preliminary data from the California Achievement Test scores of participating students indicate that their language and mathematics skills have risen dramatically. This thirty-five-month grant is funding expansion of the program to an additional site serving students who live in the vicinity of the University of North Carolina at Chapel Hill, with accompanying increases in program activities, materials, and teacher training.

Jobs for America's Graduates

\$300,000

Jobs for America's Graduates, created in 1980 from a model employment program for at-risk youth in Delaware, is a national network of state-level nonprofit corporations helping young people to stay in school, graduate, and move successfully into the economy. Focusing on students in the tenth, eleventh, and twelfth grades, Jobs for America's Graduates recruits students with low academic achievement and no prior work experience and offers them a series of activities designed to build competence and self-confidence in basic skills, job attainment, and leadership. Evaluations indicate that 86 percent of student participants — many of them minority-group members — successfully enter the job market, postsecondary training, or the military. The organization, whose president is Kenneth M. Smith, former chair of the President's Commission for Employment Policy, also encourages state governments to make long-term commitments to provide school-to-work programs. To date, fourteen states have agreed. This grant is covering general expenses for three years, until Jobs for America's Graduates becomes self-sustaining.

Center for Women Policy Studies

\$200,000

The Center for Women Policy Studies, directed by Leslie R. Wolfe, in 1988 established a national program of Educational Equity Policy Studies, which aims to increase the participation of minority girls in math, science, and technology. During the program's first year of operation, it was discovered that precollege interventions in math and science often fail to meet the particular needs of minority girls and women. Intervention strategies designed for women and girls tend not to be equally effective with students from different racial, ethnic, and cultural backgrounds, and those designed for minorities may not work equally well for males and females. The center is using this two-year grant to develop two publications: the *Blueprint for Action* and the *Guide to Quality Programming for Minority Girls and Women*. The former will provide both policy options and practical strategies for incorporating successful interventions into mainstream curricula, classroom structures, and teaching techniques. The latter will document key intervention strategies that are

most effective with minority females and that could be adopted by a wide variety of public school classrooms. The blueprint will be distributed to educational leaders and policymakers, the guide to teachers, school administrators, and intervention program directors. The program is directed by June Parrott, former chair of the Department of Sociology and Anthropology at the University of the District of Columbia.

Hall of Science of the City of New York

\$192,000

The Hall of Science of the City of New York, a science museum, has joined Queens College and the New York City Board of Education in launching a Science Teaching Career Ladder to recruit, train, certify, and employ minorities and women as science teachers in New York City public secondary schools. Each participating institution offers a specific component of the Career Ladder program, which is directed by Peggy Ruth Cole, head of museum programs for the Hall of Science. The "explainer" and intern programs at the museum expose high school and college students to science teaching. Those who express an interest in this area can then participate in the secondary school science education program at Queens College. The Board of Education provides the students mentors, summer employment, and a guaranteed position as a science teacher within the New York City school system upon graduation. This two-year grant is permitting City College, Brooklyn College, Pace University, and Long Island University to join the program, which is being documented and evaluated by Mark St. John, an independent evaluation consultant. St. John's report will be disseminated at national education and science conferences and through the Association of Science and Technology Centers.

Girls Clubs of America

\$150,000

Deficient school science programs coupled with a general lack of encouragement contribute heavily to the underrepresentation of women, especially women from minority groups and low-income families, in the science professions. In 1985, Girls Clubs of America launched an after-school science program for girls, known as Operation SMART (Science, Mathematics, and Relevant Technology). A 1987 Corporation grant funded a collaboration between Operation SMART and the Boston Museum of Science to train Girls Club staff members and to develop a model museum-based training program for use by Operation SMART and other youth-serving agencies. Under the program, called Operation SMART MuseumLink, museum personnel instruct Girls Clubs staff members and adolescent "peer leaders" in the methods of conducting scientific inquiry. Pilot evaluations at seven sites in the Northeast indicate that Operation SMART MuseumLink is in fact a highly promising model for teaching girls about science. This two-year grant is enabling the Girls Clubs of America to expand its program with the Boston Museum, to refine the staff training model, and to develop and publish a staff training manual to be disseminated to Girls Clubs across the country and to other community-based organizations interested in developing informal science education programs in collaboration with local museums.

A major issue in American education is the disparity in academic achievement among minority-group children in the United States. Working with minority populations in Alameda County, California, John U. Ogbu, a professor of anthropology at the University of California, Berkeley, and his staff are comparing the different achievement levels of American-born Chinese students with those of students born in China, blacks and Hispanics who have lived in the U.S. for at least one generation, and recent Hispanic immigrants from Central and South America and Mexico. The effects of gender, class, and community environment on achievement within each group are being considered. Ogbu's work in this area has been funded by the William T. Grant, Exxon Education, and Russell Sage foundations and the California State Department of Education. This two-year grant is enabling Ogbu to conduct further analyses of the data and produce a report on his findings, to be published and disseminated to policymakers and school officials. Ogbu produced the book, *Minority Education and Caste: The American System in Cross-Cultural Perspective*, for the Carnegie Council on Children in 1978.

National Science Teachers Association**\$100,000**

This one-year grant builds on previous discretionary support of mathematics and science education reform in the United States Virgin Islands, where a high percentage of five- to seventeen-year-olds lives in poverty and performs poorly on standardized achievement tests. The needs of Virgin Island schools, teachers, and students are being documented by a team of researchers led by Iris R. Weiss, former senior educational research scientist at the North Carolina Research Triangle Institute, and Mary Budd Rowe, former president of the National Science Teachers Association and a professor of science education at the University of Florida. They will ascertain how existing island government funds for equipment, instructional materials, pedagogical development, and in-service teacher training can best be used to improve the quality of science and math education. Their findings will be summarized in a report to be disseminated to educators and policymakers throughout the Virgin Islands. In a parallel effort, the National Science Teachers Association also convened a summer workshop for teachers from the Virgin Islands in 1989 and will continue to invite selected teachers to its national and regional meetings. Additional support toward education reform in the Virgin Islands is being provided by the association, the American Association for the Advancement of Science, and the Technical Education Research Center, a federally funded project that provides assistance to elementary and secondary schools with limited resources.

Educational Broadcasting Corporation**\$50,000**

The Educational Broadcasting Corporation (WNET/Thirteen) is using this twenty-month grant to produce an hour-long documentary on the contributions of black men and women to the United States space program. Scheduled for broadcast in early 1990, the documentary is titled *Black Stars in Orbit*. In addition to the most

noted black American in space, the late Ronald McNair, who was killed in the Challenger explosion, other individuals to be profiled include Mae C. Jemison, the first black woman astronaut, Isaac T. Gilliam IV, the National Aeronautics and Space Administration's (NASA) highest-ranking black administrator, and Christine Darden, NASA aerospace engineer working to reduce sonic boom. The film is produced by Miles Educational Film Productions, whose president is William Miles. Miles produced and directed the television documentaries, *Blacks in the Military* and *I Remember Harlem*, among other films. It is hoped that *Black Stars in Orbit*, which will be broadcast over the Public Broadcasting Service four times in the next three years, will not only inspire young minority students but also help inform them and their teachers and counselors about these lesser-known but distinguished careers in the space program. Complementary printed material will be distributed to schools, libraries, and community groups across the country. Three hundred videocassettes of the program will be sent to interested churches and community organizations.

School and Business Alliance of New York **\$50,000**

The School and Business Alliance of New York, formed in 1988, brings together business, education, government, advocacy, and labor organizations to increase educational and career opportunities for young people in New York City. This one-year grant is funding two separate programs of the alliance. The first, New York Working, is a pilot school-business collaborative involving the alliance, the New York City Partnership, and six New York City public high schools. The six schools, whose combined enrollments of blacks and Hispanics make up 86 percent of their total student population, are establishing career development and employment centers to provide students with a four-year sequence of employment planning, counseling, and other services. The second program, the New York City Mentoring Support Center, provides free technical assistance, training services, and research support to mentoring projects serving young people in the city. Cochairs of the alliance are Robert Wagner, Jr., president of the New York City Board of Education, and William Woodside, president of the Primerica Foundation. Other supporters include the Ford Foundation, the New York Times Foundation, the American Telephone and Telegraph Corporation, and the Foundation for Child Development.

Discretionary Grants

<i>American Association for the Advancement of Science</i> , for technical assistance in assessment of the elementary and secondary science curriculum in the United States Virgin Islands	\$25,000
<i>Aspira Association</i> , for planning and development of a mathematics and science careers program for Hispanic youth	\$25,000
<i>Jackson State University</i> , for planning a statewide precollege program to improve student achievement in mathematics and science	\$25,000

<i>National Association of Precollege Directors</i> , for an organizational meeting	\$25,000
<i>National Urban League</i> , toward monitoring and support of participants in a guaranteed scholarship program for inner-city minority elementary students	\$25,000
<i>Association of Colleges and Universities of the State of New York</i> , for planning a project to increase the number of minority faculty in institutions of higher education in New York	\$22,500
<i>Institute for Schools of the Future</i> , for planning a project to use microcomputer and telecommunications technology for teaching and learning mathematics and science	\$20,000
<i>Southern Coalition for Educational Equity</i> , for a written guide to microcomputer-based activities that teach critical thinking and data analysis	\$20,000
<i>Women Educators</i> , for reprinting and disseminating the <i>Handbook for Achieving Sex Equity through Education</i> and the <i>Sex Equity Handbook for Schools</i>	\$20,000
<i>Texas Higher Education Coordinating Board</i> , toward a symposium on mathematics and science education for disadvantaged minority students	\$15,000
<i>American Indian Science and Engineering Society</i> , toward student participation in the annual conference	\$12,000
<i>Cushing Academy</i> , toward a conference on Native American education for independent secondary schools	\$12,000
<i>Council of the Great City Schools</i> , toward a study of ways to improve advocacy for urban public education	\$10,300
<i>Howard University</i> , for publication and dissemination of the proceedings of a symposium and a regional policy seminar on minorities in science and technology	\$10,000

Toward Healthy Child Development: The Prevention of Damage to Children

Although the majority of American children grow up to be strong and capable adults, substantial numbers of children and adolescents encounter serious problems along the way that affect their survival or leave their entire lives warped or unfulfilled. The foundation's program, *Toward Healthy Child Development: The Prevention of Damage to Children*, focuses on four of the major kinds of serious harm that befall children and young adolescents: school failure, school-age pregnancy, childhood injury, and substance abuse. In two of these areas — school failure and school-age pregnancy — the Corporation funds unsolicited proposals. In the other two — childhood injury and substance abuse — it only initiates projects.

The foundation's interest in the prevention of school failure encompasses a variety of approaches, including efforts to expand preschool education and family support programs in low-income communities; to improve achievement in junior high schools and reduce school dropout; and to monitor and strengthen policies and programs that upgrade the education of minority students.

The childbearing rate of American teenagers is one of the highest in the industrialized world. Given the Corporation's limited resources and the fact that there are already a number of programs to prevent or delay repeat pregnancies among school-age girls, the Corporation is concentrating on efforts to prevent the first pregnancy among young adolescents. It funds the development and testing of a variety of intervention programs designed to help girls and boys develop responsible sexual attitudes and behavior and a clearer sense of alternative futures to early parenthood. Projects supported are variously exploring the roles of peers, parents, schools, community-based organizations, and the media.

Finally, in recognition of the range of serious problems encountered by many adolescents from all social groups, the Corporation has created the Carnegie Council on Adolescent Development. Its purpose is to generate public and private interest in measures that prevent seriously damaging problems in adolescence and to promote healthier adolescent development. Based in Washington, D.C., the council has a membership of twenty-six leaders from the fields of science, law, business, government, the media, health, religion, education, and youth-serving agencies. It has developed activities concerned with the education and health of adolescents, begun to work with representatives of the media on adolescent problems, and initiated an investigation of promising preventive interventions and a synthesis of basic research on adolescence. Its first report, *Turning Points*, was issued in June 1989, and its recommendations will become the focus of much of the Corporation's grantmaking in this area.

Columbia University

\$1,000,000

In 1987 the Corporation joined the Ford Foundation in supporting the establishment of the National Center for Children in Poverty. Directed by Judith E. Jones, associate clinical professor of public health at Columbia University, the center gathers and disseminates information about policies and practices that foster the healthy development of children up to age five in low-income communities. This two-year grant is permitting the center to assess the potential for replication at regional and national levels of approaches to child health promotion, to identify gaps in existing approaches in order to stimulate needed research and program development, and to make public up-to-date information on research, policies, and practices concerning maternal and child health as well as family support and early childhood education programs. The center has organized an interdisciplinary library and an extensive data base for responding to public inquiries. It has also formalized a plan for a regional fellows program, which will place professional-level fellows in selected states to conduct intensive studies of particular innovations.

Congress of National Black Churches

\$750,000

The Congress of National Black Churches was established in 1980 to foster cooperation among the historically black religious denominations, six of which are now members of the congress. Over the past six years the Corporation has made several grants to the congress in support of Project SPIRIT, an interdenominational effort that serves disadvantaged children and their parents. The pilot program involves five inner-city churches in each of three pilot cities: Oakland, Atlanta, and Indianapolis. All fifteen churches offer a thirty-six-week program of after-school tutorials for children ages six to twelve, aimed at strengthening their skills in reading, writing, and arithmetic and in building their self-worth. The churches also provide a six hour per week program on effective parenting and pastoral counseling to help ministers deal with a wide range of family problems. The congress has set up a technical resources and training center to extend Project SPIRIT to other sites and, additionally, has set up counseling programs on drug abuse and AIDS. This three-year grant is funding continuation and expansion of Project SPIRIT's activities. Under the direction of Vanella A. Crawford, the project will document the progress of the fifteen-site program, assessing its effects on children's academic performance and self-esteem. A system for teacher training and quality control in both existing and future sites is being developed, and final revisions of curricular materials will be sent to new Project SPIRIT sites. Project SPIRIT is also devising a long-term fundraising strategy. Other funders at present are the Lilly Endowment and the Hearst Foundation.

Avance-San Antonio

\$342,000

Avance-San Antonio was founded by Gloria G. Rodriguez in 1973 as a parent-child education program for low-income Hispanic families. While parents are given

information on child development and participate in English-language training and other adult education activities, their children take part in a model child-care program staffed by former Avance parent participants, local teacher trainees, and Avance personnel. In order to improve its services and strengthen the case for similar programs in other parts of the country, Avance in 1987 initiated an evaluation of its program with Corporation support. The evaluation involves 480 low-income Mexican American mothers of preschool-age children. The experimental group of participating mothers attends weekly classes on various aspects of child development, education, and family life. They participate and observe in the day-care center and have home visits and special field trips with the staff. During and after the program, a team of researchers is assessing the participants and control groups on the quality of the home environment; parent-child interaction; child behavior; mother's knowledge, skills, and attitude; and utilization of community resources. This twenty-month grant supports the final stages of the evaluation. Rodriguez directs the project, and Dale L. Johnson, professor of psychology at the University of Houston, is director of research. A book about low-income Mexican American parents will be produced, tentatively titled *The Poverty Experience*.

National Association of State Boards of Education

\$340,000

The National Association of State Boards of Education represents all fifty state boards, which develop statewide policies and regulations in such areas as quality of education, the organization of school districts, and school finance. Under a 1986 Corporation grant, the association formed a national Task Force on Early Childhood Education to promote better-quality educational programs for young children. The task force, directed by Tom Schultz, was composed of experts in child development and early education, state-level policymakers, and public school officials. It sought to identify the most successful models for teaching young children and to find ways for public schools to coordinate with other early childhood programs. This two-year grant is funding dissemination of the task force's final report, titled *Right From the Start*. The report, which will be distributed to state- and district-level policymakers and members of the education community, emphasizes concrete strategies for improving school-sponsored programs for young children. Task force members are presenting their findings to such national organizations as the National Governors' Association and the Education Commission of the States. Project staff members are also providing technical assistance to states and communities that are considering changes in public school early programs.

Committee for Economic Development

\$300,000

Two previous Corporation grants have supported the Committee for Economic Development (CED), an independent research and education organization of 200 business executives and educators, in the preparation and dissemination of a major report on education, *Children in Need: Investment Strategies for the Educationally Disadvantaged*. Positive public reaction to that report and to another CED report, *Investing*

in *Our Children: Business and the Public Schools*, led the organization to establish an ongoing program on education and child development. CED is using this three-year grant to produce and disseminate a new report, *Educating Our Children: The Unfinished Agenda*. The report, scheduled for release in late 1990, will outline an education reform agenda for the nineties and will suggest new opportunities for cooperation between members of the business and education communities. CED is also tracking demographic changes in the general population and work force of the United States in order to formulate policies that are responsive to the needs of disadvantaged minorities and immigrants. The organization is pursuing an outreach and dissemination effort, entailing media briefings and appearances by its members at meetings of public policy, business, education, and community organizations. Codirectors of the program are Sol Hurwitz, senior vice president of CED, and Sandra K. Hamburg, its deputy director of information.

Mental Health Law Project

\$225,000

The Mental Health Law Project is a public interest organization formed in 1972 to help establish and enforce the rights of mentally and developmentally disabled children and adolescents. A previous Corporation grant supported the efforts of project staff to ensure that disabled preschoolers of low-income families gained access to the diagnostic and remedial services offered them under Social Security and Medicaid and to encourage availability to them of a wider range of services. A subsequent grant, linked to the first, funded a pilot project called the Maryland Alliance for Early Intervention, which helped the state of Maryland offer services in compliance with Public Law 99-457. That federal law, enacted in 1986, provided funds to states for five years to plan comprehensive early intervention services for handicapped infants and toddlers and those at risk of disability. With this two-year grant, staff members of the Mental Health Law Project will build on their knowledge of federal programs and the Maryland experience to provide information and technical assistance to all states and to a national network of advocates for handicapped, low-income, and minority children. The staff is also conducting a survey of ten states to obtain an updated picture of access to services by low-income children. Five states are targeted for intensive advocacy efforts toward establishing broad-based prevention and early intervention systems. The Mailman and Annie E. Casey foundations are contributing to these efforts.

Council of Chief State School Officers

\$189,000

A 1987 Corporation grant enabled the Council of Chief State School Officers, which is the national organization representing the heads of state departments of education, to undertake a study of how school systems might more effectively serve children and adolescents who are at risk of dropping out of school. An important outcome of that study was a new focus within the council on the role of public schools in providing early childhood services to children at risk of later school failure. That topic was chosen as the subject of the council's annual summer

institute of chief state school officers in August 1988. This nine-month grant supported an extension of the council's work on early childhood education under the leadership of Cynthia G. Brown, director of the council's Resource Center on Educational Equity. The council used Corporation funds to complete and disseminate among members a detailed report on the importance of early childhood programs and parent education. It also undertook an analysis of state survey information about comprehensive services for young children and prepared a policy guide on improving early childhood programs. A study commission within the council developed recommendations for further action in this area, and council members have met with other education and advocacy organizations to determine how best to collaborate in promoting expanded and improved early childhood services.

Hispanic Policy Development Project

\$87,000

Television offers a potentially useful vehicle for informing Hispanic families about child development, effective parenting, and sources of support within the Hispanic community. The Hispanic Policy Development Project received this nine-month grant to plan a series of video spots targeted to parents of children under eight, which will be offered to either Telemundo or Univision, the two Spanish-language networks. The project's president, Siobhan Oppenheimer-Nicolau, is supervising development of the videos. They will focus on parent-child interactions that foster development of language skills and self-esteem, the parent's role as the child's first teacher, and effective parental involvement in the child's education. The segments will be developed as five-minute vignettes that can be shown separately or joined together in half-hour episodes. Efforts will be made to feature Hispanic celebrities in the final production of the videos. Advising Oppenheimer-Nicolau and her staff on content and presentation are staff from the National Center for Children in Poverty and the High/Scope Educational Research Foundation and other specialists in education and child development.

Yale University

\$82,000

Edward Zigler, director of Yale University's Bush Center in Child Development and Social Policy and an expert on child development and support programs for young children and their families, has developed a model of extensive school involvement in the provision of child care and family support services. Called "Schools of the 21st Century," Zigler's model recommends school-based child care for preschool children as well as before- and after-school and vacation care for school-age children; a home visitation program for parents of newborns; and a training program for family day-care providers. Several states have expressed interest in the model, and two — Missouri and Connecticut — have secured funding and developed detailed plans for implementing "Schools of the 21st Century" in selected districts. This one-year grant is supporting Zigler and his staff in monitoring the states' attempts to implement the model. They are providing states with

technical assistance in studying the cost effectiveness of different approaches and in developing designs for process and outcome evaluations with the help of a team of Yale evaluation specialists. A report documenting the states' efforts and an assessment of the model's potential effectiveness will result.

Yale University

\$71,000

Educational, social, and health services for young children and their families are seldom coordinated and are often inaccessible to those most in need. Some states and localities are addressing these problems through collaboratives in which agencies, programs, and government offices share resources, plan for the expansion or improved coordination of services, and develop common program standards and regulations. This six-month planning grant is supporting a preliminary survey of early childhood collaboratives that will determine whether there are effective or promising efforts that warrant more intensive investigation. Project director Sharon L. Kagan, who is associate director of Yale University's Bush Center in Child Development and Social Policy and former director of New York City's Project Giant Step, is conducting a survey of collaborative efforts in three states. With an advisory group of experts in the field, she is describing the collaboratives according to their mandates, goals, and resources. Her aim is to determine whether it would be useful to study a number of them in greater depth and develop the methodology for assessing their impact on services.

Discretionary Grants

National League of Cities Institute, toward a project to develop the league's capacity to assist cities on child and family issues \$25,000

Columbia University, for a workshop on early childhood programs for Hispanic children and their families \$24,000

Preventing School Failure

Education Commission of the States

\$374,000

Previous Corporation support enabled the Education Commission of the States to undertake an extensive analysis of how state and school policies could better serve young people at risk of dropping out of school. The commission's analysis produced several recommendations, among them the use of mentoring, or guidance offered directly by older persons to at-risk youth. Mentoring has been found to be a highly effective way to foster students' self-confidence and a sense of future possibilities, so that they will be encouraged to stay in school. This three-year grant is supporting a follow-up project of the commission called "Campus Partners in Learning," which seeks to involve adults and older youths, especially college students, in mentoring relationships with children at risk in grades five through

nine. The project is being carried out by Campus Compact, a coalition of 150 colleges and universities. Ten schools in the compact are acting as pilot sites for the development of campus-based mentoring programs. Member schools that wish to offer or refine mentoring programs will receive development grants through the project. The project will produce a resource manual containing training guides for mentors and profiles of a diverse group of successful campus-based mentoring programs, with contacts for further information. The guide will be distributed to all institutions in the compact. An evaluation of the program is being designed with funds from the John D. and Catherine T. MacArthur Foundation.

National Council of La Raza

\$225,000

Hispanics have the lowest median educational attainment and the highest school dropout rates of any ethnic group in the United States. The National Council of La Raza, which was established in 1968 to improve opportunities for Americans of Hispanic descent, used previous Corporation support to institute the Education Policy, Research, and Demonstration Project in Washington, D.C. Supervised by Charles Kamasaki, director of the council's Policy Analysis Center, the project carries out education policy analysis and research, identifies promising educational practices, and disseminates this information to a national network of about 1,500 educators, policymakers, and organizations involved in the education of Hispanics. Over the next three years, center staff will use additional Corporation funds to issue reports on such topics as the current educational status and needs of Hispanics and a historical analysis tracing the determinants of undereducation in this population. The staff will also produce policy papers on six program models now being implemented by community-based organizations under the supervision of La Raza's Los Angeles office, which is directed by Lori S. Orum. These programs offer after-school and summer tutorials to students at risk and to youths who have already dropped out of school; special training for teachers of at-risk Hispanic children; and literacy improvement classes for both children and their parents.

Discretionary Grants

Southern Regional Council, toward a televised seminar on successful schools for at-risk students

\$18,000

Preventing Adolescent Pregnancy

Academy for Educational Development

\$257,900

The Corporation and the Ford Foundation have assisted the Urban Middle Schools Adolescent Pregnancy Prevention Program of the Academy for Educational Development since 1986. Operating at thirty selected middle and junior high schools in urban communities around the United States, the program has allied with local public, private, and community-based organizations in meeting the needs of ado-

lescents at risk of unwanted pregnancy. The school districts are eligible for grants of up to \$75,000 from the academy toward support of their particular programs. The results of these partnerships have been encouraging, and many of the school districts' partnership programs have now been incorporated into the regular budgets of their school systems. Full institutionalization of most of the programs, however, requires continued operating funds, at least for the next two years. The Ford Foundation and the Corporation are sharing these costs equally. In addition to its grant making, technical assistance, and networking activities, the academy is developing a guidebook for educators and health practitioners interested in replicating the project. It is also hosting two major conferences to train school and health personnel from other cities.

University of California, San Francisco**\$250,000**

School-based clinics appear to have promise in promoting better adolescent health and preventing adolescent pregnancy. Relatively little rigorous evaluation has been done on the effectiveness of these clinics, however, or on the factors critical to their success. A 1986 Corporation grant helped the Institute for Health Policy Studies in the School of Medicine, University of California, San Francisco, to establish and evaluate eight comprehensive, school-based health clinics in areas that have high rates of poverty, school dropout, drug abuse, and teenage pregnancy. Under the leadership of Claire Brindis, codirector of the Center for Population and Reproductive Health Policy at the institute, the clinic sites have already been evaluated according to the quality of their staffing and services, their accessibility, and their rates of utilization. This three-year grant is permitting continued assessment of the clinics based on additional criteria, such as their effectiveness for all cultural groups, their ability to identify unmet health needs — particularly mental health problems — and their role in reducing absenteeism and dropout. A cost-effectiveness study is also being conducted. Results of the evaluation will be widely disseminated and will form the basis for a handbook and set of guidelines for managers of school-based clinics.

Children's Defense Fund**\$200,000**

Corporation grants in 1984 and 1987 supported a media campaign by the Children's Defense Fund on the problems of adolescent pregnancy. In the first part of the campaign, designed primarily to reach adults, the fund placed posters in twelve cities across the country, printed and disseminated pamphlets, and sponsored public service announcements on radio and television. In the second phase, the campaign targeted adolescent boys and girls in other cities. This two-year grant supports the third and final phase, aimed at black adolescents, whose pregnancy rates are the highest of all ethnic groups, and at Hispanic adolescents, whose pregnancy rates are rising. New radio advertisements on pregnancy prevention and staying in school are being produced and distributed, especially through the network of black radio stations across the United States. Well-known disc jockeys,

programmers, station managers, and other professionals from the black media are traveling around the country to speak to adolescents in schools and other gathering places. The Children's Defense Fund is also convening a forum for Hispanic organizations on adolescent pregnancy issues. In an ongoing effort to examine the impact of its media outreach, the fund has hired the media consulting firm of Mellman & Lazarus to evaluate the impact of its public service announcements:

Center for Population Options

\$150,000

In 1971, one in seven fifteen-year-old girls was sexually active; by 1986 the ratio was one in four. Several years ago the Center for Population Options used Corporation support to establish a media advisory service in Hollywood aimed at stimulating responsible programming about adolescent sexuality and pregnancy. The center's Hollywood office works with different sectors of the entertainment industry to foster programming that is accurate and responsible about adolescent problems, human sexuality, and family planning. Two additional years of Corporation support are enabling the center's staff to continue the media advisory service to producers, writers, and network and studio executives and to hold educational seminars on specific adolescent issues for entertainment industry professionals and organizations. In collaboration with over seventy national organizations, such as the Girls Clubs of America and the National Education Association, the center is also forming a Consumer Advisory Service. The service will publish a guide to the television shows that best meet the criteria for responsible programming about adolescents, offer annual media awards, and begin an effort to discourage sexually exploitative advertising.

Council of State Governments

\$106,000

The Southern Regional Project on Infant Mortality is a joint effort of the Southern Governors' Association — a unit of the Council of State Governments — and the Southern Legislative Conference. The project promotes public awareness of maternal health problems and infant mortality rates in the South, where a disproportionate number of adolescent pregnancies occur. Two previous Corporation grants helped project staff members gather data and publish and disseminate the reports, *Adolescent Pregnancy* and *Adolescent Pregnancy in the South: Breaking the Cycle*. This one-year grant is funding the following next steps: a survey of each state in the South to gain information on its policies concerning adolescent pregnancy prevention; strategy meetings in each state as well as the District of Columbia, the Virgin Islands, and Puerto Rico to begin implementation of the report's recommendations; and educative sessions on adolescent pregnancy prevention to be held at annual meetings of southern governors, southern legislators, business leaders, and members of the clergy. Ray Mabus, governor of Mississippi, chairs the task force.

Meharry Medical College

\$70,000

Meharry Medical College has trained approximately 40 percent of all black physicians and dentists practicing in the United States today. In 1987, Meharry used Corporation support to begin a model program for preventing pregnancy among high-risk black adolescents. Titled "I Have a Future," the program attempts to motivate both male and female adolescents to avoid pregnancy and to adopt positive lifestyles. It offers comprehensive medical services; computer-based education that promotes literacy while teaching health and personal responsibility; social, athletic, and recreational activities partly organized by the teenagers themselves; and parent education. The program is targeted to nearly 800 adolescents living in two low-income housing projects in Nashville, Tennessee. Their behavior is being compared to that of a control group of adolescents from two similar housing projects in the general vicinity. This two-month grant has enabled the "I Have a Future" staff to address some of the project's implementation and evaluation problems. Its director is Henry W. Foster, Jr., chair of the Department of Obstetrics and Gynecology at Meharry.

University of Chicago

\$65,000

Births to young unmarried inner-city teenagers are increasing despite pregnancy prevention services. Under a 1986 Corporation grant, William Julius Wilson, Lucy Flower Distinguished Service Professor of Sociology and Public Policy and former chair of the Department of Sociology at the University of Chicago, assembled a multidisciplinary and multiethnic research team to study the factors influencing family structure in the inner city and how family structure might in turn be encouraging the rise in adolescent pregnancy. Using survey and ethnographic study techniques, the team examined the relationship of demographic, social, cultural, and structural factors to family formation among a pool of 2,000 residents of inner-city Chicago. This nine-month grant enabled Wilson and five part-time research assistants to complete the research under way and conduct a new survey to determine the effects on families of the availability and quality of jobs among small inner-city businesses and selected industries employing mainly unskilled and semiskilled workers.

Discretionary Grants

National Governors' Association Center for Policy Research, for publication and dissemination of a report on state policies affecting adolescent pregnancy and parenting

\$14,000

Preventing Childhood Injury and Substance Abuse

Harvard University

\$425,000

In 1987 the Department of Maternal and Child Health at Harvard University's School of Public Health established the national Childhood Injury Prevention Re-

source Center with Corporation support. Codirected by Susan S. Gallagher and Bernard Guyer, the center seeks to stimulate the development and expansion of childhood injury prevention programs across the country and to provide technical assistance from planning, development, and implementation to evaluation. During the center's first two years, staff members completed and distributed training kits of the Massachusetts Statewide Childhood Injury Prevention Program and disseminated reports on that program's research. They assisted several universities in developing courses in injury prevention, conducted a survey of prevention efforts by state health departments, and provided technical advice to more than half the states. This two-year grant supports the center's ongoing work. A model two-week training workshop on injury prevention for health professionals will be given at the Harvard School of Public Health, and the center will hold a two-day conference to develop guidelines for injury prevention programs that can be adapted by state governments. The federal Office of Maternal and Child Health also supports the center.

Erikson Institute**\$377,000**

With Corporation support, the Erikson Institute has developed the Communities for Child Safety Project, a training and credentialing program on child safety for professionals such as nurses, social workers, and early child development specialists. The curriculum acquaints community child safety teams with available resources for the prevention of injury, teaches them how to build coalitions of support and use the mass media, and helps them formulate concrete plans of action for improving child safety in their communities. Trained professional and volunteer teams are now working in approximately twenty communities across the nation. With this two-year grant, the Erikson Institute, headed by James Garbarino, is refining its training program for new child safety teams and evaluating the work of existing teams. A new training manual is being developed for both existing and future teams. Project staff members are designing a certification process, enabling participants to earn college credit. Yearly national conferences for trained team members will be held at the institute. Social worker Barbara A. Chamberlain coordinates the program.

For a Book on Policies toward Drug Abuse**\$150,000***

Mathea Falco, an attorney and former assistant secretary of state for international narcotics matters, is using this eighteen-month grant to write a popular book offering up-to-date information on the nature and use of the major illegal drugs in the United States, the scope of the problems they create, and what prevention, treatment, and law enforcement approaches show promise. She is assisted by an advisory group of experts on social trends, drug prevention and treatment pro-

** Administered by officers of the Corporation*

grams, law enforcement, health, economics, and poverty. The book will concentrate primarily on illegal drugs, although it will consider the lessons that might be learned from programs related to alcohol and smoking. In addition to her comprehensive review of current data relating to illegal drug use, Falco is visiting approximately twelve programs of various types that have demonstrated some success in reducing drug abuse or have the potential to do so. The programs incorporate school-based, media, and community-wide prevention efforts. Falco's manuscript is scheduled for completion by March 1991.

Discretionary Grants

Erikson Institute, for funds to provide additional training to Communities for Child Safety Teams \$15,000

Issues in Adolescence

Carnegie Council on Adolescent Development **\$915,698***

A significant number of American adolescents drop out of school, commit criminal acts, become pregnant, abuse drugs or alcohol, become mentally ill, commit suicide, die, or become disabled from preventable causes. The goal of the Carnegie Council on Adolescent Development, which was established with Corporation funds in 1986, is to generate public and private interest in measures that prevent damaging problems in adolescence and promote healthier adolescent development. Drawing broadly on the scientific, corporate, educational, health, and youth-serving communities, the twenty-seven-member council is using this one-year grant to complete or continue four major activities. The council's Task Force on Education of Young Adolescents, chaired by David W. Hornbeck, former state superintendent of schools for Maryland, issued its report on restructuring the middle grades, called *Turning Points: Preparing American Youth for the 21st Century*, in June 1989. Two working groups — on life skills training and on social-support networks — are assessing promising preventive interventions during adolescence. Council members are testing the potential of the media to engage public concern about the adolescent years and are preparing an interdisciplinary volume that will synthesize existing knowledge about the biological, cognitive, and psychosocial aspects of adolescent development. David A. Hamburg, the Corporation's president, heads the council, and Ruby Takanishi, a specialist in child development and social policy, is executive director.

WGBH Educational Foundation **\$400,000**

Degrassi Junior High, a weekly public television program for ten- to fifteen-year-olds, is set in an unnamed North American city with a diverse ethnic population.

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It portrays teenagers faced with problems of self-image, peer pressure, alcohol, drugs, sexuality, and family relationships. The series, which began in September 1987, received an initial Corporation grant toward promotion and research and a subsequent grant in its second season toward the costs of production and the preparation of accompanying outreach materials. *Degrassi Junior High's* audience of 3.5 million viewers increased by 500,000 between October and December 1987 — significant for a public television series. Early indications are that taped *Degrassi* episodes and the outreach materials, aimed at helping educators and youth organization staff lead discussions, are being used by a variety of institutions such as churches, correctional facilities, and community-based organizations as well as elementary, middle, and senior high schools. This sixteen-month grant partially funds a third season of *Degrassi Junior High*, which is coproduced by Kit Hood, Linda Schuyler, and Kate Taylor. Other contributors are the Canadian Broadcasting Company, Telefilm Canada, the Lilly Endowment, and the Pisces, Primerica, and Irving Harris foundations. The W.T. Grant Foundation is financing a study of the series' impact, to be conducted by a team of psychologists at Yale University.

Discretionary Grants

<i>Central Educational Network Association</i> , toward a seminar for television professionals and adolescent specialists about improving the quality of television for adolescents	\$25,000
<i>Stanford University</i> , for a book on normal adolescent development	\$25,000
<i>Student Community Service Foundation</i> , toward a statewide community service program for adolescents	\$25,000
For a study of adolescent health to be conducted in cooperation with the Office of Technology Assessment, U.S. Congress	\$16,200*

General

National Academy of Sciences **\$650,000**

Under a 1987 Corporation grant, the National Academy of Sciences' Institute of Medicine and its Committee on Child Development, Research, and Public Policy created the National Forum on the Future of Children and Families. The forum, directed by Laurie Garduque, provides a new institutional mechanism for bringing scholars together with high-level government and business leaders to examine policy options for improving the well-being and life opportunities of children and youth. Guided by a twenty-five-member steering committee chaired by former U.S. Surgeon General Julius Richmond, the forum concentrates on children's health care, education and training for the transition to work, family economics, and the effective delivery of services to young children and families. This grant is support-

* Administered by officers of the Corporation

ing the forum's activities over the next two years, during which it will hold meetings and workshops and disseminate information to the education and health care policymaking communities. Recent activities include a workshop for congressional members and their staffs on children's catastrophic health care, a briefing for members of Congress on the working poor, and a seminar for mayors on improving prenatal care in their cities. The forum's first major publication, *Social Policy for Children and Families: Creating an Agenda — A Review of Selected Reports*, was published in May 1989 and distributed to policymakers nationwide. Samuel O. Thier, president of the Institute of Medicine, oversees the forum's activities.

National Academy of Sciences

\$85,000

This eleven-month grant supplements the grant, described above, to the National Forum on the Future of Children and Families of the National Academy of Sciences. It has enabled the forum to increase its secretarial support and add professional staff to help plan and convene the forum's meetings and workshops.

American Library Association

\$524,000

In 1987, the American Library Association (ALA) received Corporation funds to launch a campaign to help libraries acquire more comprehensive, high-quality collections of educational videocassettes. This eighteen-month grant is allowing the ALA to focus particular attention on expanding access to high-quality videos for children and teenagers. A number of activities will be undertaken, including the creation and publicizing of a core list of the fifty best available videos for children and young adults, to be periodically updated. A new Children's and Young Adult Video Endowment will offer to 250 libraries a special collection of outstanding videotapes worth \$500 per collection. The sum is to be matched by the libraries, which agree to develop community outreach programs that promote literacy. The ALA will also produce two videos, one to help parents choose videos for their children and the other to aid librarians on video selection and marketing. In 1991, the ALA will award the first Andrew Carnegie Medal for Excellence in Children's Video, which will be comparable to the John Newbery Medal for distinguished writing for children and to the Randolph Caldecott Medal for illustration of children's books. The association publishes a newsletter, *Fast Forward*, about video issues.

Harvard University

\$321,000

A Corporation-supported series of seminars at Harvard University brought together scholars from many disciplines with state and federal policymakers in 1987 and 1988 to examine what is known about human service and economic strategies that might reduce child poverty or ameliorate its effects. The result will be a book that analyzes the complexities of poverty and its diverse causes, the successes and failures of past antipoverty policies, and the critical service delivery issues involved

in making welfare reform work. This two-year grant supports the Harvard project's continuing "executive session" of senior state welfare, health, and education officials, local service providers, and state legislators, who will focus specifically on "making the system work for poor children." The group is attempting to prescribe methods for improving existing state-level programs, targeting strategies that best meet the needs of poor children. It is also exploring alternative ideas for working with children and their families with a view toward promoting more effective legislation, organizational structuring, and professional training. The project director is Mary Jo Bane, professor of public policy and director of the Center for Health and Human Resources Policy at the John F. Kennedy School of Government. She is assisted by economist David T. Ellwood, and Paul A. Jargowsky, former staff director of the New York State Task Force on Poverty and Welfare.

George Washington University

\$200,000

The National Health Policy Forum of George Washington University endeavors to make the results of nonpartisan health-related research and analysis available to policymakers in Washington, D.C. Through its seminars and sponsored site visits, the forum provides congressional, White House, and executive agency specialists in health affairs access to knowledgeable persons elsewhere in government and in the health professions, business, labor, academia, and consumer organizations. A 1986 Corporation grant allowed the forum to add a series of child health and development seminars to its ongoing program. This grant extends that support through the next two years. A minimum of four seminars are to be held each year on such topics as the federal government's role in establishing standards for early childhood programs and AIDS prevention strategies for adolescents. Judith Miller Jones, director of the forum, supervises the child health and development series.

**National Governors' Association
Center for Policy Research**

\$172,000

In recent years, the nation's governors have demonstrated strong leadership in their states on behalf of children and youth. They have initiated improvements in health care and education and participated in the welfare reform debate that has led to major new federal legislation. At the governors' annual meeting in February 1989, the National Governors' Association released a report, *America in Transition*, on the need for comprehensive prevention and early intervention strategies for children and adolescents. This one-year grant supports the association in organizing a major seminar on prevention and early intervention to be held in the spring of 1990 for governors, their staffs, state agency specialists, and other state policymakers. The grant is also funding preparation of a book providing state-by-state comparisons of children's status in key areas of health and education. This report on children's well-being will update the association's previous publications, *Focus on the First Sixty Months: A Handbook of Promising Prevention Programs for Children Zero to Five Years of Age* (1987) and *Focus on the First Sixty Months: The Next Steps* (1988). Preparation of both the seminar and book is being supervised by Lynne Fender, director of social services policy at the association.

Homeless children and youths experience a high incidence of developmental, health, and emotional problems that seriously jeopardize their chances for success in school and their adjustment later in life. Johns Hopkins University used this one-year grant to convene, in April 1989, a national conference on homelessness and its attendant ills among children. The conference, which was organized by Lester M. Salamon, director of the Institute for Policy Studies at Johns Hopkins, brought together more than 150 researchers and practitioners from a variety of disciplines. Among the organizations that formally participated were the Association of Junior Leagues, the Childhope Foundation, Family Service America, and the U.S. Committee for UNICEF. The conference addressed the scope and distribution of homelessness among children and their families; the causes; the health and developmental consequences and associated costs to society; and possible remedies to reduce the negative effects and incidence of homelessness among children. The conference was widely publicized through the university's news and information office. Plans are under way to disseminate the recommendations that emerged from the meeting.

Florida State University**\$67,000**

The United States compares unfavorably with other industrialized nations in the educational achievement of its children and in its rates of infant mortality, adolescent pregnancy, and substance abuse. The attention of members of the House and Senate and governors is becoming increasingly drawn to these problems. This six-month grant has supported planning for a series of high-level, bipartisan congressional seminars bringing scholars across a wide range of disciplines together with top government leaders to discuss issues in children's health, education, and development. The project is being carried out by former senator Lawton Chiles, who serves as chair of the National Commission to Prevent Infant Mortality and is now director of the Collins Center for Public Policy of Florida State University. Chiles met with approximately fifty senior policymakers to determine the nature of the problems that most concern them. He also has convened a group of scholars to help select the most important research on the well-being of children.

Discretionary Grants

American Enterprise Institute for Public Policy Research, toward a seminar on children's issues for new executive branch appointees

\$25,000

Strengthening Human Resources in Developing Countries

The priorities of the program, Strengthening Human Resources in Developing Countries, are based on a view of development as a process of expanding indigenous human capacity to identify and solve social and economic problems and on the conviction that scientific research provides knowledge and technologies that can help societies achieve development that is sustainable — economically, environmentally, and socially. The current program focuses on selected countries in Africa and the Caribbean that are now or were formerly part of the British overseas Commonwealth.

A major objective is to encourage the application of science and technology for development through the support of projects to strengthen indigenous capabilities and to encourage cooperation among policymakers and scientists in developing and developed countries. The program takes a multidisciplinary approach to the analysis of development issues, drawing on the knowledge, skills, and resources of those in the behavioral, biological, medical, and social sciences as well as in the technical and policymaking communities in developing and developed countries.

To accomplish its objectives, the program encourages genuine partnerships between developed and developing countries, promotes the building of networks, and stimulates the translation of research results into policy.

A specific area of emphasis is on maternal and child health care. Initial focus is on reducing levels of maternal mortality and morbidity. In addition, the program supports efforts to improve understanding among the general public and policymakers of development issues through the news media and policy-related organizations and through grants to academic institutions to support distinguished visitors from developing countries. In this area, the foundation will normally not fund unsolicited projects. A portion of the funds for public education in the future will be used to foster improved science and health reporting in sub-Saharan Africa, the Caribbean, and Mexico.

A special subprogram of activities focusing on South Africa stresses the health and educational status of black South Africans. The Corporation is also providing continued support for follow-up work on the Second Carnegie Inquiry into Poverty and Development in Southern Africa.

Centre for Our Common Future

\$240,000

The World Commission on Environment and Development was established in 1983 by the United Nations General Assembly to examine the effects of development on the environment, to propose new forms of international cooperation in that area, and to raise the levels of understanding and commitment on environmental issues by individuals as well as governments and nongovernmental organizations. A 1988 grant funded dissemination of the commission's final report, *Our Common Future*, to U.N. delegations and major nongovernmental organizations throughout the world. This grant is funding the establishment of the Centre for Our Common Future, based in Geneva, Switzerland, and directed by Warren H. Lindner, former secretary of the World Commission. Its three-year mission is to assist in the implementation of the environmental measures recommended in *Our Common Future* now that the commission has disbanded. This three-year grant is being used to develop detailed implementation plans for several countries in Africa. It also helped finance a seven-hour live global telecast on *Our Common Future* on June 3, 1989, in conjunction with Environmental Day 1989. Other supporters of the center's activities include the International Commission for Conservation of Nature and Natural Resources, the International Institute for Environment and Development, the World City Foundation, and the governments of Denmark, Norway, Sweden, and Switzerland.

Africa Leadership Foundation

\$181,000

The Africa Leadership Forum, established in 1988 by the Africa Leadership Foundation, endeavors to expand the education of potential and existing African leaders in areas that are vital to Africa's future. The forum holds a series of meetings between key African and non-African leaders in government, business, academics, the military, and other fields. These meetings, which take place at the forum's main office in Ota, Nigeria, and other locations, include such topics as "The Impact of Europe in 1992 on West Africa" and "The Leadership Challenge of Agricultural Production and Food Scarcity in Africa." Some meetings are planned to coincide with other important events that world leaders are likely to attend, such as the annual International Monetary Fund/World Bank meeting. The forum has now established a subsidiary office in New York City. Olusegun Obasanjo, former head of state of Nigeria, chairs the forum. This grant helps support the meetings series for one year. Other funders include the United Nations Development Program, the Rockefeller Foundation, and the government of Japan.

United Nations Economic Commission for Africa

\$176,500

During the past two decades, a number of national scientific and technological institutions have been established in sub-Saharan African countries. Most have as

their mission the advancement of science and technology for development. They advise members of their governments and promote scientific research in areas that could enhance economic progress. To date, however, these institutions appear to be having only a limited impact on their countries' economic policies. This thirty-seven-month grant is contributing toward an analysis of their activities, conducted by the United Nations Economic Commission for Africa in partnership with the International Development Research Centre of Canada. The analysis, coordinated by Soodursun Jugessur, the officer-in-charge of the commission's Natural Resources Division, has thus far focused on institutions in six countries: Ghana, Guinea, Kenya, Nigeria, Sudan, and Tanzania. The commission will now review institutions in Cameroon, Gambia, Malawi, Sierra Leone, Zambia, and Zimbabwe, comparing their performance with that of other national institutions, including governmental and nongovernmental agencies in Africa and successful institutions for science and technology in other parts of the world. The study will yield a set of recommendations for strengthening the institutions' impact. These recommendations will be disseminated throughout the African scientific and policymaking communities, to international agencies, and to academic institutions concerned with the analysis of science and technology policies.

University of Dar es Salaam

\$171,200

Many African nations are trying to increase their ability to conduct scientific research, to use the results of their research to inform government policies, and to improve communication among African scientists working on solutions to similar problems. This three-year grant, as well as the grant to the Nigerian Institute of Social and Economic Research described below, is the result of a collaborative effort between the Corporation and the International Development Research Centre to strengthen the capacities of African scientific institutions and researchers. The grant supports the Eastern and Southern Africa Technology Policy Research Network, founded in 1982 and now centered at the Institute of Development Studies at the University of Dar es Salaam in Tanzania. The network is an organization of local scientists, scientific research institutions, and policymakers from Botswana, Ethiopia, Kenya, Swaziland, Tanzania, Lesotho, Uganda, Zambia, and Zimbabwe. It reviews research proposals from those nine countries and makes recommendations for funding to the International Development Research Centre and the Corporation. It also holds annual workshops for the exchange of information about work in progress. Initially concerned with scientific and technological research in the areas of agriculture and industry, it has recently expanded to include health, with a particular emphasis on women's health. To date, thirty-one research projects have been completed with the network's assistance. Results of most projects have been published in scientific journals; some will be collected into a single volume for distribution to government and university officials. The network is directed by Hasa Mlawa.

This three-year grant supports the work of the West Africa Technology Policy Research Network, which was established in 1983 to promote regional scientific research connected with economic development and to serve as a forum for the exchange of information and dissemination of research results. The network operates in Gambia, Ghana, Liberia, Nigeria, and Sierra Leone. Its efforts parallel those of the Eastern and Southern Africa Technology Policy Research Network, described above. Like its counterpart in eastern and southern Africa, the West Africa network supports scientific research in such areas as agriculture, industry, and maternal health. It also hosts exchanges between scientists from different West African countries and links policymakers with scientists to form more coherent socioeconomic programs. It organizes periodic workshops for scientists and policymakers on such topics as "Technology in the Informal Sector of the Nigerian Economy." With the network's help, twenty-four scientific and technological studies have been completed, many of them published as articles in international journals or as monographs. The network is coordinated by the Nigerian Institute of Social and Economic Research in Ibadan, Nigeria, and is directed by Adeotun O. Phillips.

National Academy of Sciences**\$140,600**

Crucial to the future of developing countries are organized systems for the collection, management, and dissemination of scientific and technological information. Over the past three years, the National Academy of Science's Board on Science and Technology for International Development (BOSTID) has helped to improve computer systems for storing and transmitting information from foreign and international sources in health, education, agriculture, energy, and other fields. BOSTID received this one-year grant to assess the current state of scientific and technical information systems in selected countries in sub-Saharan Africa. A panel of African and U.S. specialists visited scientific facilities in Africa, among them the African Regional Centre for Technology, the African Network of Scientific and Technological Institutions, and the African Academy of Sciences. Following those visits, panel members met in Nairobi, Kenya, with representatives of regional organizations to prepare a set of recommendations for the future development of scientific and technical information systems throughout sub-Saharan Africa. Their final report has been disseminated to interested governments and relevant organizations.

Institute of International Education**\$100,000**

The International Health Policy Program (IHPP) was organized in 1986 by the Pew Charitable Trusts, the World Bank, and the World Health Organization to encourage the more effective allocation of scarce resources for improving health care in developing countries. The Corporation has supported various IHPP projects in Africa and also helped fund a 1988 IHPP-initiated meeting of nine regional research groups composed of representatives from ministries of health, university medical schools, and other institutions in Africa and Asia. At the meeting, members

of the groups discussed the progress of research relating to national health policies and made recommendations for linking health-related research findings with further changes in those policies. This one-year grant extends the Corporation's support of IHPP's network of research groups. The grant specifically contributes to costs of the next annual meeting, technical workshops, and national meetings, primarily covering organizational costs and the expenses of participants from the Commonwealth countries in sub-Saharan Africa. Also being partially covered by this grant are the services of J. Price Gittinger, who recently retired from the World Bank's Economic Development Institute and will be in charge of organizing network meetings.

Discretionary Grants

<i>Institute of International Education</i> , toward collaboration by African health professionals and policymakers in a study of African health policy	\$25,000
<i>XI International Conference on the Social Sciences and Medicine Organizing Committee</i> , toward participation in the conference by professionals from Commonwealth countries in sub-Saharan Africa and the Caribbean	\$25,000
<i>University of Ibadan</i> , toward planning the development of scientific data bases and information systems at the University of Ibadan	\$22,500
<i>Massachusetts Institute of Technology</i> , toward a visiting fellowship for Nigerian science journalist Nena Uche	\$17,000
<i>Botswana Educational Research Association</i> , toward an international symposium on African education research development	\$15,000

Maternal and Child Health

University of Ghana **\$482,200**

In Ghana, as in many other African countries, physicians who wish to specialize in obstetrics and gynecology must obtain part or all of their training in the United States, the United Kingdom, or other developed countries. Outside training, however, may not adequately prepare graduates for service in African countries, where a different range of problems exists and advanced technologies are often unavailable or inappropriate. This three-year grant supports development of a training program in obstetrics and gynecology at the University of Ghana Medical School in Accra and the University of Science and Technology in Kumasi. The institutions are furnishing the core faculty, supplemented by visiting faculty members from the United States, England, and other African countries. The program is being developed in cooperation with the American College of Obstetricians and Gynecologists, the University of Michigan, and the Royal College of Obstetricians and Gynaecologists in England. Clinical residencies for medical students will include

community-based training in small district hospitals. The curriculum meets the requirements of the West African Postgraduate Medical College, which sets standards for, examines, and certifies professional specialist training in West Africa. In addition to the development of a medical curriculum, the grant is funding refurbishment of clinical facilities at the medical school and teaching hospitals, the acquisition of publications and teaching materials, and the administration of the program coordinator's office and the community-based training component.

University of Michigan

\$395,844

This three-year grant is supporting the University of Michigan's participation in the training program in obstetrics and gynecology at the University of Ghana, described above. The effort is headed by Thomas E. Elkins, M.D., an associate professor of obstetrics and gynecology at the university's medical school, who has become familiar with African obstetric practice over the course of numerous visits to West Africa, including one as a consultant for the Corporation. Elkins chairs an external advisory committee for the training program, composed of representatives from the participating American institutions and the Royal College of Obstetricians and Gynaecologists. The committee is recruiting visiting faculty members from the United States, the United Kingdom, and African countries to teach in Ghana and will meet periodically to review and evaluate the program's progress. The Corporation's grant covers Elkins' expenses as committee chair, the cost of the committee meetings, and the travel, living expenses, and honoraria of visiting faculty members.

World Health Organization

\$460,000

Corporation support in 1987 contributed to the launching of the World Health Organization's (WHO) Safe Motherhood Initiative, an international program of education and advocacy designed to reduce illness and death associated with pregnancy and delivery. WHO has publicized the nature and determinants of maternal morbidity and mortality to policymakers, journalists, and the general public by such varied means as a multilingual press kit on safe motherhood, an educational computer disk on the subject for distribution to teaching institutions, and a videotape titled *Road to a Maternal Death*. It has mobilized leadership in women's organizations throughout the world and produced training materials for such health practitioners as nurses and midwives. Finally, it has established a task force on operational research, which promotes research to improve maternal health care and disseminates results to professional obstetric and gynecological societies and reviews. The task force also evaluates curricula and training programs in the health field. This grant supports WHO's activities in these areas for another two years, with Corporation funds aimed specifically at efforts in sub-Saharan Africa and the Caribbean. WHO also plans to educate mothers about their own health through traditional stories, posters, and films. Part of this grant supported a special presentation on adolescent reproductive health at the 42nd World Health Assembly in May 1989.

American Red Cross

\$400,000

Each national Red Cross or Red Crescent society, maintained by its own country, designs programs to meet the unique health-care needs of its country's population. Most Red Cross societies in Anglophone Africa and the Caribbean were founded and administered by the British Red Cross, which withdrew as those countries gained their independence. Faced with growing populations, civil and regional conflict, drought, and other hurdles, those newly African-run societies could share with members of the American Red Cross their knowledge about current conditions in Africa while simultaneously receiving confidence-building support and additional training in such areas as disaster preparedness, blood system management, and organization. Under this three-year grant, the American Red Cross is developing a collaboration in human resource development with Red Cross societies in southern Africa and the Caribbean. Staff members at the national headquarters of the American Red Cross initially paired twenty U.S. chapters with twenty national societies in Africa and the Caribbean. The secretary general of each selected African and Caribbean society traveled to the U.S. in August 1989 to attend intensive two-week training sessions and to develop plans for their own regions. Representatives from the U.S. chapters will visit their sister societies to follow up on program plans and witness the working conditions of their new colleagues. At the conclusion of this initial experimental collaboration, the American Red Cross will define criteria for recruiting, assessing, and matching participants; prepare a training guide; and publish and disseminate reports of case studies and a reference guide for future pairings.

University of the West Indies

\$400,000

While the seventeen countries of the commonwealth Caribbean have made major advances in health care — including dramatic reductions in the rates of maternal mortality — health-care problems continue to exist, mainly due to economic limitations imposed by high rates of national debt. Networking among these countries could help improve health care throughout the Caribbean. This two-year grant is funding an intra-Caribbean networking and educative program in maternal and child health, centered at the University of the West Indies in Kingston, Jamaica. The university administration and its medical faculty are working with the Pan American Health Organization, the region's ministries of health, the Caribbean Regional Epidemiological Center, and other health-related organizations to strengthen research, training programs, and services for mothers and children. The University of the West Indies' Distance Teaching Experiment is being used to promote communication among participating countries through common educational programs, seminars, consultancies, and workshops. University faculty members are encouraging political leaders to support maternal and child health services within individual countries. They are also coordinating and standardizing systems of training for health-care professionals in the region and generating a central data bank for answering questions from health service staff regarding maternal and child health. The project is also funded by The Pew Charitable Trusts.

The complex relationship between maternal and child nutrition has been the focus of a longitudinal study conducted since 1986 by the Centre for Social Research of the University of Malawi in cooperation with Cornell University. Its aim is to guide policymakers and planners in their efforts to reduce malnutrition in Africa by identifying its determinants, recommending interventions, and providing the blueprint for nutritional surveillance systems. Through information gathered from 3,300 households in eighty-nine villages, the researchers, under the supervision of center director Louis A. H. Msukwa, are finding high rates of correlation between mothers' education, utilization of health services, and child survival. This thirty-month grant supports final analysis of the data, which will be disseminated widely among health-related organizations in Africa and elsewhere. In the course of analyzing the data, researchers are also training local university and secondary school graduates to serve as research supervisors and managers, enumerators, and data processors. They will represent a significant pool of trained personnel that the centre and other Malawian institutions can call on for future research in health-related areas. Other funders of the research, at various stages, have included the World Health Organization, the International Development Research Centre, and the United Nations Children's Fund.

International Women's Health Coalition**\$150,000**

The International Women's Health Coalition is a nongovernmental organization founded in 1980 to improve the reproductive health of women in developing countries. The coalition's efforts to date have centered in Asia and Latin America. This one-year grant supports a program in Nigeria, the first in a projected series of coalition programs in sub-Saharan Africa. In Nigeria, teams of African doctors, nurses, and sociologists are consulting with women's groups, medical professionals, private agencies, and government officials to determine the needed reforms and the existing attitudes of women toward health care and family planning. Pilot projects are analyzing the impact on reproductive health of such socioeconomic factors as gender roles, poverty, child marriages, restrictive practices such as *pardah*, and traditional surgical procedures at puberty and during pregnancy. The program aims to improve Nigerian women's access to information and health services and, in the long run, to contribute to Nigeria's ability to design, test, and deliver reproductive health services to all women. Sociologist Adrienne Germaine directs the design and evaluation programs in Africa, Asia, and the United States.

American College of Nurse-Midwives**\$145,400**

In developing countries, nurse-midwives are important providers of care for women during pregnancy, labor, and the postnatal period, often working with minimal supervision from doctors. They are therefore in a good position to help improve maternal and infant health. This one-year grant is funding the educative efforts among nurse-midwives in Ghana of a team of researchers including Marga-

ret Marshall, a representative of the American College of Nurse-Midwives. In collaboration with Phyllis Mary Antwi, a physician working for the Ghana Ministry of Health, Marshall and Ghanaian colleagues are studying local conditions and developing a protocol for training Ghanaian nurse-midwives in a variety of interventions including health education, preventive and curative measures for pregnant women, and criteria for referring patients to hospitals before serious complications develop. The protocols will be reviewed by the Ghana Registered Midwives Association, tested by selected midwives, and modified after analysis of the pilot study results.

Population Council

\$120,000

To understand more precisely the causes of infant and child mortality in developing countries and the overlap of biomedical and social factors in determining child health, the Population Council in 1985 inaugurated a worldwide research project titled the Program on Child Health and Adolescent Fertility. The Corporation supported this effort with a grant toward the Mexican and Jamaican components of the initiative in Latin America and the Commonwealth Caribbean. The council's long-term goal is to lower infant and childhood morbidity and mortality rates and to decrease births to adolescents. Toward this end, it has provided technical assistance and research awards to government and academic institutions, held workshops and seminars, and disseminated research findings. Its research over the past three years has yielded valuable data, and its activities have promoted professional and institutional exchange on a number of issues. This one-year grant is enabling the council to complete the initial phase of its research in Mexico and the Caribbean, which is centered on the identification of the socioeconomic, biomedical, and behavioral factors that contribute to infant morbidity and mortality and the determinants and consequences of adolescent pregnancy. Funds from this grant are also being used to facilitate the council's transition to other sources of support. Claudio Stern, director of the council's Child Health and Adolescent Fertility Program, is project director.

World Federation for Medical Education

\$90,000

In 1984 the World Federation for Medical Education, in collaboration with the World Health Organization, launched a campaign to improve professional medical education throughout the world. Through a series of conferences with policymakers, health-care professionals, and academicians in Africa, the Americas, Europe, the Middle East, Southeast Asia, and the Western Pacific — culminating in a 1988 world conference in Edinburgh, Scotland — the federation produced "The Edinburgh Declaration." The declaration sets forth revised standards for medical education, recommending that doctors' training extend beyond the application of high technology for curative and palliative medicine into such areas as communication skills, understanding of communities, and increased sensitivity to persons with special needs, including single parents, young mothers, the elderly, and the

unemployed. As a follow-up, the federation is convening regional meetings to interpret the declaration's recommendations to fit the needs of particular geographic areas. This one-year grant supported the African meeting, which took place in July 1989 in Abuja, Nigeria, under the chairmanship of Olikoye Ransome-Kuti, Nigeria's minister of health. The meeting was attended by African ministers of health and education, who drafted a consensus statement highlighting the aspects of African medical education that merit attention, with practical recommendations for reform in each individual nation.

Discretionary Grants

<i>American College of Obstetricians and Gynecologists</i> , for planning a collaborative program to improve maternal health in Nigeria	\$25,000
<i>University of Benin</i> , for research on maternal mortality in a rural Nigerian community	\$25,000
<i>University of Benin</i> , for a workshop on research on maternal health	\$25,000
<i>University of Calabar</i> , for planning research on maternal mortality in the Calabar region	\$25,000
<i>University of Ghana, Accra Medical School</i> , toward planning research on maternal mortality	\$25,000
<i>University of Ibadan</i> , toward participation in an international study of preprimary education	\$25,000
<i>University of Ilorin</i> , for research on maternal mortality in a rural Nigerian community	\$25,000
<i>Institute of Health, Ahmadu Bello University</i> , for planning research on maternal mortality in the Zaria local government area	\$25,000
<i>Michigan State University</i> , for planning research on maternal health in Zimbabwe	\$25,000
<i>National Academy of Sciences</i> , for planning by the Institute of Medicine of a study on female morbidity and mortality in Africa	\$25,000
<i>University of Science and Technology, Kumasi, Ghana</i> , for planning research on maternal mortality	\$25,000
<i>Sierra Leone Home Economics Association</i> , toward a program to introduce and evaluate appropriate health technologies to improve maternal and child health care	\$25,000
<i>University of Sokoto</i> , toward planning research to prevent maternal morbidity and mortality in rural Nigeria	\$25,000
<i>University of the West Indies</i> , toward a symposium on the role of women in Caribbean development	\$25,000

<i>University of Lagos</i> , for planning maternal health research in a rural Nigerian community by the University of Lagos Teaching Hospital	\$23,500
<i>Women's International Public Health Network</i> , for a special newsletter issue about midwives and traditional birth attendants	\$15,200

Public Understanding of Development

Aspen Institute for Humanistic Studies	\$300,000
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In 1984 the Aspen Institute for Humanistic Studies received Corporation funds to establish a bipartisan program offering members of Congress sustained, intensive exposure to high-quality scholarship concerning U.S. relations with the Soviet Union. That program, led by former Senator Dick Clark, serves as the model for the institute's new Southern Africa Policy Forum, also directed by Clark. Clark's years on the U.S. Senate's Committee on Foreign Relations, during which he headed its subcommittee on Africa, have provided him with a strong base of knowledge about southern Africa. Like the U.S.-Soviet program, the Southern Africa Policy Forum entails a series of major conferences between members of Congress and experts on African issues, which are buttressed by periodic breakfast meetings that focus on special topics. Legislators who are interested in participating agree to attend at least one or two conferences over a period of several years. The initial conference was held in Bermuda in March 1989 and a second in Switzerland in August 1989. Speakers at the conferences include scholars from the U.S., Europe, and the nations of southern Africa. This grant supports the forum in its first year.

African-American Institute	\$250,000
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Since 1987 the Corporation has provided core support for the African-American Institute's Program on Policy Issues in African-American Relations, a source of reliable information on African issues for leaders from the public and private sectors in the United States. The program, which began as a series of meetings between U.S. legislators and African leaders, has expanded to include briefings and seminars for congressional aides, regional conferences, and trips to Africa by delegations of government representatives, journalists, and others. The institute also recently established a series of meetings between U.S. policymakers and black South African church, trade union, and media leaders. The institute holds an annual African-American Conference, alternately in the U.S. and Africa, and also hosts smaller, more focused meetings on such issues as the implications of Ghanaian economic reform and control of the press in South Africa. Scheduled for the coming year are a congressional staff visit to central and southern Africa and a two-day meeting in Albany, the New York State capital, on the potential of New York's public and private enterprises to aid in the economic recovery of southern African countries.

Although the United States is the largest financial contributor to the United Nations' World Health Organization (WHO), many Americans know little about global health issues or the important work of WHO and other international health organizations. This twenty-nine-month grant is funding a new program for fellows at Johns Hopkins University's School of Hygiene and Public Health, whose work will expose U.S. audiences to detailed information about international health issues and further research in specific areas of concern. The fellows will be in residence for six to twelve months and are being chosen from among the world's top health-care experts. They will lecture at Johns Hopkins and other institutions, perform research in their fields of expertise, and chair seminars of international experts to address future health agendas. Their work will be disseminated through scholarly publications, working papers, and articles in the popular press. Donald A. Henderson, dean of the School of Hygiene and Public Health, heads the fellowship program.

National Council for International Health**\$150,000**

The Corporation is currently funding several projects that promote increased U.S. awareness of global health issues and help governments and health-care professionals designate priorities and provide the best possible care to all who need it. This one-year grant complements the Corporation's grant to Johns Hopkins University, described above. The Johns Hopkins project is directed toward increasing understanding of international health issues, primarily at the university and professional levels. This grant to the National Council for International Health funds a pilot educational outreach program aimed at the community level. The council, a private voluntary organization pledged "to improve health worldwide by increasing U.S. awareness and response to international health needs," is organizing two regional workshops on measures individuals and nongovernmental organizations can take to contribute to the improvement of world health. The workshops will be held in Connecticut and Texas and will be attended by business leaders, members of private voluntary organizations, and students and faculty members of local health-profession schools. The council will document the workshops, and evaluate their impact. Gururaj Mutalik, recently retired as director of the New York office of the World Health Organization, is senior consultant administering the workshops.

Overseas Development Network**\$110,000**

The Overseas Development Network is an association of student groups on over fifty-eight university, college, and high school campuses around the United States. Members include foreign students from the developing world, former Peace Corps volunteers, and faculty members whose research interests have taken them to developing countries and who want a better understanding of the developmental process and ways to promote it. Network chapters on individual campuses organize

university-wide conferences on development issues and collaborate with other chapters on research projects. The national headquarters staff provides assistance to chapters in these activities in addition to arranging student internships in non-governmental organizations overseas and in rural development projects in the United States. This one-year grant, the third from the Corporation, is enabling the network, under the leadership of its coordinator, Rebecca Ziegler, to expand its geographical coverage by targeting more schools in the South and Midwest; it will also approach historically black, community, public, state, and teacher-training colleges with a flexible program that will be adapted to the interests and priorities of a wide variety of students.

Development Group for Alternative Policies

\$100,200

The Development Group for Alternative Policies is a Washington, D.C.,-based research and public education organization that seeks to improve the policies of industrial countries toward developing countries. A 1988 Corporation grant funded a symposium on U.S. development assistance policy in the Eastern Caribbean as part of the group's Caribbean Development Project. This one-year grant is enabling the group, which is codirected by Douglas Hellinger and Stephen Hellinger, to engage in several projects designed to create a better match between financial aid programs and the actual, most urgent needs of local populations. Specifically, the group is continuing its Caribbean project, initiating a similar African Development Project, and continuing its Foreign Aid Reform Program. Under the two development projects, group staff members are working with organizations in the Caribbean and in Africa to see that the foreign aid policies and programs of different governments are informed by local-level development experience and that such experience is replicated on a larger scale. They are simultaneously consulting with U.S. and European government officials and the World Bank about designing aid programs that more effectively reach the Caribbean and African people for whom they are intended. Under the Foreign Aid Reform Program, they are working to help reorganize the U.S. bilateral aid program, alter the operational strategy of the World Bank, and organize a coalition of environmental, church, development, and labor rights organizations committed to promoting aid that truly addresses the needs of developing countries.

University of Southern California

\$75,000

This twenty-five-month grant renews Corporation support of the University of Southern California's fellowship program at the Center for International Journalism. The grant underwrote the tuition, fees, books, and living stipends during the academic year 1988-89 of three fellows from Mexico, who are participating in a master's degree program in international journalism that also involves further study at El Colegio de Mexico. Courses, seminars, and other activities focus on policies on both sides of the border that impinge upon the quality of urban life, the environment, education, the regional economy, and U.S.-Mexican relations.

The journalists met with their American counterparts and wrote for American publications while in the United States. Murray Fromson directs the Center. The fellowship is also supported by the Ford, John D. and Catherine T. MacArthur, and John M. Olin foundations.

TransAfrica Forum

\$75,000

The TransAfrica Forum provides information on and analysis of development issues in Africa and the Caribbean and explores the impact of U.S. policies in these regions. It holds meetings and briefings for members of Congress and their staffs, scholars, students, and journalists. Its two core publications, the quarterly journal *The Africa Forum* and the bimonthly *Issue Briefs*, reach some 1,500 subscribers, primarily leaders in the black community. The Corporation has supported the forum's work with three previous grants. This one-year grant is primarily funding expansion of the forum's Library and Information Resource Center, an on-line data base system that indexes and makes available information about Africa, the Caribbean, and U.S. policies in those areas. Randall J. Robinson is executive director.

Southern African Development Coordination Conference

\$50,000

The Southern African Development Coordination Conference (SADCC) is an association of nine Southern African countries — Angola, Botswana, Lesotho, Malawi, Mozambique, Swaziland, Tanzania, Zambia, and Zimbabwe — dedicated to improving their economies by increasing their own economic interdependence and correspondingly decreasing dependence on South Africa. Among other activities, SADCC promotes public awareness of the benefits of diverse international trade among independent, majority-ruled countries. It also publishes the *Southern African Economist* magazine. In 1988, it commissioned a group of African communications specialists, including journalists, from throughout the region to assess the state of public awareness of SADCC in member countries and to recommend effective strategies for improving public understanding of SADCC's role. This seven-month grant funded a conference, held in early 1989 in Botswana, which was attended by journalists and by representatives of government information ministries, all major newspapers, national broadcasting services, and nongovernmental education agencies.

Discretionary Grants

<i>Council on Foreign Relations</i> , for seminars on poverty and development in southern Africa, based on the final report of the Second Carnegie Inquiry into Poverty and Development in Southern Africa	\$25,000
<i>International Development Conference</i> , toward public education about international development	\$25,000

<i>University of Pennsylvania</i> , for research, lecturing, writing, and consulting on adult literacy in Nigeria by Joseph T. Okedara	\$25,000
<i>WGBH Educational Foundation</i> , toward development of an educational television series and course on Latin America and the Caribbean	\$25,000
<i>The Africa Fund</i> , for a television program and videocassette based on the final report of the Second Carnegie Inquiry into Poverty and Development in Southern Africa	\$24,755
<i>U.S. Committee for Worldwide 2000</i> , toward public education about international development	\$23,310
<i>Yale University</i> , toward distribution in Africa of <i>Decolonization and African Independence: The Transfers of Power, 1960-1980</i> , and <i>The Transfer of Power in Africa: Decolonization, 1940-1960</i>	\$7,500

South Africa

Phelps-Stokes Fund	\$150,000
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Displacement of young black South Africans from their homes into refugee camps in neighboring countries is one consequence of the political unrest in South Africa. In 1984, shortly after he was named Nobel Peace Laureate, Archbishop Desmond Tutu established the Bishop Desmond Tutu Southern African Refugee Scholarship Fund with part of his prize money. Organized and administered by the Phelps-Stokes Fund, the scholarship fund is helping refugee students from South Africa continue their education in the United States. It secures tuition waivers from American colleges and universities and oversees the selection and placement of candidates from refugee centers in southern African countries. A 1987 Corporation grant contributed to the scholarship fund's administrative budget. This two-year grant continues that general support and also supports an intensive fund-raising drive now in progress, directed primarily at private donors. If the drive's initial results hold, it is expected that the fund will become self-supporting within two years.

University of Cape Town	\$100,000
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The University of Cape Town has made substantial efforts to open its doors to all South Africans, without regard to race or ethnicity. Its black student population has doubled during the past six years, and in the 1988-89 academic year, 23 percent of the university's 13,000-member student body was black. Like all universities in South Africa, the University of Cape Town receives most of its funding from the state. The state, however, does not cover the costs of students admitted with lower levels of income or academic achievement, categories that include a large number of black students. The unrecovered costs for the university resulting from increasing black enrollment are considerable: in addition to scholarships and stipends for

books and basic living costs, these include new dormitory space for students unable to afford housing off-campus, funding for supplementary academic support, research on alternative admissions criteria, and counseling on academic and social issues. This one-year grant is helping the university defray those costs.

Black Lawyers' Association Legal Education Centre

\$75,000

The Black Lawyers' Association Legal Education Centre is the singular black-run fellowship and continuing education program for black lawyers in South Africa. It provides a range of services that address the academic and professional needs of black law students, attorneys, and advocates in that country. These include tuition assistance for law students, a practical legal skills course for apprentice lawyers, and trial advocacy training for established lawyers, with the help of experts from the United States. The center also publishes the quarterly *African Law Review*, a forum for scholarly and practical writing on the legal and professional issues encountered by black lawyers. This three-year grant extends the Corporation's support, which has been continual since the center's establishment in 1983.

Educational Opportunities Trust

\$75,000

The Educational Opportunities Trust, directed by Mokgethi Motlhabi, is the only significant black-led scholarship recruitment and selection body in South Africa. Its range of programs has expanded steadily since its creation some eight years ago. Two prior Corporation grants helped members of the trust design the recruitment and selection procedures for a new kind of fellowship to assist development of black leadership in organizations based in South Africa's black communities. The Career Development Fellowship Program brings black South Africans from a variety of nongovernmental organizations to U.S. campuses for three to six months of individually tailored nondegree study and practical experience in fields of their choosing. The fellowships are designed to increase the professional skills and personal confidence of people recognized as emerging leaders in their communities and their professions. With support from the Corporation, the trust places and monitors the fellows in the U.S. and solicits new offers of tuition waivers and mentors on U.S. campuses. This eighteen-month grant is enabling the trust to continue recruiting, selecting, and orienting the career development fellows.

Princeton University

\$29,000

Recommendations in the recently released report of the Second Carnegie Inquiry into Poverty and Development in Southern Africa highlight the critical need for well-trained leaders to deal with the economic consequences of redistributing political power and resources in post-apartheid South Africa. This one-year grant supported advanced training in economics at Princeton University for Vusumuzi Khanyile, who is active in promoting economic and alternative education programs in South Africa. Khanyile was instrumental in establishing the Soweto Parents

Committee and the National Educational Crisis Committee, both directed at strengthening access to education for the black population of South Africa. He was recently appointed special assistant to Stuart Saunders, vice-chancellor of the University of Cape Town. From that position, Khanyile will be able to pursue the development of programs that concentrate on improving the equitable allocation of resources in South Africa, with particular emphasis on the need for improved alternative education programs. He studied at Princeton from February to July 1989.

Discretionary Grants

<i>Archdiocese of Cape Town, toward a news service</i>	\$25,000
For dissemination in the United States of the outcomes of the Second Carnegie Inquiry into Poverty and Development in Southern Africa	\$16,000*

* Administered by officers of the Corporation

Avoiding Nuclear War

The objectives of this program are to encourage recognition that the threat of nuclear war poses the necessity of transforming the way humanity handles international conflict; to support the scholarly search for the ideas and understanding needed to reduce the chances of nuclear war in the short run, and, if possible, to eliminate it in the long run; and to encourage continuing interaction between scholars and the policymaking community in the service of these goals. Grants emphasize independent, science-based scholarship to develop new information and ideas; they also support selected projects communicating the results of scholarly work to the American public.

The first phase of the Corporation's program entailed a limited number of relatively large grants to universities and other institutions with a strong multidisciplinary approach to the study of international security, arms control, the Soviet Union, and U.S.-Soviet relations. The Corporation does not anticipate making many more grants for programs of this kind. The current program supports research and analysis on selected problems with particular bearing on the avoidance of nuclear war which, because of their complexity or technical difficulty, require attention and clarification by the most competent experts independent of government. Given the changes in the international climate that have occurred, it is likely that the program will support work designed to suggest ways of consolidating opportunities for institutionalizing U.S.-Soviet and multinational cooperation in the prevention of war and the resolution of conflicts.

The program does not support school or college curricula or projects, nor does it generally consider support of work at institutions outside the United States.

Duke University

\$606,000

While General Secretary Mikhail Gorbachev continues to push new programs aimed at reforming the Soviet Union's economic, political, and social institutions, many U.S. scholars believe the United States is ill-equipped to comprehend and anticipate the changes taking place there. To improve U.S. understanding of the transitions under way, Duke University recently created the Center for East-West Trade, Investment, and Communications. Directed by Jerry F. Hough, a professor of political science at Duke and an expert on Soviet domestic politics, the center focuses on the political underpinnings of the reforms by which the Soviet Union opens itself to the outside world. Its current priority is to improve U.S. scholarship on the non-Russian Soviet nationalities and republics, whose recent questioning of their relationship to Soviet authority represents a pressing issue for Soviet leadership. Under this three-year grant, the center is holding annual workshops for specialists on the Soviet Union from throughout the United States to discuss multicandidate elections and popular fronts that have arisen among a number of nationalities and republics and other issues. Each workshop will result in a book. Additional activities of the center are supported by the John D. and Catherine T. MacArthur Foundation.

National Academy of Sciences

\$600,000

This three-year grant supports the National Academy of Sciences' Committee on International Security and Arms Control (CISAC), founded in 1980 to explore the physical and biological aspects of nuclear war. The committee conducts studies and produces reports on scientific and technical issues relevant to international security and arms control; provides advice and recommendations to policymakers and the public; promotes interest in the issues among U.S. scientists; and holds formal discussions with similar organizations in other countries. At the core of the committee's activities is a continuing program of unofficial meetings on issues relevant to international security and arms control, held semiannually with a comparable committee of Soviet scientists representing the Soviet Academy of Sciences. Both committees are composed of distinguished scientists and experts in security and arms control. CISAC is chaired by Wolfgang Panofsky, director of the Stanford Linear Accelerator Center. The Soviet committee is headed by Roald Z. Sagdeyev, former director of the Institute on Space Research of the Soviet academy. The John D. and Catherine T. MacArthur and the W. Alton Jones foundations also support CISAC.

National Academy of Sciences

\$450,000

Paralleling the National Academy of Sciences' Committee on International Security and Arms Control is the Committee on the Contributions of Behavioral and Social Science to the Prevention of Nuclear War, which was established by the academy in 1985 to improve understanding of the cultural, institutional, political, and cognitive

processes involved in causing or preventing conflict. The committee includes scientists and scholars in the fields of psychology, social psychology, political science, anthropology, sociology, organizational behavior, cognitive science, economics, history, and Soviet and other regional studies. It is cochaired by Charles L. Tilly, Distinguished Professor of Sociology and History at the New School for Social Research, and Herbert A. Simon, a Nobel laureate in economics and professor of psychology at Carnegie Mellon University. Paul C. Stern, a social psychologist with expertise in the field, is study director for the committee. The committee publishes scholarly reviews on relevant topics; holds briefings and seminars for the academic and policymaking communities; engages in cooperative research activities with Soviet scholars; and conducts annual workshops aimed at encouraging new lines of research, with written summaries distributed to the government leaders. The Corporation made an initial grant to this project in 1987. This two-year grant has been matched by the John D. and Catherine T. MacArthur Foundation.

Henry L. Stimson Center

\$300,000

Multilateral negotiations on conventional forces in Europe and on the elimination of chemical weapons have received relatively little scholarly attention in the United States, where the main emphasis has been on nuclear weapons negotiations between the superpowers. Michael Krepon, formerly a senior associate at the Carnegie Endowment for International Peace, is using this two-year grant to organize a study group of government and independent specialists and a continuing series of seminars on verification of compliance with agreements concerning chemical weaponry and conventional forces in Europe. He and his colleagues are investigating, identifying, and publicizing various approaches to verification of compliance. One such possibility is the creation of "data centers" to receive and review information on troop movements; another is the use of observation satellites by a newly formed international agency. While directing the study group, Krepon and Barry M. Blechman, president of Defense Forecasts, a defense consulting firm, established a new nonprofit organization, the Henry L. Stimson Center, to pursue policy research and public education on arms control and other international security issues.

Harvard University

\$294,000

The Harvard Negotiating Project was established in 1979 to develop and disseminate improved methods of negotiation and mediation. In 1984, staff scholars began to address the problem of U.S.-Soviet negotiation processes. They intend to produce a conceptual framework for improved negotiation and to formulate guidelines for conduct by which the two powers might work out their differences without ignoring their national interests. Their work over the past few years has resulted in the publication of several articles and a book, *Getting Together: Building a Relationship That Gets to Yes*, by Roger Fisher and Scott Brown. This two-year grant is contributing toward development of the guidelines that may help restructure the existing process of U.S.-Soviet negotiations. In the next phase, the scholars will

collaborate with Soviet experts on negotiation and U.S.-Soviet relations through exchanges, joint research and training, meetings, and further publications. The project is directed by Roger Fisher, a professor at Harvard Law School.

Lawyers Committee for Human Rights

\$250,000

As the Soviet Union embarks on a comprehensive program of economic, political, and legal reforms aimed at opening up and revitalizing Soviet society, members of the American media and the academic and policymaking communities have been paying close attention. The means by which the Soviets are carrying out these reforms remain largely obscure to Western observers, however. This two-year grant is supporting a project of the Lawyers Committee for Human Rights to monitor and assess the process and implementation of Soviet legal reform, which is an integral component of the Soviet plan for restructuring, known as *perestroika*. The project has two complementary objectives: to engage Soviet officials, lawyers, and scholars in an exchange of information and views with U.S. judges, lawyers, and legal scholars and to monitor and prepare periodic written assessments of revisions in the Soviet legal system. Two annual conferences will be held, alternately in the U.S. and the Soviet Union, and reports of the results will be published in English and Russian.

Harvard University

\$227,000

The complex politics of the Western alliance and the history of U.S.-Soviet relations suggest that achieving reductions in conventional forces in Europe will be a lengthy and uncertain undertaking. This uncertainty has led informed observers to suggest a system of confidence- and security-building measures aimed at enhancing European security through unilateral or negotiated agreements. The measures being recommended originated in Stockholm in the 1986 follow-up to the 1975 Helsinki Conference on Security and Cooperation in Europe, which provided for advance notification of military maneuvers and allowed each side a specific number of on-site challenge inspections of the other side's military activities. Following the meeting in Stockholm, Robert Blackwill, then a lecturer in public policy at the John F. Kennedy School of Government, collaborated with the directors of Harvard University's Avoiding Nuclear War Project on a new program, "Confidence and Security Building Measures in Europe," involving informal joint U.S.-Soviet exploration of the full range of such measures. This grant is supporting the program in its first year, during which scholars from the U.S. and the Soviet Union will meet to identify areas of agreement and controversy and to assess the potential of the measures to reduce the risk of war. Graham T. Allison, Jr., a director of Harvard's Avoiding Nuclear War Project, heads the program.

Council on Foreign Relations

\$208,000

In 1987 the Council on Foreign Relations began a two-year Corporation-supported project aimed at assessing East-West relations and exploring the prospects for long-

term improvement in U.S.-Soviet relations. At the time the project was initiated, General Secretary Mikhail Gorbachev had been in office for about two years, and his program of modernization and revitalization of Soviet politics, economy, and society had just begun. Directed by Michael E. Mandelbaum, senior fellow for East-West relations at the council, the project has examined aspects of Gorbachev's new policies and their implications for U.S.-Soviet relations in the areas of arms control, the international economy, and the politics of the Western alliance. A series of meetings, study groups, and conferences has led to the publication of three books and several articles. This grant renews Corporation support for three more years as Mandelbaum and his colleagues evaluate the evolving changes in Soviet policy and society and their implications for U.S. foreign policy. Specific areas of inquiry are shifts in Soviet security policy that have occurred in the Gorbachev era; the new directions in Soviet foreign policy; the likely futures of Eastern European countries; and the effects on East-West relations of growing nationalist sentiment within the Soviet republics.

Nuclear Control Institute**\$200,000**

Studies of nuclear proliferation point to the danger that a number of countries as well as terrorist groups might become members of the "nuclear club." These studies suggest that the policies and practices of nuclear nations may not be stringent enough to prevent others from acquiring atomic bombs. Knowledge of how to assemble a fission bomb is fairly widespread, but production of weapons-grade plutonium or enriched uranium is difficult without technical assistance and equipment from the current nuclear powers. The Nuclear Control Institute, established in 1981 to bring attention to nuclear proliferation and to develop strategies for preventing the spread of nuclear weapons, has received two previous Corporation grants, one for establishment of the International Task Force on Prevention of Nuclear Terrorism. This two-year grant supports the institute's efforts to broaden its nonproliferation agenda by including consideration of the threats posed by the production and transport of nuclear materials. Under its Nuclear Oversight Project, research and analysis, monitoring, and public outreach and education are being conducted on security problems at plutonium processing and fabrication plants and on the protection of plutonium air shipments from terrorist attacks and plane crashes. The project is directed by Paul L. Leventhal, president of the institute.

Princeton University**\$200,000**

Since 1987 the Corporation has supported the work of Princeton University's Program on Nuclear Policy Alternatives, headed by physicist Frank von Hippel and political scientist Harold A. Feiveson. The program endeavors to assess the value of moving to a "minimum deterrence" regime, involving dramatically reduced numbers of nuclear weapons to be used only in response to first use by others. The regime would also entail reduced, balanced, and defensively structured conventional armed forces. Von Hippel, Feiveson, and their colleagues are working

out the analytic and technical basis for this type of regime, to ensure its stability and verifiability. They have produced a set of studies on ways of cutting off the production of weapons-grade nuclear materials, of reducing the chances of diverting civilian nuclear production to military uses, and of stopping weapons testing to inhibit the development of new weapons and to reduce the incentives and capacity for proliferation. The studies thus far have been combined into a book titled *A Nuclear Quarantine*. This grant supports the program for another two years. Other funds have been contributed by the John D. and Catherine T. MacArthur Foundation and the Rockefeller Brothers Fund.

Social Science Research Council

\$199,500

During the two decades preceding Mikhail Gorbachev's leadership of the Soviet Union, American scholarship on Soviet domestic politics declined. Senior scholars and specialists turned their attention to other areas of Soviet studies, and the number of graduate students entering the field dwindled. Now, at a time of significant changes in the Soviet Union and in U.S.-Soviet relations, the need for experts on Soviet domestic politics is more critical; yet the human resources available to do serious analysis and interpretation of Soviet internal developments are inadequate. This two-year grant renews a previous Corporation grant in support of annual summer workshops on Soviet domestic politics staged by the Joint Committee on Soviet Studies of the Social Science Research Council and the American Council of Learned Societies. The workshops bring together young scholars and advanced graduate students in various social sciences for two weeks of intensive study and discussion with senior scholars in an effort to revitalize the field and develop a network of specialists. Two workshops have been held to date. The upcoming workshops will result in a collection of original papers, published annually by the council, titled *New Research on Soviet Politics and Society*.

Henry L. Stimson Center

\$158,200

Almost one-third of the world's nuclear warheads are assigned to naval forces. Despite the Incidents at Sea Agreement negotiated by the United States and the Soviet Union in 1972, numerous minor confrontations between U.S. and Soviet ships in international waters — where they often operate under more ambiguous circumstances than do comparable land-based forces — suggest that smaller conflicts or misunderstandings at sea could lead to full-scale nuclear war. This one-year grant supports a study of naval arms control by the Henry L. Stimson Center, an organization recently established to pursue public policy research and public education on arms control and other international security issues. The center is codirected by Michael Krepon, formerly a senior associate at the Carnegie Endowment for International Peace, and Barry M. Blechman, president of Defense Forecasts, a defense consulting firm. Krepon, Blechman, and their colleagues are assessing the risks of conflict stemming from U.S. and Soviet military operations on the high seas and from the proliferation of maritime forces incorporating advanced technologies in regions of the Third World. They are trying to identify the maritime

activities that countries consider most threatening and derive a set of objectives for arms control negotiations. They will then attempt to devise and assess improved types of agreements through which nations might cooperate to forestall these dangers. The study will result in a book and in a briefing that will be offered to key government officials and academics, policy researchers, and the general public.

Helsinki Watch

\$100,000

The emergence of thousands of new citizens' clubs, associations, and organizations throughout the Soviet Union — which has long suppressed free assembly — is one of the more striking new developments there. Official Soviet sources confirm that some 30,000 new citizens' groups have formed in the country during the past two years, while unofficial estimates indicate hundreds of thousands, ranging in interests from recreation to politics. Helsinki Watch, an independently incorporated component of Human Rights Watch and a member of the International Helsinki Federation for Human Rights, has begun establishing links with some of these groups. This two-year grant builds on a 1988 discretionary grant from the Corporation allowing Helsinki Watch to expand its program on human rights in the Soviet Union. The funds are allowing Helsinki Watch to monitor and report on the new clubs and associations in the Soviet Union and to hold briefings for selected U.S. citizens, including journalists, who are traveling to the Soviet Union and wish to meet group members. This grant also supported a delegation of lawyers sent by Helsinki Watch to the Soviet Union in January 1989 to complete research for a separate report on current legal reforms and their effect on human rights.

American Academy of Arts and Sciences

\$50,000

In September 1985 the University of Copenhagen convened an international symposium on "The Challenge of Nuclear Armaments," dedicated to Niels Bohr, who was one of the first scientists to recognize the grave problems posed by nuclear weapons and who called for international openness and cooperation among scientists. The symposium was aimed at promoting an international dialogue on questions of nuclear arms and global cooperation. Events in the Soviet Union since 1985, along with the growing need for nations to address global problems, have created opportunities for Soviet intellectuals to express themselves more freely and prompted organization of a second symposium, held in Copenhagen in May 1989. The objective of the Second Niels Bohr Symposium, "Global Issues in an Open World: From Confrontation to Cooperation," was to engage the world's leading scientists, scholars, and members of state in a comprehensive and frank discourse on the political, moral, and philosophical aspects of global challenges — aspects that can now be addressed in a climate of greater openness. This one-year grant funded U.S. participation in the symposium. It was cosponsored by the University of Copenhagen and the American Academy of Arts and Sciences and involved approximately 100 participants from around the world.

Opinion polls indicate that most Americans believe it is United States policy to use nuclear weapons only in response to their first use by others. In fact, the U.S. has declared that it will use nuclear weapons first if its forces are at a conventional disadvantage. The nine-member Security Options Project, formed under the auspices of the Center for Education on Nuclear War, is dedicated to U.S. adoption of a policy forbidding the first use of nuclear weapons. The project was stimulated by Robert S. McNamara, McGeorge Bundy, George F. Kennan, and Gerald Smith, all former senior security and diplomatic officials. This grant renews Corporation support of the study group over a period of six months as it seeks to disseminate information about viable alternatives to current American nuclear policy. This grant specifically supports the drafting of a memorandum and a longer "briefing book" to President George Bush and his key aides making the case for a fundamental review of nuclear war plans and options.

Discretionary Grants

<i>American Academy of Arts and Sciences</i> , as a final grant toward workshops on conventional force restructuring and arms control	\$25,000
<i>American Committee on U.S.-Soviet Relations</i> , toward periodic assessments of the state of U.S.-Soviet relations	\$25,000
<i>Atlantic Council of the United States</i> , toward planning a U.S.-Soviet project on the future of U.S.-Soviet relations in a pluralistic world	\$25,000
<i>Center for Education on Nuclear War</i> , for support of a study group on U.S. policy on the use of nuclear weapons	\$25,000
<i>Center for Foreign Policy Development</i> , toward a series of U.S.-Soviet meetings on European security	\$25,000
<i>Defense Forecasts</i> , for a study of naval arms control	\$25,000
<i>Institute for East-West Security Studies</i> , toward an international volume of essays on conventional arms control	\$25,000
<i>International Institute for Applied Systems Analysis</i> , toward research on the process of international negotiations	\$25,000
<i>University of Maryland Foundation</i> , toward planning research on the history of Soviet nuclear weapons programs and policies	\$25,000
<i>Natural Resources Defense Council</i> , toward a U.S.-Soviet study of verification of naval nuclear weapons arms control agreements	\$25,000

<i>Pugwash Conferences on Science and World Affairs</i> , toward a workshop on accidental nuclear war	\$25,000
<i>Search for Common Ground</i> , toward support of a U.S.-Soviet task force on terrorism	\$25,000
<i>University of Wisconsin-Madison</i> , toward research and writing on enforcement of nuclear export controls	\$25,000
<i>Brookings Institution</i> , for research and writing on international relations by Harold H. Saunders	\$24,000
<i>Villanova University</i> , for planning a joint U.S.-Soviet commission on political reforms in the U.S.S.R.	\$21,100
<i>Johns Hopkins University</i> , for planning a U.S.-Soviet research project on conflict resolution in Third-World regional conflicts	\$13,500

Improved Communication between Scholars and Policymakers

Aspen Institute for Humanistic Studies **\$550,800**

With Corporation support, the Aspen Institute for Humanistic Studies has been helping to develop a cadre of congressional members with a strong working knowledge of Soviet affairs. The premise of the project is that an understanding of the Soviet Union is vital for congressional leaders who make decisions about U.S. foreign policy. Directed by former Senator Dick Clark, senior fellow at the institute, the project encompasses a broad spectrum of conferences, breakfast meetings, and publications. The conferences are held approximately twice a year, bringing key House and Senate members from both parties and a number of West European parliamentarians together with leading Western specialists on the Soviet Union and U.S.-Soviet relations. To date the project has sponsored five conferences and eight breakfast meetings. This grant supports the project for another year. Michael E. Mandelbaum, a senior fellow for East-West Relations at the Council on Foreign Relations, serves as assistant director of the project.

American Association for the Advancement of Science **\$350,000**

Questions of scientific fact and judgment are central to most public and policy discussions about nuclear weapons. In 1981 the American Association for the Advancement of Science (AAAS) created the Committee on Science, Arms Control, and National Security to explore and develop effective approaches to conflict resolution, the control of nuclear weapons, and the improvement of national security. With Corporation support, the AAAS has sought to improve understanding of the scientific and technical aspects of arms control issues among the public and policymakers through three kinds of activities: an annual colloquium on science, arms control, and national security; a series of seminars for members of Congress and their staffs at which technical and policy specialists provide information on

arms control and security issues; and a series of publications, including books, monographs, and issue papers, analyzing and explaining nuclear arms control and security issues. This two-year grant supports continuation of these activities.

Education of the Public

Scientists' Institute for Public Information

\$500,000

Since 1985 the Corporation has supported the National Security Program of the Scientists' Institute for Public Information. The project endeavors to improve the news media's coverage of scientifically and technically complex issues relevant to national security and thereby enhance public understanding. The institute's Media Resource Service, which offers journalists free referrals to appropriate scientists, has become a well-established "source of sources" for print and broadcast media. The institute also identifies national and international security specialists for possible television appearances, holds meetings between security specialists and representatives of media organizations, and initiates outreach efforts to commercial and independent television companies to urge that more attention be paid to security and arms control issues. Among recently added services are a videotape referral service, created in 1988 to locate visual material for television journalists on defense-related topics in science and technology, and a defense writers' group, composed of thirty-six of the nation's leading Pentagon reporters who meet an average of twice monthly in Washington, D.C., for discussions with top military and national security experts. Also recently initiated is a series of dinner discussions, held in different cities, that bring local television correspondents together with security experts and public officials to discuss key defense issues. This two-year grant supports continuation and further expansion of the institute's media project.

Nuclear Times

\$330,000

Nuclear Times is a bimonthly journal that covers the activities of nongovernmental peace and arms control groups and reports on issues of interest to them. It employs a staff of editors and reporters whose background is in popular journalism and who are able to render complex material comprehensible to the lay person. It provides an outlet for analyses, opinions, findings, and news about national security. A 1986 Corporation grant enabled the journal to increase its coverage of the arms control and security work of university scholars and analysts, in an effort to help bridge the gap between scholars and the general public. That grant also enabled *Nuclear Times* to incorporate newsletter information from eight major peace and arms control organizations, to save the organizations money and effort and increase the magazine's readership. Since then, *Nuclear Times* has redesigned its format, contracted with a distributor to place the magazine in bookstores, and increased its subscriptions from 30,000 to about 65,000, with an estimated total readership of 130,000. This three-year grant provides continued support to the nonprofit publication, which relies on contributions for approximately three-fourths of its operating expenses. Other funders include the Rockefeller Family

Associates, the Rockefeller Family Fund, and the John D. and Catherine T. MacArthur, General Service, and Winston foundations.

Fund for Peace

\$300,000

The National Security Archive, a project of the Fund for Peace, is a library and research facility whose purpose is to collect, index, analyze, house, and make available to research centers and scholars contemporary declassified and unclassified U.S. government documents pertaining to national and international security policy. Created by former *Washington Post* reporter Scott Armstrong, the archive also negotiates and litigates on behalf of individuals and organizations seeking material that the staff would like to add to its collection. This one-year grant builds on previous Corporation support and is intended to help sustain the archive until revenue from sale of the information is sufficient to cover its operating costs. The Ford and John D. and Catherine T. MacArthur foundations also support the archive.

WGBH Educational Foundation

\$250,000

This eighteen-month grant is contributing toward production of a four-part public television series on the Soviet Union, tentatively titled *Inside Gorbachev's U.S.S.R.* The writer and host of the series is C. Hedrick Smith, a two-time Pulitzer Prize winner and former Moscow bureau chief for the *New York Times*. The producer is Emmy award winner Martin Smith, who previously produced a program on Soviet science for the television series *NOVA*. *Inside Gorbachev's U.S.S.R.* will explore the social, economic, cultural, generational, and demographic forces that are now reshaping contemporary Soviet society. The segments will feature a political biography of Mikhail Gorbachev and the clash between those who advocate his policy of "restructuring," or *perestroika*, and those who resist change; the effects of *glasnost*, which has given a new role to public opinion in the Soviet Union; Soviet attempts to shift from a command-driven economy to one that is more responsive to demand; and the tensions that exist between communism, nationalism, and religion. Gostelradio, the Soviet state television and radio authority, has agreed to provide full logistical support during shooting in the Soviet Union. The series is scheduled for completion by early 1990 and will be aired nationally over the Public Broadcasting Service. Additional funds have been contributed by the W. Alton Jones and other foundations.

American Civil Liberties Union Foundation

\$200,000

The Center for National Security Studies is a joint project of the American Civil Liberties Union Foundation and The Fund for Peace. Established in 1974 by Morton H. Halperin, director of the Washington, D.C., office of the American Civil Liberties Union, the center conducts a program of research, litigation, and public education to promote the right of American citizens to obtain and publish information related

to national security. At the request of Congress, the center helped strengthen the provisions of the Freedom of Information Act in 1974. It has since brought suit, or assisted others in litigation, to enforce or clarify aspects of the act. The center also provides materials and training for individuals wishing to obtain information under the act, works to remove impediments to the flow of information and ideas into and out of the United States, and helps individuals resist government efforts to limit the dissemination of scientific information it considers "unclassified but sensitive." The Corporation has supported the center since 1984. This two-year grant joins funds contributed by the John D. and Catherine T. MacArthur Foundation.

Educational Foundation for Nuclear Science

\$200,000

The *Bulletin of the Atomic Scientists*, published ten times a year by the Educational Foundation for Nuclear Science, focuses on the prevention of nuclear war. Founded in 1945 by scientists who worked on the Manhattan Project and who were convinced that only an informed public could prevent nuclear war, the *Bulletin* provides comprehensive coverage and analysis of nuclear issues and more general problems of global security, translating the scientific and technical aspects of these subjects into readable text and placing them in a broader political context. The magazine is widely praised for its editorial quality and influence, but its circulation has been dropping in recent years, particularly since 1985, when U.S.-Soviet relations began to show signs of improvement. A discretionary grant from the Corporation, made early in fiscal 1989, enabled the *Bulletin's* board to hire marketing specialist Michael Michaelson to develop a marketing plan and begin laying the groundwork for implementation. The two-year grant supports implementation of the marketing strategy, which includes a direct-mail campaign, targeted promotional efforts, and advertising. The goal is to increase the *Bulletin's* base of subscribers by 65 percent by the end of 1991.

Discretionary Grants

<i>Educational Foundation for Nuclear Science</i> , for a marketing strategy for the <i>Bulletin of the Atomic Scientists</i>	\$25,000
<i>Northwest Media Project</i> , toward a radio series on nuclear proliferation	\$25,000

U.S.-Soviet Cooperative Projects

University of California, San Diego

\$350,000

In 1985 representatives of the Corporation met with officials of the Soviet Academy of Sciences in Moscow to discuss the use of computers in early elementary education. Both the U.S. and the U.S.S.R. seek to exploit new information technologies to bring a higher proportion of their populations into full participation in the

technological age. Corporation staff concluded that collaborative research projects could draw constructively on the strengths each side brings to the problem, while setting an example of the potential benefits of cooperation between the two societies. Between 1985 and 1988 the Corporation made several small grants in support of the early phases of the U.S.-Soviet exchange. A 1988 grant to the University of California, San Diego, formally launched the collaboration. This grant extends that support for another year. The exchange is coordinated by Michael Cole, who directs the Laboratory of Comparative Human Cognition at the university, and by Alexandra Belyaeva, director of the communications laboratory of the Soviet academy's Institute of Psychology. Staff members from both sides have made reciprocal visits to observe children using computers for education; similarly, children from the two countries have communicated with one another by computer and played a role in each other's learning. Papers based on the observations of the Americans and Soviets have been produced and are being used as the basis for further joint work to improve the design and application of educational software.

**United Nations Association
of the United States of America**

\$300,000

Under General Secretary Mikhail Gorbachev, the Soviet Union has professed increased awareness of the need for multilateral approaches to global security and for increased emphasis on the role of the United Nations in resolving regional conflicts around the world. The United Nations Association of the United States of America has launched a project to explore multilateral security options for the U.S. and the Soviet Union and to examine the possibilities for enhancing the role of the United Nations as a central mechanism for managing conflict. Called "Rethinking Multilateral Security: Laying the Groundwork for U.S.-Soviet Cooperation at the U.N.," the project is pursuing three related activities: U.S.-Soviet dialogue, research, and publication on the United Nations; nationwide public outreach programs in the U.S. and the Soviet Union; and a model United Nations exchange program. This three-year grant is supporting the first. With the Soviet United Nations Association, the American arm is assembling a group of American and Soviet experts on arms control, security issues, and international affairs to examine specific proposals for enhancing the effectiveness of the United Nations in key areas of its work. A joint Soviet-American book on the future of the United Nations and of multilateral security efforts will result.

Stanford University

\$295,000

The International Strategic Institute at Stanford University since 1984 has been developing a project to further peace and cooperation in the Asian-Pacific region, drawing on the resources of the institute's two constituent programs, Stanford University's Center for International Security and Arms Control and the Northeast Asia-United States Forum on International Policy. In 1987 the institute, which is chaired by John W. Lewis, a professor of Chinese politics at Stanford, signed a formal agreement with the Soviet Academy of Sciences' Institute of Far Eastern

Studies to promote scholarly and official exchanges and joint study of Asian security needs. This three-year grant supports the institute's work with the Soviet organization. It specifically funds Lewis's participation in the project. It also funds a visiting Soviet fellow each year, the training of younger U.S. scholars in Soviet affairs, and a series of meetings between U.S. and Soviet participants.

Princeton University

\$250,000

Improvements in the political climate between the U.S. and the Soviet Union have facilitated joint initiatives in areas where collaborations had hitherto been considered impossible. Scientific and scholarly exchanges between the two nations on security-related matters have evolved from a general exchange of views to joint research and analyses of concrete issues. In response to these freer conditions, U.S. and Soviet scientists have introduced *Science and Global Security*, an international journal providing high-quality scientific analyses of arms control, security matters, and global environmental issues. The quarterly journal was developed by Frank von Hippel and Harold A. Feiveson, respectively a physicist and a political scientist at Princeton University, and Roald Sagdeyev, former director of the Institute for Space Research of the Soviet Academy of Sciences. The editorial staff encourages articles by scientists from the U.S., the Soviet Union, and other Eastern- and Western-bloc countries. The journal is published in English by Gordon and Breach Science Publishers and will be published in Russian by Nauka, the official publisher of the Soviet Academy of Sciences. This two-year grant supports the technical and copy editing needed to make the Soviet articles accessible to Western audiences and a series of workshops that will result in joint U.S.-Soviet articles on policy-relevant technical issues.

International Peace Academy

\$150,000

One of several paths that could lead to nuclear war is escalation of a regional crisis in the Third World into a superpower conflict. This two-year grant supports a series of workshops on regional security issues organized by the International Peace Academy, a nongovernmental, independent organization that has been engaged since 1970 in finding new policy options to prevent, mitigate, and resolve conflicts in the Third World. The workshops will be convened annually, bringing together representatives from the academy, the Soviet Institute of World Economy and International Relations, other Soviet institutions, and Third World countries. The meetings, held alternately in the U.S. and the Soviet Union, are aimed at enhancing understanding of conflicts in the Third World, facilitating communication between the U.S. and the Soviet Union on Third-World problems, exploring the potential benefits of multilateral diplomacy, and identifying possible third parties to mediate disputes. Results of discussions will be published and disseminated widely in the U.S., the Soviet Union, and countries in the Third World.

Discretionary Grants

<i>National Academy of Sciences</i> , for exchanges on health issues between the Institute of Medicine and the Soviet Academy of Medical Sciences	\$25,000
<i>American Committee on U.S.-Soviet Relations</i> , for meetings between U.S. and Soviet legislators	\$23,500
<i>Harvard University</i> , toward a Nieman Fellowship for Soviet journalist Vladimir Voina	\$15,000

Other

Pugwash Conferences on Science and World Affairs **\$150,000**

In 1957, in response to a manifesto written by Albert Einstein and Bertrand Russell, leading scientists, scholars, and other public figures from throughout the world gathered in Pugwash, Nova Scotia, to discuss possible methods for bridging national differences and finding solutions to the nuclear threat. That meeting led to the creation of the Pugwash Conferences on Science and World Affairs, which has since become a trusted vehicle for private contacts between scientists and other key figures throughout the world. The organization holds an annual meeting coupled with five or six yearly workshops and symposia on selected topics of particular importance. For many years Pugwash has operated on a modest budget, with its members and governing board contributing their time. Now, with the retirement of Martin Kaplan, its long-time secretary general, and Dorothy Hodgkin, its president, the Pugwash board has recognized that it must turn to a younger generation of scientists who are still active in their disciplines and must be compensated. With this two-year grant, the Corporation joins the John D. and Catherine T. MacArthur Foundation in underwriting administrative costs while Pugwash launches an endowment campaign, which, it is hoped, will financially support the organization within two to three years.

Special Projects

The grants described as special projects support exploration of ideas that fall outside the foundation's four current programs and projects related to but broader than specific program priorities. Some of these are special Corporation-initiated activities, some are projects identified with previous grant programs, and some are projects that promote the foundation's long-standing interest in strengthening the nonprofit sector.

Science Policy

Carnegie Commission on Science, Technology, and Government

\$1,092,701*

The Carnegie Commission on Science, Technology, and Government was set up by the Corporation in 1988 to assess the mechanisms by which the federal government and the states use scientific and technological knowledge in policy and administrative decision making. The twenty-two-member commission, cochaired by Joshua Lederberg, president of The Rockefeller University, and William T. Golden, chair of the New York Academy of Sciences, includes prominent scientists, educators, journalists, attorneys, and political and business leaders. It is spending approximately three to four years determining measures that can be taken by the executive, legislative, and judicial branches of government to interact more effectively with the scientific and technological community. The commission's first report, *Science & Technology and the President*, offered specific recommendations for upgrading the science and technology expertise available to the president and the executive branch. With the help and participation of commission member John Brademas, two meetings have been held with key representatives of Congress to discuss improvements in the channels for providing science information and advice to Congress. A special committee of the commission has since been organized to continue working in that area with an advisory council of members of Congress and the Senate. Three task forces have been established: on judicial and regulatory decision making, climate and energy, and economic performance. Science policy seminars are being organized in Boston, New York, Washington, D.C., Palo Alto, and San Diego, each chaired by a commission member. During the fiscal year 1989, grants were made for the following related projects:

<i>New York University, toward support of a colloquium series on science, technology, and society</i>	\$25,000
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* Administered by officers of the Corporation

<i>Harvard University</i> , for a science policy seminar series	\$15,000
<i>Stanford University</i> , for a seminar series on science, technology, and government	\$10,810
<i>Stanford University</i> , toward support of a conference on economic competitiveness	\$10,000

Strengthening Democratic Institutions

Phelps-Stokes Fund **\$150,000**

In January 1988, the New York State Judicial Commission on Minorities was established by Chief Judge Sol Wachtler of the New York State Court of Appeals to examine, over a two-year period, the status and treatment of minority litigants, lawyers, court personnel, and judges within the New York State Unified Court System. The commission, chaired by Franklin H. Williams, former U.S. ambassador to Ghana and the United Nations and current president of the Phelps-Stokes Fund, will recommend steps the courts can take to eliminate any form of racial and cultural bias found in the court system. A comprehensive final report setting forth the commission's findings, conclusions, and recommendations is being published in January 1990 and will be distributed throughout the unified court system as well as to policymaking bodies, the media, law schools, bar associations, minority professional organizations, and others interested. A previous discretionary grant from the Corporation assisted in launching the commission. This one-year grant is enabling the commission to complete its work and to design a plan for implementing the recommendations. Other contributors include the Rockefeller Family Fund and the Rockefeller, Ford, Edna McConnell Clark, and New York foundations.

NALEO Education Fund **\$100,000**

By United States Census Bureau estimates, the 1980 census did not account for nearly 6 percent of the U.S. Hispanic population. Communities in which significant numbers of Hispanics reside may therefore have lost millions of federal dollars, which are allocated on the basis of the Census Bureau's figures. Hispanics may also be underrepresented when local and state legislative bodies and Congress are reapportioned on the basis of the 1990 census. Many people in the Hispanic community fail to participate in the census count, not realizing the importance of an accurate count and discouraged by educational and language barriers. This one-year grant is supporting efforts by the National Association of Latino Elected and Appointed Officials (NALEO) Education Fund to educate and mobilize the Hispanic community toward full participation in the decennial census. NALEO is organizing a promotional campaign of radio and television spots, holding press conferences and other meetings with representatives of the media, educating elected Hispanic officials about promoting participation among their constituencies, training volunteers and NALEO staff members to assist Hispanics in filling out census forms, producing an instructional videotape, and establishing an information hotline to

answer last-minute questions during the month before the census forms are due. These efforts will be focused primarily in California, New York, Florida, Illinois, and Texas, where 80 percent of the nation's Hispanic population resides. At the conclusion of the project, NALEO will formally evaluate the effectiveness of its efforts.

The Organizing Institute

\$100,000

The Organizing Institute in 1987 developed a model program for training community organizers to encourage voter participation in California. More than 250,000 people, most of them members of minority groups, registered to vote as a result of these efforts. The institute is using this eight-month grant to evaluate the impact of the model project — its strengths, weaknesses, and needed improvements — and to maintain and expand the pool of community organizers. The aim is to determine whether the project's methods of mobilizing community-based organizations to train volunteers within minority communities should be replicated nationally for further voter registration outreach and for other purposes such as health education, community-based naturalization and citizenship education programs, and ongoing training for minority community leaders. The institute's staff is working to maintain and expand the project's network of community-based organizers and trainers and to help those who are interested in finding employment with established community-based organizations.

National Center for Policy Alternatives

\$75,000

Less than 50 percent of those eligible voted in the 1988 presidential elections. According to a poll conducted by the Columbia Broadcasting System and the *New York Times*, the cause most often cited by those who did not vote was failure to register. Many different methods have been proposed for simplifying the registration process: permitting voters to register on election day, allowing them to register by mail, and automatically registering all high school students are several of the possibilities. This one-year grant is funding an effort by the National Center for Policy Alternatives, a nonpartisan organization, to promote improved voter registration legislation among state and local governments. The center is providing technical assistance and establishing a clearinghouse of information for state legislators about existing laws and new initiatives. It issues quarterly reports on current legislation, policy ideas, and new studies. Linda Tarr-Whelan, the center's president and executive director, and staff members are working with the National Association of Secretaries of State and the National Conference of State Legislatures to publicize the various options for election law reform. They are also preparing detailed recommendations for interested state governments. Other funding is provided by the Joyce Foundation.

The Voting Rights Project of the Center for Constitutional Rights has developed a successful strategy for helping black communities obtain redress when their constitutional rights are violated through the biased redrawing of political districts and other illegal actions. The project, based in Greenville, Mississippi, offers *pro bono* legal assistance as it simultaneously trains community members in conducting needs assessments and undertaking litigation to bring their own voting rights challenges — a strategy that has proven effective in securing civil rights for the residents of over fifty communities, mainly in Mississippi. A grant from the Ford Foundation is enabling the project to expand its litigation efforts to communities in Arkansas, Florida, Louisiana, Mississippi, and Tennessee. This one-year grant is supporting two nonlitigation aspects of the expanded project. The first is a series of ten training seminars for attorneys and newly elected black officials designed to buttress their skills in safeguarding the civil rights of their clients and the electorate. The second is a “self-help” guide that documents the project’s model of community-based litigation and training. Copies of the guide will be disseminated widely through Voting Rights Project training sessions, local churches, black bar associations, community action programs, and community-based political networks.

Discretionary Grants

<i>Catticus Corporation</i> , toward a documentary film on the life and legacy of Earl Warren	\$25,000
<i>Harvard University</i> , for planning a center for the study of elected politicians	\$25,000
<i>National Commission on the Public Service</i> , toward support	\$25,000
<i>Southern Regional Council</i> , toward planning technical assistance to develop model redistricting and reapportionment plans for non-southern states	\$25,000
<i>Rutgers University</i> , for planning a symposium on strengthening the leadership capacity of state legislatures	\$23,000
<i>Williams College</i> , toward the publication of papers from a symposium on democratic theory	\$14,000

Conflict Resolution

Emory University \$225,000

Twenty-five major wars are being waged today, nearly all within Third World countries. Under a previous grant from the Corporation, leaders of the Carter Center of Emory University concluded that an international nongovernmental agency could effectively complement the conflict-resolution efforts of the United

Nations and other intergovernmental bodies. This eighteen-month grant supports the early organizational efforts of the center's International Negotiation Network, an association of experts in conflict resolution headed by former U.S. President Jimmy Carter, who is contributing at least 50 percent of his time. The network now consists of a steering committee to develop its overall agenda and will eventually include a series of task forces committed to assessing and helping mediate in specific conflicts. It is intended that all network members meet annually to discuss a theme suggested by the work of the task forces, with each meeting resulting in a published volume of scholarly papers. The early work of the network has involved facilitating premediation efforts in the Ethiopian/Eritrean conflict, a process that has drawn on scholarly and policy communities in Africa, Europe, and North America. Additional support is being provided by the Rissho Kosei Kai Foundation of Japan, the Dana M. Greeley and Ford foundations, and the Norwegian and Swedish governments.

Inter-American Dialogue

\$200,000

The Inter-American Dialogue, first convened in 1982, is an independent nonpartisan group that seeks to improve communication among North American, Latin American, and Caribbean leaders and to stimulate greater policy and public attention to hemispheric problems. It releases several policy statements annually on key issues and generates other publications, background papers, memoranda, and editorials. In 1988 it released its fourth comprehensive report, *The Americas in 1988: A Time for Choice*. Cochairs are Sol M. Linowitz, former U.S. ambassador to the Organization of American States, and Daniel Oduber, former president of Costa Rica. Participants include former government officials and leaders from business, labor, academia, the media, foundations, the military, and religious communities. This grant renews Corporation support for another three years. Among other funders are the Ford, William and Flora Hewlett, John D. and Catherine T. MacArthur, and Rockefeller foundations.

Brookings Institution

\$175,000

Regional and internal conflicts across the continent of Africa considerably impede national development and prosperity. Francis Deng, a Sudanese scholar and diplomat, is using this ten-month grant to develop an agenda for research on conflict and conflict resolution in Africa, bringing together scholars from Africa, Europe, Japan, and the United States. In the project's initial phase, Deng is holding a conference of specialists to review existing research on the issues and to agree upon representative case studies for further analysis. Participants in the conference will also seek to identify and recruit additional scholars from African countries to prepare the studies. A report summarizing the results of the conference and presenting the design for the case studies will result. The ultimate goal is to establish a network of researchers and scholars dedicated to achieving more in-depth understanding of the origins of conflict and factors facilitating its resolution in African countries. This grant builds on previous Corporation support for Deng's

project, which was launched under the auspices of the Woodrow Wilson International Center for Scholars and is now based at the Brookings Institution.

Duke University

\$150,000

A 1988 Corporation grant supported Duke University's Center for International Development Research in its role as secretariat for the International Commission on Central American Recovery and Development. The commission developed an agenda for Central American economic recovery combining internal policy reform with integrated and coordinated assistance from other nations. It was cochaired by Arthur Levitt, Jr., then chair and chief executive officer of the American Stock Exchange and now chair of Levitt Communications, and Sonia Picado, executive director of the Inter-American Institute of Human Rights in Costa Rica and a judge on the Inter-American Court of Human Rights. The commission was made up of forty-seven Central American, North and South American, European, and Japanese members from business, academia, labor, and nonprofit organizations. It issued its report at the final meeting, held in Guatemala in February 1989. Duke University Press published the report the following May and background papers in August. The publications are in both Spanish and English. This fifteen-month grant supported preparation of the report and the final meeting. Task force members are meeting to discuss the report with the presidents and top policy leaders of all Central American countries, with President George Bush and key members of Congress and the executive branch, and with international leaders in Europe, Japan, Latin America, and North America. Other funders include the Ford, John D. and Catherine T. MacArthur, Mary Reynolds Babcock, and Arca foundations.

Discretionary Grants

Duke University, toward dissemination of the report of the International Commission on Central American Recovery and Development \$25,000

Philanthropy and Nonprofit Institutions

The Foundation Center

\$100,000

The Foundation Center was established by the Corporation in 1956 to assemble and maintain a public library of reports, grant indices, and studies from and about foundations. Since its founding it has come to operate full-service libraries in New York, Washington, D.C., Cleveland, and San Francisco and to support a network of 170 affiliated collections in public libraries across the country. It publishes reference books and general titles in philanthropy and sponsors educational programs. To date, the Corporation has made grants totaling \$2,406,000 to the center — \$1,635,000 toward operating support and \$771,000 for special purposes. This two-year grant continues the Corporation's general operating support at the rate of \$50,000 per year. A special 1987 grant from the Corporation enabled the center to

expand its services in a number of ways, including development of new computerized information systems and increased publications, both print and electronic, for fuller listings of current foundations and corporate funders. The center receives support from more than 500 other foundations and corporations nationwide.

Discretionary Grants

<i>Independent Sector</i> , toward a research conference on the nonprofit sector worldwide	\$25,000
<i>Rockefeller University</i> , toward a conference on the role of philanthropy in the 21st century	\$25,000
<i>Council on Foundations</i> , toward 1989 membership support	\$24,700
<i>National Committee for Responsive Philanthropy</i> , toward support	\$20,000
<i>National Charities Information Bureau</i> , toward support	\$15,000
<i>National Charities Information Bureau</i> , toward a review of standards for evaluating charitable organizations	\$10,000
<i>Independent Sector</i> , toward 1989 membership support	\$7,400
<i>New York Regional Association of Grantmakers</i> , toward 1989 membership support	\$7,125
<i>Nonprofit Coordinating Committee of New York</i> , toward 1989 membership support	\$975

Other

Tomás Rivera Center **\$395,000**

This one-year grant renews Corporation support of the Tomás Rivera Center, a national institution that conducts policy studies and discussions on a wide range of issues of concern to Hispanics. Based at California's Claremont University and Graduate School, in a geographic area with the largest Hispanic population in the United States, the center is the hub of a far-reaching network of academicians, policy analysts, staff members of community agencies, government representatives, appointed and elected officials, and members of the corporate and business communities. Arturo Madrid is president of the center. Currently it focuses on education. Particular subjects of study are issues of supply, preparation, and assessment of Hispanic teachers; the implications of immigration and other factors for the educational achievement of children who have come from Mexico; and Hispanic leadership in the field of education. Recent books and monographs produced by the center are *The Broken Web: The Educational Experience of Hispanic American Women*; *Providing Employment and Training Opportunities for Hispanics: Public and Private Initiatives*; and *The New Information Technology and the Education of Hispanics: The Promise and the Dilemma*.

Although the growing significance of Hispanics in the United States is widely recognized, the information available about the various Hispanic populations is relatively limited and fragmented. In 1984 the Corporation, together with the Tinker and Ford foundations, provided initial funding for the Inter-University Program for Latino Research, a collaborative effort by Stanford University, Hunter College, the University of Texas at Austin, and the University of California at Los Angeles — all of which have strong centers for Hispanic research. The program has formed four interdisciplinary, interuniversity working groups that promote research by individuals and institutions across the country on issues related to Latino political attitudes, education, child health and development, economic viability, patterns of distribution, and culture. It also conducts seminars and fellowship programs for younger Hispanic scholars and convenes public policy forums on Latino issues. The program's four founding institutions take turns functioning as administrative headquarters. With this three-year grant, the Corporation joins the Ford Foundation in supporting the program's activities while it is administratively centered at Hunter College.

**Consortium for the Advancement
of Private Higher Education****\$350,000**

The Consortium for the Advancement of Private Higher Education (CAPHE) began in 1982 as a joint venture between the Corporation and four other funders. It provides technical and financial assistance to independent colleges and universities developing and testing model solutions to major institutional problems. To date, CAPHE has aided colleges and universities in four subject areas: strategic planning, market analysis, curriculum development, and faculty development. It has also assisted strategic planning at five historically black colleges and helped assess institutional effectiveness for a selected group of ten colleges. In 1988, at the request of several donors in the foundation and corporate fields, CAPHE developed a new service that involves identifying qualified institutions to receive grants and administering the programs on behalf of the funders. Since then, CAPHE has designed and administered such grants programs for the Irvine, NYNEX, and Knight foundations, the Merck Company, and the General Foods Corporation. CAPHE hopes that this new service will enable it to become financially self-sufficient within a year. In the interim, this one-year grant renews the Corporation's general support. Jon W. Fuller, former president of the Great Lakes Colleges Association, succeeded Michael T. O'Keefe as president in August 1989.

Princeton University**\$100,000**

By 1994, the 1986 amendments to the Age Discrimination in Employment Act will prohibit colleges and universities from requiring tenured faculty members to retire at the age of seventy. Many observers believe this ruling might considerably decrease turnover and mobility in higher education and that some institutions may

respond to the threat of stagnation among their faculties by abolishing tenure altogether. Albert Rees, a labor economist and former president of the Alfred P. Sloan Foundation, who now directs the Project on Faculty Retirement at Princeton University, is using this one-year grant to gather data from forty four-year colleges and universities about the retirement patterns of their arts and sciences faculty. Working with Sharon Smith, associate director of the project, Rees is trying to determine the long-term effect of different pension plans and incentives for early retirement and to measure the relative productivity of retirees. Additional funding for the research project is provided by the Andrew W. Mellon and the William and Flora Hewlett foundations. Rees's efforts are part of a larger body of research on faculty retirement now being jointly conducted by several organizations in higher education, including the American Association of University Professors, the Association of American Universities, the Consortium on Financing Higher Education, and the National Association of State Universities and Land-Grant Colleges.

Discretionary Grants

<i>Atlantic Council of the United States</i> , toward a conference on international studies as a component of general education in U.S. colleges and universities	\$25,000
<i>Phelps-Stokes Fund</i> , as a final grant toward research and writing by D. Lydia Brontë on work and career patterns in the third quarter of life	\$25,000
<i>The Smithsonian Institution</i> , toward a national conference on increasing public awareness of the global environmental crisis through the media	\$25,000
<i>Stanford University</i> , toward the development of a television series on statecraft	\$25,000
<i>United Nations Association of the United States of America</i> , toward a national conference on the role of the United States in the United Nations system	\$25,000
<i>Station Resource Group</i> , for preparation of a plan for expansion of the public radio system	\$23,000
<i>Educational Film Center</i> , toward the development of a film on John W. Gardner	\$20,000
<i>Radcliffe College</i> , toward the acquisition and preservation of videotapes by Martha Stuart	\$12,000
<i>Environmental Policy Institute</i> , toward the dissemination of a report on innovative solutions to environmental problems	\$5,000

Publications and Nonprint Materials Resulting from Grants

The following print and nonprint materials resulting from projects funded wholly or in part by Carnegie Corporation were produced in 1988-89. The list does not include papers published in scientific professional journals; nor does it include newspaper and magazine articles or chapters in books.

Education: Science, Technology, and the Economy

Computer Competence: The First National Assessment, by Michael E. Martinez and Nancy A. Mead (Princeton, NJ: Educational Testing Service)

Enhancing the Minority Presence in Graduate Education, The CGS Idea Exchange, Spring Meetings 1988 (Washington, DC: Council of Graduate Schools)

Federal Role in Education Working Paper Series (Rochester, NY: National Center on Education and the Economy):

The Federal Role in Education: A Strategy for the 1990s, by Paul T. Hill

A Federal Role in Post-Secondary Education, by David A. Longanecker

From "Solution" to Catalyst: A New Role for Federal Education and Training, by William J. Spring

Higher Education and American Competitiveness, by Ernest A. Lynton

The Yoke of Special Education: How to Break It, by Alan Gartner and Dorothy Kerzner Lipsky

Great Explorations in Math and Science (GEMS) Project (Berkeley, CA: Lawrence Hall of Science, University of California):

GEMS Leader's Handbook, by Jacqueline Barber, Lincoln Bergman, and Cary Sneider

GEMS Teacher's Handbook, by Jacqueline Barber, Lincoln Bergman, Cary Sneider, and Elizabeth Stage

Height-o-Meters, teacher's guide, grades 6-10, by Cary Sneider and Alan Gould

Involving Dissolving, teacher's guide, grades 1-3 (with modifications for K), by Leigh Agler

The Wizard's Lab, exhibit guides, by Alan Gould and Cary Sneider

Improving Science Education through Local Alliances, a report to Carnegie Corporation of New York, by J. Myron Atkin and Ann Atkin (Santa Cruz, CA: Network Publications, a division of ETR Associates)

Introduction to College Mathematics, set of Book One and Book Two, by the Department of Mathematics and Computer Science (Durham, NC: North Carolina School of Science and Mathematics)

Jump Start: The Federal Role in Adult Literacy, final report of the Project on Adult Literacy, by Forrest P. Chisman (Southport, CT: The Southport Institute for Policy Analysis)

New Topics for Secondary School Mathematics, materials and software, by the Department of Mathematics and Computer Science, North Carolina School of Science and Mathematics (Reston, VA: National Council of Teachers of Mathematics):

Data Analysis

Geometric Probability

Matrices

The 1984 National Black Election Study Sourcebook, by Katherine Tate, Ronald E. Brown, Shirley J. Hatchett, and James S. Jackson (Ann Arbor, MI: Institute for Social Research, University of Michigan)

Project 1000: Recruiting, Admitting, and Graduating an Additional 1000 U.S. Hispanic Graduate Students, student information booklet, by Gary D. Keller and Michael J. Sullivan (Tempe, AZ: Project 1000, c/o The Graduate College, Arizona State University)

Project 2061 Phase 1 Reports (Washington, DC: American Association for the Advancement of Science):

Science for All Americans, overview report, by AAAS Project 2061 staff in consultation with the National Council on Science and Technology Education

Biological and Health Sciences, panel report, by Mary Clark

Mathematics, panel report, by David Blackwell and Leon Henkin

Physical and Information Sciences and Engineering, panel report, by George Bugliarello

Social and Behavioral Sciences, panel report, by Mortimer Appley and Winifred B. Maher

Technology, panel report, by James R. Johnson

Results in Education Series (Washington, DC: National Governors' Association):

Early Experience in Restructuring Schools: Voices from the Field, by Richard F. Elmore

Restructuring in Progress: Lessons from Pioneering Districts, by Jane L. David, with the assistance of Stewart Purkey and Paula White

Restructuring the Schools: The Role of Paraprofessionals, by Anna Lou Pickett

Results in Education: 1989, The Governors' 1991 Report on Education

The Same Client: The Demographics of Education and Service Delivery Systems, by Harold L. Hodgkinson (Washington, DC: Center for Demographic Policy, Institute for Educational Leadership)

The SAT Gender Gap: Identifying the Causes, by Phyllis Rosser (Washington, DC: Center for Women Policy Studies)

Science and Public Policy Seminars (Washington, DC: Federation of Behavioral, Psychological, and Cognitive Sciences):

Can Science Improve the Art of Foreign Policy and International Negotiation?, report of May 27, 1988, seminar, by Philip E. Tetlock

The Determinants of Successful Aging, report of October 30, 1987, seminar, by Judith Rodin

Ethnicity, Poverty, and Children's Educability: A Developmental Perspective, report of September 30, 1988, seminar, by Diana T. Slaughter

Memory: If It Isn't Memorex, Then What Is It?, report of September 25, 1987, seminar, by James J. Jenkins

Science & Technology: Trends in the South, by Robert Atkinson, with staff assistance and editing by the Southern Technology Council and Southern Growth Policies Board (Research Triangle Park, NC: Southern Growth Policies Board)

Square One Television: Teacher's Guide and *Mathnet: Teacher's Guide*, Square One TV (New York, NY: Children's Television Workshop)

The State of the States: A Demographic Profile, Supporting Leaders for Tomorrow, by the Center for Demographic Policy (Washington, DC: Institute for Educational Leadership)

Student Pugwash USA Alumni Directory, 1979-1987 (Washington, DC: Student Pugwash USA)

Technology in Education: Looking toward 2020, edited by Raymond S. Nickerson and Phillip P. Zodhiates (Hillsdale, NJ: Lawrence Erlbaum Associates)

Toward High and Rigorous Standards for the Teaching Profession, initial policies and perspectives of the National Board for Professional Teaching Standards (Detroit, MI: National Board for Professional Teaching Standards)

Training America: Strategies for the Nation, produced under the auspices of the National Center on Education and the Economy and the American Society for Training and Development, by Anthony P. Carnevale and Janet W. Johnston (Alexandria, VA: American Society for Training and Development)

Triangle Coalition for Science and Technology Education (Washington, DC: National Science Teachers Association):

Invitational Conference on Improving Rural Education: Science, Mathematics, and Technology Education

The Present Opportunity in Education

Turning to Technology: A Strategic Plan for the Nineties, interim final copy, by the Southern Growth Policies Board and the Southern Technology Council (Research Triangle Park, NC: Southern Growth Policies Board)

The University of Chicago School Mathematics Project (Glenview, IL: Scott, Foresman and Company):

Algebra, by John W. McConnell *et al*

Algebra (Teacher's Edition), by John W. McConnell *et al*

Advanced Algebra, by Sharon L. Senk *et al*

Advanced Algebra (Teacher's Edition), by Sharon L. Senk *et al*

Transition Mathematics, by Zalman Usiskin *et al*

Transition Mathematics (Teacher's Edition), by Zalman Usiskin *et al*

Toward Healthy Child Development: The Prevention of Damage to Children

Adolescent Pregnancy Prevention: Policy Information Needs, sponsored by the Southern Governors' Association and the Southern Legislative Conference, by Sarah C. Shuptrine and Vicki C. Grant, for the Southern Regional Project on Infant Mortality (Washington, DC: Southern Governors' Association)

Adolescent Pregnancy Prevention Clearinghouse (Washington, DC: Children's Defense Fund):

Making the Middle Grades Work

Teens and AIDS: Opportunities for Prevention

What About the Boys? Teenage Pregnancy Prevention Strategies

Before It's Too Late: Dropout Prevention in the Middle Grades, a report by the Massachusetts Advocacy Center and the Center for Early Adolescence (Boston, MA: Massachusetts Advocacy Center)

Carnegie Council on Adolescent Development Working Papers (Washington, DC: Carnegie Council on Adolescent Development):

Adolescent Rolelessness in Modern Society, by Elena O. Nightingale and Lisa Wolverton

AIDS in Adolescence: A Rationale for Concern, by Karen Hein

Community Service for Young Adolescents, a background paper, by Joan Schine

Issues in Adolescent Health: An Overview, by Karen Hein

Preventing Abuse of Drugs, Alcohol, and Tobacco by Adolescents, by Mathea Falco

The Potential of School-Linked Centers to Promote Adolescent Health and Development, by Susan G. Millstein

Teaching Decision Making to Adolescents: A Critical Review, by Ruth Beyth-Marom, Baruch Fischhoff, Marilyn Jacobs, and Lita Furby

Child Care: The Bottom Line, an economic and child care policy paper, by Barbara Riesman, Amy J. Moore, and Karen Fitzgerald (New York, NY: Child Care Action Campaign)

The Choices that Young Black Women Make: Education, Employment, and Family Formation, Wellesley Working Paper #190, by Margaret C. Simms (Washington, DC: The Joint Center for Political Studies)

Connections: Service Learning in the Middle Grades, a survey conducted by the Early Adolescent Helper Program, by Diane Harrington and Joan Schine (New York, NY: Center for Advanced Study in Education/CASE, The Graduate School and University Center of the City University of New York)

Degrassi Junior High, television series for adolescents; 42 programs, VHS videotape or 16mm film, produced by Playing With Time and WGBH Boston with Taylor Productions (purchase/rental: Los Angeles, CA: Direct Cinema, Ltd), and *Degrassi Junior High: Discussion and Activity Guide, Term 3*, accompanying the PBS television series for adolescents (Boston, MA: WGBH Educational Foundation)

Early Childhood Programs and the Public Schools: Between Promise and Practice, by Anne Mitchell, Michelle Seligson, and Fern Marx (Dover, MA: Auburn House Publishing Company)

First National Conference on Latino Children in Poverty, proceedings, June 12, 1987, Washington, D.C. (Washington, DC/Los Angeles, CA: The National Association of Latino Elected and Appointed Officials/NALEO Education Fund)

Harvard Family Research Project (Cambridge, MA: Harvard Graduate School of Education):

Innovative States: Emerging Family Support and Education Programs, including Arkansas, Iowa, Oregon, Vermont, Washington, by Heather B. Weiss, Jill Simeone, and Jeanne Heifetz

Pioneering States: Innovative Family Support and Education Programs, including Connecticut, Kentucky, Maryland, Minnesota, Missouri, by Heather B. Weiss, Bonnie Hausman, and Patricia Seppanen

How Nations Serve Young Children: Profiles of Child Care and Education in 14 Countries, edited by Patricia P. Olmsted and David P. Weikart (Ypsilanti, MI: High/Scope Press, a division of the High/Scope Educational Research Foundation)

How To Be Heard, a guide for members of the Children's Express Press Club, by Felicia Kornbluh with Michael Schreiber and Aaron Retica (New York, NY: Children's Express Cultural Foundation)

In the Eye of the Storm: Liability Insurance and Child Care, Policy Report Number Two (New York, NY: Child Advocacy Office, National Council of Churches of Christ in the U.S.A.)

Keeping Your Baby Healthy, a practical manual for black parents (Washington, DC: National Black Child Development Institute)

Latino Family Life Education Curriculum Series (Santa Cruz, CA: Network Publications, a division of ETR Associates):

La Comunicación, Curriculum Unit (English language), by Gene T. Chávez; series edited by Ana Consuelo Matiella

La Comunicación, Student Workbook (English language), by Gene T. Chávez; series edited by Ana Consuelo Matiella

Cultural Pride, Curriculum Unit, by Ana Consuelo Matiella

Cultural Pride, Student Workbook, by Ana Consuelo Matiella

La Familia, Curriculum Unit (English language), by Ana Consuelo Matiella

La Familia, Student Workbook (English language), by Ana Consuelo Matiella

Papi, ¿que es el sexo? (Spanish language), by Ana Consuelo Matiella

La Quinceañera (Spanish language), by Ana Consuelo Matiella

Literacy in the Hispanic Community, by the Policy Analysis Center, Office of Research, Advocacy, and Legislation (Washington, DC: National Council of La Raza)

Negotiating Your Child's Experience in the Public Schools, a handbook for black parents, by Barbara B. Richardson (Washington, DC: National Black Child Development Institute)

1988 State Legislative Summary: Children, Youth, and Families Issues (Denver, CO/Washington, DC: National Conference of State Legislatures)

NLSY Child Handbook 1989, a guide and resource document for the National Longitudinal Survey of Youth 1986 Child Data, by Paula C. Baker and Frank L. Mott (Columbus, OH: Center for Human Resource Research, The Ohio State University)

Our Future and Our Only Hope: A Survey of City Halls Regarding Children and Families, one of a series of research reports on empirical studies of conditions and policies in America's municipalities, by Catherine E. Born (Washington, DC: National League of Cities)

Prenatal Care: Reaching Mothers, Reaching Infants, a report by the Institute of Medicine, Committee to Study Outreach for Prenatal Care, Division of Health Promotion and Disease Prevention, edited by Sarah S. Brown (Washington, DC: National Academy Press)

Quality Criteria for Middle Grades: Planning, Implementing, Self-Study, and Program Quality Review, prepared under the direction of the Office of School Improvement, California State Department of Education (contact: Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271)

Right from the Start, the report of the NASBE Task Force on Early Childhood Education (Alexandria, VA: National Association of State Boards of Education)

Risk and Responsibility: Teaching Sex Education in America's Schools Today (New York, NY: The Alan Guttmacher Institute)

School-Based Clinics: Keeping the Promise, VHS videotape (purchase: Houston, TX: Support Center for School-Based Clinics/Center for Population Options)

Social Policy for Children and Families: Creating an Agenda, a review of selected reports, by the National Forum on the Future of Children and Families (Washington, DC: National Academy of Sciences)

Turning Points: Preparing American Youth for the 21st Century, the report of the Task Force on Education of Young Adolescents (Washington, DC: Carnegie Council on Adolescent Development)

Youth at Risk series (Denver, CO: Education Commission of the States):

Access to Knowledge: Removing School Barriers to Learning, by Pamela Keating and Jeannie Oakes

Current Practice: Is It Enough?, by Van Dougherty, Richard de Lone, and Allan Odden

Renewing Urban Schools: The Community Connection, by Rona Wilensky and D. M. Kline III

Securing Our Future: The Report of the National Forum for Youth at Risk

Strengthening Human Resources in Developing Countries

The Capricorn Papers (Johannesburg, South Africa: The Council for Black Education and Research):

The New Education, Number Ten, by Es'kia Mphahlele, Lebamang J. Sebidi, and Sedupe Ramokgopa

The Arts, Number Eleven, by Motsumi Makhene, Vukile C. Ntuli, Nadine Gordimer, and Ali Khangela Hlongwane

The Challenges of Leadership in African Development, report on the inaugural program of the Africa Leadership Forum (contact: Dr. Hans d'Orville, Africa Leadership Forum, 821 United Nations Plaza, Seventh Floor, New York, NY 10017)

Decolonization and African Independence: The Transfers of Power, 1960-1980, edited by Prosser Gifford and William Roger Louis (New Haven, CT/London, England: Yale University Press)

Discovery and Innovation, Volume One, Number One, sponsored by the African Academy of Sciences and Third World Academy of Sciences (Nairobi, Kenya: Academy Science Publishers)

Educating Children in the Street and in the Community, report of the regional workshop, Guatemala, June 1987, and *Education in the Street*, Volume One, presentations given by street educators of their experiences in Latin American countries, Street Educators Workshop, June 22, 23, and 24, 1987, Guatemala City (Guatemala City, Guatemala: Childhope Foundation)

Farm House Dialogue series (Africa Leadership Forum; contact: Dr. Hans d'Orville, Africa Leadership Forum, 821 United Nations Plaza, 7th Floor, New York, NY 10017):

Leadership for Development, Dialogue One, May 13-14, 1988

Education for Development, Dialogue Two, December 2-4, 1988

Youth and Development, Dialogue Three, February 24-26, 1989

Main Street America and the Third World, new and revised edition, by John Maxwell Hamilton (Cabin John, MD/Washington, DC: Seven Locks Press)

Mobilization of African Scientific Talents for Development, proceedings of the International Conference on Networking of African Scientific Organizations, June 20-22, 1988, Nairobi, Kenya, edited by T. T. Isoun (Nairobi, Kenya: Academy Science Publishers)

Opening Windows on the World: A Guide for Presenting Cross-Cultural Film and Lecture Series, by Judith Doerr (Washington, DC: National Council of Returned Peace Corps Volunteers)

South African Information Exchange (New York, NY: Institute of International Education):

U.S. Foundation Giving to Enhance Educational Opportunities for Black South Africans: An Analysis of the Present State of Foundation Funding and a Foundation Inventory, Working Paper Number One, by Sheila Avrin McLean and Rona Kluger

U.S. Professional Association Initiatives Related to Black South Africans: An Analysis and an Inventory, Working Paper Number Two, by Julie D. Gottlieb

U.S. College and University Initiatives to Expand Educational Opportunities for Black South Africans: A Models Workshop, Working Paper Number Three, edited and with an introduction by Ann McKinstry Micou

U.S. Corporation Initiatives to Benefit Black South Africans: An Analysis and an Inventory, Working Paper Number Four, by Ann McKinstry Micou and Rona Kluger

U.S.-Related Corporate Trusts in South Africa: An Introduction and a Guide, Working Paper Number Five, by Ann McKinstry Micou

U.S. Support Organizations Raising Money for South African Causes: An Introduction and a Directory, Working Paper Number Six, by Ann McKinstry Micou and Sheila Avrin McLean

The Southern Africa Policy Forum: First Conference, March 28-31, 1989, convened by Dick Clark (Queenstown, MD: The Aspen Institute)

The United States and the Third World: Building the Future as It Ought to Be, report of the 1989 International Development Conference, held February 20-22, 1989, Washington, D.C., edited by Phillip A. Hesser (Washington, DC: International Development Conference)

Uprooting Poverty: The South African Challenge, report for the Second Carnegie Inquiry into Poverty and Development in Southern Africa, by Francis Wilson and Mamphela Ramphele (New York, NY/ London, England: W. W. Norton and Company), and *Uprooting Poverty: The South African Challenge*, a videotaped report on *South Africa Now* of the Second Carnegie Inquiry into Poverty and Development in Southern Africa; VHS videotape, available on a limited basis, produced by Globalvision (purchase/rental: *South Africa Now*/Globalvision, 361 West Broadway, New York, NY 10013)

The ACCESS Resource Guide: An International Directory of Information on War, Peace, and Security, 1988 Edition, edited by William H. Kincade *et al* (Cambridge, MA: Ballinger Publishing Company, a subsidiary of Harper & Row, Publishers)

American Press Coverage of U.S.-Soviet Relations, the Soviet Union, Nuclear Weapons, Arms Control, and National Security: A Bibliography, by William A. Dorman, Robert Karl Manoff, and Jennifer Weeks (New York, NY: Center for War, Peace, and the News Media, New York University)

Analyzing the Gorbachev Era, working papers of the students of the Berkeley-Stanford Program in Soviet Studies, Center for Slavic and East European Studies (Berkeley, CA: University of California)

A Citizen's Guide to Community Education on Global Issues: Thinking Globally...Acting Locally, by Sherry Rockey and Alice L. Hughey (Washington, DC: The League of Women Voters Education Fund)

Conventional Arms Control and East-West Security, a research volume from the Institute for East-West Security Studies, edited by Robert D. Blackwill and F. Stephen Larrabee (Durham, NC/ London, England: Duke University Press)

Crucial Decisions: Leadership in Policymaking and Crisis Management, by Irving L. Janis (New York, NY: The Free Press, a division of Macmillan)

Defending Deterrence: Managing the ABM Treaty Regime into the 21st Century, produced under the auspices of The American Academy of Arts and Sciences, edited by Antonia Handler Chayes and Paul Doty (Elmsford, NY: Pergamon Press; London, England: Brassey's Defense Publishers)

The Global Rivals: The Forty-Year Contest for Supremacy between America and the Soviet Union, a companion book to the Public Television series, by Seweryn Bialer and Michael Mandelbaum (New York, NY: Alfred A. Knopf)

The Medical Implications of Nuclear War, videotape of an Institute of Medicine symposium; VHS videotape, by the Institute of Medicine and the National Academy of Sciences (purchase: Washington, DC: Physicians for Social Responsibility)

Next Moves: An Arms Control Agenda for the 1990s, Project on East-West Relations, by Edward L. Warner III and David A. Ochmanek (New York, NY: Council on Foreign Relations Books)

Processes of International Negotiations, edited by Frances Mautner-Markhof (Boulder, CO/London, England: Westview Press; in cooperation w/IIASA, Laxenburg, Austria)

Program on Science, Arms Control, and National Security (Washington, DC: American Association for the Advancement of Science):

Emerging Technologies and the Conventional Defense of NATO, by Jonathan B. Tucker

The New Force Reduction Negotiations in Europe: Problems and Prospects, proceedings from an AAAS Annual Meeting symposium, February 13, 1988, edited by Elizabeth K. Kirk

Science and Security: The Future of Arms Control, colloquium proceedings, December 4-5, 1986, Washington, DC, edited by W. Thomas Wander and Kenneth N. Luongo

SDI and the ABM Treaty, by Sidney N. Graybeal

The Program on the Processes of International Negotiation, Working Paper Series (Cambridge, MA: American Academy of Arts and Sciences):

Applying the Principles of Environmental Dispute Resolution to International Trans-boundary Conflicts: The Case of a U.S.-Mexico Border Environmental Issue, by Scott McCreary and Francisco Szekely

Computer Support for Negotiations and Conflict Resolution, two papers presented at the 31st annual meeting of the International Society for General Systems Research, by Lance N. Antrim, Chris Goeltner, David A. Lax, and J.D. Nyhart

The Development of Teaching and Research Materials for the Study of the Processes of International Negotiation, by Eileen Babbitt

Issues Affecting Intervenors in Disputes, three papers by members of the Harvard Negotiation Roundtable, by Tom Princen, Eileen F. Babbitt, and Jim Arthur

National Interests, Processes and International Negotiation: A Case Study of the Evolving Antarctic Minerals Regime, by Christopher C. Joyner

Negotiated River Basin Management: Implementing the Danube Declaration, by Joanne Linnerooth

Negotiations Analysis as a Tool in the Management of Large International Rivers, by Eileen Babbitt and Alan McDonald

On Computing the Efficient Frontier: A Computer Program for Investigating the Efficient Solutions for Two-Party Multiple-Issue Negotiations, by Asher Blass and Howard Raiffa

Peaceful Settlement of Disputes and International Security, by Louis B. Sohn

Report of the United States Program on the Processes of International Negotiation: December 1985-June 1987

Resolving River Basin Conflicts: Building a Database of Illustrative Examples, by Alan McDonald

The Role of the Media in International Environmental Negotiations, by Dorothy Nelkin

The RAND Publications Series (Santa Monica, CA: The RAND Corporation):

Crises in Northeast Asia, by Paul Bracken

The Cuban Missile Affair and the American Style of Crisis Management, by Dan Caldwell

The South Atlantic Crisis of 1982: Implications for Nuclear Crisis Management, by Lawrence Freedman

Studying First-Strike Stability with Knowledge-Based Models of Human Decisionmaking, by Paul K. Davis

Reflections on the Cuban Missile Crisis, revised to include new revelations from Soviet and Cuban sources, by Raymond L. Garthoff (Washington, DC: The Brookings Institution)

Reforming the Soviet Economy: Equality versus Efficiency, by Ed A. Hewett (Washington, DC: The Brookings Institution)

Register of American Field Research on Eastern Europe and the U.S.S.R., Volume Four (Princeton, NJ: International Research and Exchanges Board)

Restructuring American Foreign Policy, edited by John D. Steinbruner (Washington, DC: The Brookings Institution)

Science and Global Security (Preview Issue: *The Technical Basis for Arms Control and Environmental Policy Initiatives*), Volume One, Numbers One and Two (New York, NY/London, England: Gordon and Breach Science Publishers, c/o STBS Ltd)

Strategic Stability and Nuclear Deterrence in East-West Relations, Occasional Paper Series Number Ten, by Wolfgang Heisenberg (New York, NY: Institute for East-West Security Studies)

Towards a Cooperative Security Regime in Europe, a report published under the auspices of the Cornell University Peace Studies Program, edited by Kurt Gottfried (Ithaca, NY: Peace Studies Program, Cornell University)

U.S.-Soviet Security Cooperation: Achievements, Failures, Lessons, edited by Alexander L. George, Philip J. Farley, and Alexander Dallin (New York, NY/Oxford, England: Oxford University Press)

Windows of Opportunity: From Cold War to Peaceful Competition in U.S.-Soviet Relations, edited by Graham T. Allison and William L. Ury, with Bruce J. Allyn (Cambridge, MA: Ballinger Publishing Company, a subsidiary of Harper & Row, Publishers)

Because We're All in This Together: The Case for a National Long-Term Care Insurance Policy, by Robert M. Ball with Thomas N. Bethell (Washington, DC: Families U.S.A. Foundation)

Central American Recovery and Development: Task Force Report to the International Commission for Central American Recovery and Development, edited by William Ascher and Ann Hubbard, and *The Report of the International Commission for Central American Recovery and Development: Poverty, Conflict, and Hope* (Durham, NC: Duke University Press)

The Changing Face of the American Electorate, by Celinda Lake (Washington, DC: American Citizenship Education)

A Common Destiny: Blacks and American Society, report of the Committee on the Status of Black Americans, Commission on Behavioral and Social Sciences and Education, National Research Council, edited by Gerald David Jaynes and Robin M. Williams, Jr. (Washington, DC: National Academy Press)

Foundations Today: Current Facts and Figures on Private and Community Foundations, Sixth Edition (New York, NY: The Foundation Center)

Leadership for America: Rebuilding the Public Service, task force reports to the National Commission on the Public Service (Washington, DC: National Commission on the Public Service)

Leadership Studies Program Series, by John W. Gardner (Washington, DC: Independent Sector):

The Task of Motivating, Leadership Paper Number Nine

Renewing: The Leader's Creative Task, Leadership Paper Number Ten

The Changing Nature of Leadership, Leadership Paper Number Eleven

Leadership: An Overview, Leadership Paper Number Twelve

People for the American Way: Roundtable on Voting, November 21, 1988, VHS videotape (Washington, DC: People for the American Way)

The Prune Book: The 100 Toughest Management and Policy-Making Jobs in Washington, by John H. Trattner (Lanham, MD/New York/London: Madison Books)

Science & Technology and the President, a report by The Carnegie Commission on Science, Technology, and Government (New York, NY: The Carnegie Commission on Science, Technology, and Government)

*Report on
Finance and
Administration*



Report of the Treasurer

The annual financial statements and additional financial tabulations for Carnegie Corporation of New York appear on pages 116 through 161. The following comments and data supplement that information.

Investments

On September 30, 1989, the market value of the Corporation's investments was \$891.0 million, compared with \$800.4 million on September 30, 1988, and \$294.5 million on September 30, 1979. This is an increase of 203 percent in ten years. Adjusted for inflation, and after allowing for expenditures, the increase over the last ten years has been a real return of 6.6 percent compounded annually. During this period, the trustees authorized \$290.6 million for grants, administrative expenses, and federal taxes.

The Corporation's principal investment objective is to achieve long-term total return, consisting of capital appreciation as well as dividend and interest income, sufficient to maintain the purchasing power of the endowment while continuing to support the programs of the Corporation. To monitor performance in connection with this objective, monthly and annual indices of total return on the portfolio are calculated. The index shows a total return of 21.1 percent for the fiscal year ended September 30, 1989. The annual rate of return over the last ten years has been 17.7 percent, compounded annually. In terms of dollars of constant purchasing power, the total return over the last ten years has been 10.6 percent, compounded annually. Since we have on average paid out 5 percent each year in that period, we have added 6.6 percent real return to the portfolio for each of those years.

The table below shows the composition of investment assets on September 30, 1989.

<i>Investment Assets on September 30, 1989</i>			
	Market value	Percent of total	<u>Prior year percent of total</u>
Equities			
Common stocks	\$339,819,648	38.2	30.1
Convertible securities	8,497,069	1.0	1.1
Fixed income securities			
Short term	108,776,790	12.2	15.4
Intermediate and long term	273,991,950	30.7	34.2
Limited partnerships	145,451,506	16.3	17.3
Other	14,496,071	1.6	1.9
	<u>\$891,033,034</u>	<u>100.0</u>	<u>100.0</u>

The Corporation's trustees delegate investment decisions to investment managers who operate within investment policies and standards set by the trustees. Eighty percent of the funds are managed by three core managers who may invest in both fixed-income securities and equities, domestic and international. The remaining 20 percent of the funds are invested by managers who specialize in particular types of investments — special equities, venture capital, and real estate. The finance and administration committee of the board of trustees meets periodically with the core managers.

In August 1989, the committee requested the core managers to reduce the percentage of assets held in equities to less than 50 percent. At September 30, 1989, 47.5 percent of the assets held by the core managers was invested in equity securities.

During the 1985 fiscal year, the Corporation authorized its managers to invest in foreign securities, with the objective of enhancing the overall rate of investment return. On September 30, 1989, approximately 12.9 percent of the Corporation's investment assets was invested in foreign securities and currencies.

While delegating authority for individual investment decisions to outside managers, the trustees retain ultimate responsibility for investment policy, including policy relating to the public responsibilities of the corporations represented in the investment portfolio.

Fixed assets

The Corporation capitalizes purchases of fixed assets. Fixed assets include leasehold improvements, furniture, and equipment. Furniture and equipment is depreciated when placed in service, based on useful life. Leasehold improvements are amortized when placed in service, over the remaining life of the lease. Fixed assets net of accumulated depreciation and amortization totaled \$4,409,807 at September 30, 1989.

Income

The gross income from investments for the year ended September 30, 1989, was \$64,409,449, compared with \$47,320,113 the preceding year. The Corporation adopted the accrual basis of accounting for investment income. This resulted in the recognition of additional income of \$8,622,470 this fiscal year. Investment expenditures, consisting primarily of asset management fees, amounted to \$2,665,477 in the fiscal year ended September 30, 1989. Net investment income, when combined with other income, produced total income of \$61,766,484.

Appropriations and expenditures

Each year, the trustees appropriate funds to be used for grants and for projects administered by the officers. Because many of these grants involve multi-year commitments, about one-half of the appropriated funds are spent in years subsequent to the fiscal year in which the original appropriation is made. A total of \$39,988,034 was appropriated in the fiscal year ended September 30, 1989.

Any balance held by a grantee after a project has been completed or terminated

is refunded to the Corporation. If the balance has not been distributed to the grantee, it is cancelled by the Corporation. Refunds and cancellations are listed on page 161 as adjustments of appropriations. For the year ended September 30, 1989, they totaled \$682,005. Net appropriations, therefore, were \$39,306,029. A complete list of grants and other appropriations is shown on pages 122 to 161.

The general administration and program management expenditures were \$5,800,946 in the fiscal year ended September 30, 1989, compared with \$4,533,500 in the previous fiscal year. Amounts spent for "direct charitable activities" were \$1,939,383 in 1989 and \$1,289,280 in 1988. These activities constitute services provided directly to other exempt organizations, governmental bodies, or the general public. Examples of such services are the provision of technical assistance to grantees and potential grantees; the conduct of educational conferences; research; the publication and dissemination of educational materials; and service on boards of other charitable organizations or public commissions.

The schedule below shows a breakdown of total expenditures into general administration and program management, investment expenditures, and direct charitable activities expenditures.

Schedule of general administration and program management, investment expenditures, and direct charitable activities expenditures for the year ended September 30, 1989.

	General administration and program management	Investment expenditures	Direct charitable activities expenditures	Total
Salaries	\$2,560,666	\$ 118,808	\$ 650,263	\$ 3,329,737
Investment advisory and custody fees	—	2,416,764	—	2,416,764
Employee benefits	983,144	41,682	224,266	1,249,092
Rent	802,242	36,498	198,150	1,036,890
Conferences and meetings	90,112	34	298,920	389,066
Consultants	277,113	—	89,407	366,520
Quarterly and annual reports	45,455	—	279,858	325,313
Amortization and depreciation	289,434	—	—	289,434
Travel	174,150	967	86,890	262,007
Postage, telephone, and messenger services	133,095	6,055	32,874	172,024
Legal and accounting services	112,259	26,482	12,042	150,783
Office equipment, supplies, and service	112,282	5,108	27,733	145,123
Trustees' honoraria and expenses	97,684	8,155	13,498	119,337
Computer equipment and services	33,157	1,509	8,190	42,856
Books and periodicals	32,797	1,492	8,118	42,407
Copying and duplicating	31,306	1,424	7,732	40,462
Membership fees and association dues	12,483	491	1,316	14,290
Insurance	13,041	—	—	13,041
Miscellaneous	526	8	126	660
Total	<u>\$5,800,946</u>	<u>\$2,665,477</u>	<u>\$1,939,383</u>	<u>\$10,405,806*</u>

*Total expenditures in 1988 were \$8,140,923 which included \$2,318,143 of investment expenditures and \$1,289,280 of direct charitable activities expenditures.

Under the provisions of the Tax Reform Act of 1969, Carnegie Corporation and other private foundations are subject to a federal excise tax of 2 percent on income and realized capital gains. However, under the Tax Reform Act of 1984, the rate is reduced to 1 percent if the foundation maintains its average expenditure rate of the previous five years and, in addition, spends the savings — 1 percent of income and realized capital gains. The Corporation qualified for the reduced rate in fiscal year 1989. The tax savings are estimated to be \$1.0 million. In accordance with the provisions of the Tax Reform Act of 1984, the Corporation has paid estimated taxes. Prepaid taxes, representing the excess of estimated taxes over the taxes due, are carried as an asset. Taxes on investment income are charged to the income fund, and taxes on realized capital gains are charged to the principal fund. The balance sheet on page 116 shows a deferred tax liability of \$1,875,940, representing the potential tax (at 2 percent) on gains as yet unrealized.

Ten-year financial summary

The table below sets forth the growth of investment assets, income, appropriations, and other expenditures over the ten fiscal years ended September 30, 1989. The significant rise in the market value of investment assets over the past five fiscal years has provided the basis for substantive increases in appropriations in fiscal years 1984 through 1989.

Ten-Year Financial Summary (in Thousands)

Fiscal year ended September 30	Market value of investments at year end	Total income	Appropriations for grants and projects — net	Other expenditures*
1989	\$891,033	\$61,766	\$39,306	\$7,992
1988	800,417	45,023	38,737	6,249
1987	806,296	37,273	39,432	5,596
1986	713,489	34,505	28,686	5,132
1985	564,385	34,966	26,134	5,085
1984	503,943	30,986	19,535	4,231
1983	515,709	27,170	13,231	3,921
1982	380,699	21,875	14,342	3,596
1981	334,999	17,149	12,146	3,075
1980	345,502	18,586	11,464	2,704

*Includes direct charitable activities; excludes investment expenses, depreciation, and amortization.

Audit by independent accountants

The bylaws provide that the Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of KPMG Peat Marwick audited the Corporation's financial statements for the fiscal year ended September 30, 1989. The Corporation's financial statements and related schedules, together with the independent auditors' report, appear on the following pages.

Independent Auditors' Report

The Board of Trustees
Carnegie Corporation of New York:

We have audited the accompanying balance sheets of Carnegie Corporation of New York as of September 30, 1989 and 1988, and the related statements of changes in fund balances for the years then ended. These financial statements are the responsibility of the Corporation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Carnegie Corporation of New York as of September 30, 1989 and 1988, and the changes in its fund balances for the years then ended in conformity with generally accepted accounting principles.

Our audits were made for the purpose of forming an opinion on the basic financial statements of Carnegie Corporation of New York taken as a whole. The supplementary information included in the schedules on pages 121 to 161 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such supplementary information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

KPMG Peat Marwick

New York, New York
January 5, 1990

Balance Sheets

September 30, 1989 and 1988

	1989	1988
Assets		
Investments, at market		
Equities	\$348,316,717	\$249,686,820
Fixed income	382,768,740	397,063,081
Limited partnership interests	145,451,506	138,476,603
Other	14,496,071	15,190,120
	<u>891,033,034</u>	<u>800,416,624</u>
Cash	554,078	943,630
Accrued investment income — note 1	8,622,470	—
Prepaid taxes	89,641	188,629
Other prepaid expenses	62,636	—
Program-related investments — note 2	334,647	379,161
Fixed assets — note 6	4,409,807	1,476,638
Total assets	<u>\$905,106,313</u>	<u>\$803,404,682</u>
Liabilities and fund balances		
Liabilities		
Unpaid appropriations	\$ 24,150,228	\$ 29,325,088
Accounts payable and other liabilities	976,843	—
Due to brokers (net)	6,982,427	—
Deferred taxes payable — note 3	1,875,940	1,044,004
Total liabilities	<u>\$ 33,985,438</u>	<u>\$ 30,369,092</u>
Fund balances		
Income	—	—
Principal	\$871,120,875	\$773,035,590
Total fund balances	<u>\$871,120,875</u>	<u>\$773,035,590</u>
Total liabilities and fund balances	<u>\$905,106,313</u>	<u>\$803,404,682</u>

See accompanying notes to financial statements.

Statements of Changes in Fund Balances

for the years ended September 30, 1989 and 1988

Income fund	1989	1988
Income		
Investment income — note 1	\$ 64,409,449	\$47,320,113
Less investment expenditures	2,665,477	2,318,143
Net investment income	61,743,972	45,001,970
Other	22,512	20,744
Total income	61,766,484	45,022,714
Expenditures		
Grant appropriations (net of refunds and cancellations of \$209,974 in 1989 and \$224,058 in 1988)	37,087,461	37,958,885
Appropriations for projects administered by the officers (net of refunds and cancellations of \$472,031 in 1989 and \$1,794 in 1988)	2,218,568	778,206
General administration, program management, and direct charitable activities	7,740,329	5,822,780
Provision for taxes — note 3	511,150	436,247
Provision for losses and write-offs of program-related investments — note 2	29,514	(5,250)
Total expenditures	47,587,022	44,990,868
Excess of income over expenditures	14,179,462	31,846
Transfer to principal fund	\$(14,179,462)	\$ (31,846)

See accompanying notes to financial statements.

Principal fund	1989	1988
Expendable:		
Balance at beginning of year	\$637,698,722	\$640,239,314
Additions and deductions		
Net realized gain on investment transactions	44,312,045	31,788,205
Net realized gain on recovery of reversionary interests	3,571	3,235
Less applicable taxes — note 3	(561,433)	(654,997)
Unrealized appreciation (depreciation) of investments net of deferred federal excise tax (credit) of \$819,421 in 1989 and \$(687,937) in 1988 — note 3	40,151,640	(33,708,881)
Transfer from income fund	14,179,462	31,846
Total expendable, end of year — note 1	<u>735,784,007</u>	<u>637,698,722</u>
Nonexpendable (balance at beginning and end of year):		
Endowment	125,000,000	125,000,000
Legacy	<u>10,336,868</u>	<u>10,336,868</u>
Total nonexpendable — note 1	<u>135,336,868</u>	<u>135,336,868</u>
Total principal fund balance	<u><u>\$871,120,875</u></u>	<u><u>\$773,035,590</u></u>

See accompanying notes to financial statements.

Notes to Financial Statements

for the years ended September 30, 1989 and 1988

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared on the accrual basis of accounting, except that in 1988 investment income was recorded on the cash-collected basis. In fiscal year 1989, the Corporation adopted the accrual basis of accounting for investment income. This change resulted in the recognition of additional investment income of \$8,622,470 in fiscal 1989.

The Corporation capitalizes purchases of fixed assets, including leasehold improvements, furniture, and equipment, including computers. Furniture and equipment is depreciated when placed in service, over its useful life. Leasehold improvements, when placed in service, are amortized over the remaining life of the lease.

The resources of the Corporation are accounted for in two funds — income and principal. The principal fund consists of nonexpendable and expendable resources. Nonexpendable resources represent the original sums received from Andrew Carnegie who, by the terms of the conveying instrument, stipulated that the principal may never be expended. Expendable resources represent net gains on investment transactions and reversionary interests which are available to support activities in accordance with the provisions of the New York State Not-for-Profit Corporation Law.

(2) Program-related investments:

The Corporation has made investments in loans to nonprofit organizations, the purpose of such investments being to accomplish one or more of the purposes for which the foundation is organized and operated.

Due to the risk involved in these investments, the Corporation estimates the collectability of these amounts to be approximately 50 percent of the remaining loan amount and, accordingly, such investments are presented on the accompanying balance sheets net of allowance for possible losses of \$334,647 in 1989, and \$379,161 in 1988.

(3) Taxes payable:

The Corporation is liable for federal excise taxes of 2 percent of the net investment income, as defined, which includes realized capital gains for the year. However, this tax is reduced to 1 percent if certain conditions are met. Therefore, current taxes for the years ended September 30, 1989 and 1988, are estimated at 1 percent of net investment income.

Deferred taxes represent 2 percent of unrealized appreciation on investments for the years ended September 30, 1989 and 1988, as qualification for the 1 percent tax is not determinable until the fiscal year in which gains are realized.

The Corporation is also subject to unrelated business income tax, which is calculated based on applicable corporate tax rates.

Tax expense is allocated to the respective funds based on the taxable income generated by the funds.

(4) Retirement plans:

The Corporation purchases annuities for qualifying employees under the terms of a noncontributory, defined contribution retirement plan with Teachers Insurance and Annuity Association and College Retirement Equities Fund. Retirement plan expenses for the years ended September 30, 1989 and 1988, were \$520,773 and \$432,684, respectively.

In addition, the Corporation has established a noncontributory annuity plan to supplement the basic plan described above. This plan is also administered by Teachers Insurance and Annuity Association and College Retirement Equities Fund. The contribution in the fiscal year ended September 30, 1989, to this plan for the plan year beginning January 1, 1988, was \$103,644. It is expected that a similar contribution for the plan year beginning January 1, 1989, will be made in December 1989.

(5) Lease:

The Corporation has entered into a ten-year sublease agreement to occupy two new floors at its present location at 437 Madison Avenue.

Occupancy of the new space began in January 1989. Renovation costs for fiscal year 1989 were \$3.0 million in addition to \$1.4 million spent in fiscal year 1988.

The following is a schedule of the minimum future lease payments at September 30, 1989:

Minimum future lease payments:

1990	\$ 1,314,690
1991	1,314,690
1992	1,318,815
1993	1,335,315
1994	1,347,690
1995-1998	<u>4,495,493</u>
	<u>\$11,126,693</u>

Rental expense for 1989 which includes the payment for the new space as well as rent for the space previously occupied was \$922,020. Rental expense for 1988 was \$612,734.

(6) Fixed assets:

Fixed assets are composed of the following at September 30, 1989 and 1988:

	<u>1989</u>	<u>1988</u>
Leasehold improvements	\$3,686,450	\$1,107,913
Furniture and equipment	<u>1,017,538</u>	<u>373,472</u>
	4,703,988	1,481,385
Less: Accumulated amortization and depreciation	<u>(294,181)</u>	<u>(4,747)</u>
Total	<u>\$4,409,807</u>	<u>\$1,476,638</u>

Schedule of Investments Held and Income from Investments*

for the year ended September 30, 1989

	Tax basis**	Market value	Excess (deficiency) of market value over tax basis	Income
Equities				
Common stocks	\$264,677,840	\$339,819,648	\$75,141,808	\$11,191,465
Convertible securities	10,547,371	8,497,069	(2,050,302)	601,372
Fixed income securities				
Short term	108,585,989	108,776,790	190,801	5,876,686
Intermediate and long term	268,208,072	273,991,950	5,783,878	31,418,098
Limited partnership interests	131,895,767	145,451,506	13,555,739	15,285,732
Other	14,496,071	14,496,071	—	36,096
	<u>\$798,411,110</u>	<u>\$891,033,034</u>	<u>\$92,621,924</u>	<u>\$64,409,449</u>

* A complete listing of securities is available upon written request.

** Tax basis is cost, except for limited partnership investments, which are carried at equity.

Schedule of Appropriations and Payments

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Academy for Educational Development 100 Fifth Avenue New York, New York 10011 <i>Research and writing by D. Lydia Brontë on policies affecting work and career patterns in the third quarter of life — \$237,200 (1988)</i>		13,700	13,700	
<i>Adolescent pregnancy prevention program for urban middle schools</i>	257,900		150,000	107,900
ACCESS: A Security Information Service 1730 M Street, N.W. Washington, D.C. 20036 <i>Security information service — \$200,000 (1988)</i>		100,000	100,000	
Ad-Hoc Soviet Research Group for a U.S.-Soviet Project on the Educational Uses of Computers in the Early Elementary Grades Academy of Sciences Moscow, Union of Soviet Socialist Republics <i>Expenses of the project — \$25,000 (1988)</i>		19,630	17,766	1,864
Africa Fund 198 Broadway New York, New York 10038 <i>Television program and videocassette based on the final report of the Second Carnegie Inquiry into Poverty and Development in Southern Africa</i>	24,755		24,755	
Africa Leadership Foundation 310 East 46th Street New York, New York 10017 <i>Africa Leadership Forum</i>	181,000		181,000	
African Academy of Sciences P.O. Box 14798 Nairobi, Kenya <i>Establishment of a quarterly journal, networking of African scientific organizations, and program development — \$250,000 (1988)</i>		75,000	75,000	
African-American Institute 833 United Nations Plaza New York, New York 10017 <i>Program on policy issues in African-American relations — \$250,000 (1988)</i>	250,000	85,000	85,000	250,000
African Medical and Research Foundation P.O. Box 30125, Wilson Airport Nairobi, Kenya <i>Evaluation and Operational Research Unit — \$248,750 (1988)</i>		124,375	124,375	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Africare 440 R Street, N.W. Washington, D.C. 20001 <i>Maternal health and child survival program in Imo State, Nigeria — \$190,900 (1987)</i>		14,404	14,404	
Ahmadu Bello University, Institute of Health Zaria, Nigeria <i>Planning research on maternal mortality in the Zaria local government area</i>	25,000		25,000	
Alan Guttmacher Institute 111 Fifth Avenue New York, New York 10003 <i>National surveys of teachers and education policymakers to assess the current status of human sexuality education — \$303,200 (1988)</i>		100,000	100,000	
American Academy of Arts and Sciences 136 Irving Street Cambridge, Massachusetts 02138 <i>Second Niels Bohr symposium on global problems in a climate of greater international cooperation</i>	50,000		50,000	
<i>Workshops on conventional force restructuring and arms control</i>	25,000		25,000	
American Association for Higher Education One Dupont Circle Washington, D.C. 20036 <i>Project to facilitate college and university presidents' leadership in strengthening the profession of teaching — \$545,000 (1988)</i>		482,120	277,126	204,994
American Association for the Advancement of Science 1333 H Street, N.W. Washington, D.C. 20005 <i>Program in Science, Arms Control, and National Security — \$350,000 (1987)</i>	350,000	87,500	87,500	350,000
<i>Program to strengthen the scientific and the technological infrastructure in sub-Saharan Africa — \$699,700 (1988)</i>		415,180	218,890	196,290
<i>Project to improve science and mathematics education for minority, female, and disabled youth — \$657,000 (1988)</i>		308,500	308,500	
<i>National Forum for School Science — \$194,000 (1988)</i>		100,160	65,640	34,520

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
<i>National project to reformulate the content of elementary and secondary education in science, mathematics, and technology — \$700,000 (1988)</i>		700,000	700,000	
<i>Technical assistance in assessment of the elementary and secondary science curriculum in the United States Virgin Islands</i>	25,000		25,000	
American Civil Liberties Union Foundation 132 West 43rd Street New York, New York 10036 <i>Voting Rights Project — \$200,000 (1988)</i>		100,000	50,000	50,000
<i>Center for National Security Studies Project on Government Secrecy</i>	200,000		100,000	100,000
American College of Nurse-Midwives 1522 K Street, N.W. Washington, D.C. 20005 <i>Research on maternal morbidity and mortality in Ghana</i>	145,400		145,400	
American College of Obstetricians and Gynecologists 409 12th Street, S.W. Washington, D.C. 20024 <i>Planning a collaborative program to improve maternal health in Nigeria</i>	25,000		25,000	
American Committee on U.S.-Soviet Relations 109 11th Street, S.E. Washington, D.C. 20003 <i>Periodic assessments of the state of U.S.-Soviet relations — \$150,000 (1987)</i>	25,000	50,000	50,000 25,000	
<i>Meetings between U.S. and Soviet legislators</i>	23,500		23,500	
American Council of Learned Societies 228 East 45th Street New York, New York 10017 <i>Fellowships for recent Ph.D. recipients — \$345,000 (1987)</i>		230,000	115,000	115,000
<i>Planning a project to define the aims and objectives of humanistic and social scientific study</i>	25,000		25,000	
American Enterprise Institute for Public Policy Research 1150 17th Street, N.W. Washington, D.C. 20036 <i>Seminar on children's issues for new executive branch appointees</i>	25,000		25,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
American Indian Science and Engineering Society 1085 14th Street Boulder, Colorado 80302 <i>Student participation in the annual conference</i>	12,000		12,000	
American Library Association 50 East Huron Street Chicago, Illinois 60611 <i>Program to encourage educational videocassette use in public libraries</i>	524,000		175,000	349,000
American Red Cross 17th and D Streets, N.W. Washington, D.C. 20006 <i>Technical assistance for Red Cross societies in sub-Saharan Africa and the Caribbean</i>	400,000		207,500	192,500
American Society of Zoologists P.O. Box 2739 Thousand Oaks, California 91360 <i>Symposium series on education in biology — \$162,330 (1988)</i>		111,225	54,225	57,000
Archdiocese of Capetown Bishopscourt, Claremont 7700 Cape, Republic of South Africa <i>News service</i>	25,000		25,000	
Arizona State University Tempe, Arizona 85287 <i>Interinstitutional program to increase the numbers of Hispanic students in graduate schools — \$125,000 (1988)</i>		64,000	64,000	
Arms Control Association 11 Dupont Circle, N.W. Washington, D.C. 20036 <i>Program on arms control and national security for the Washington press corps — \$150,000 (1987)</i>		50,000	50,000	
Aspen Institute for Humanistic Studies Wye Plantation, P.O. Box 222 Queenstown, Maryland 21658 <i>Aspen Strategy Group — \$200,000 (1988)</i>		150,000	100,000	50,000
<i>Meetings on U.S. relations with southern Africa for American lawmakers</i>	300,000		300,000	
<i>Meetings on U.S.-Soviet relations for American lawmakers</i>	550,800		550,800	
Aspira Association 1112 16th Street, N.W. Washington, D.C. 20036 <i>Planning and development of a mathematics and science careers program for Hispanic youth</i>	25,000		25,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Association of Colleges and Universities of the State of New York 100 State Street Albany, New York 12207 <i>Planning a project to increase the number of minority faculty in institutions of higher education in New York</i>	22,500		22,500	
Association of Science-Technology Centers 1413 K Street, N.W. Washington, D.C. 20005 <i>Assistance to science museums in serving girls, minorities and disabled students — \$433,700 (1987)</i>		217,850	146,650	71,200
Association of State Supervisors of Mathematics P. O. Box 7841 Madison, Wisconsin 53707 <i>Planning the implementation of reforms in school mathematics curricula</i>	100,000		50,000	50,000
Atlantic Council of the United States 1616 H Street, N.W. Washington, D.C. 20006 <i>Conference on international studies as a component of general education in U.S. colleges and universities</i>	25,000		25,000	
	25,000		25,000	
Avance-San Antonio 301 South Frio San Antonio, Texas 78207 <i>Evaluation of the Parent Education Program — \$400,000 (1987)</i>	342,000	66,000	66,000 248,000	94,000
Bank Street College of Education 610 West 112th Street New York, New York 10025 <i>Study of public school involvement in programs for young children — \$100,000 (1988)</i>		50,000	50,000	
Benin, University of Benin City, Nigeria <i>Research on maternal mortality in a rural Nigerian community</i>	25,000		25,000	
<i>Workshop on research on maternal health</i>	25,000		25,000	
Black Lawyers' Association Legal Education Centre P. O. Box 5217 2000 Johannesburg, Republic of South Africa <i>Publications and educational programs for black lawyers in South Africa</i>	75,000		25,000	50,000

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Boston College Chestnut Hill, Massachusetts 02167 <i>Study of the feasibility of independent monitoring of educational, occupational, and professional tests</i>	197,500		98,750	98,750
Botswana Educational Research Association c/o N.I.R. University of Botswana P/Bag 0022 Gaborone, Botswana <i>International symposium on African education research development</i>	15,000		15,000	
Breznitz, Shlomo 343 Congressional Lane Rockville, Maryland 20852 <i>Writing on education for a changing world — \$25,000 (1985)</i>		500		500
Broader Perspectives, Incorporated P. O. Box 272851 Houston, Texas 77277 <i>Review of science textbooks proposed for use in public schools in Texas</i>	25,000		25,000	
Brookings Institution 1775 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Research on international security issues as affected by U.S.-Soviet relations — \$900,000 (1988)</i>		600,000	300,000	300,000
<i>Research conference on conflict and conflict resolution in Africa</i>	175,000		175,000	
<i>Research and writing on international relations by Harold Saunders</i>	24,000			24,000
Brown University Providence, Rhode Island 02912 <i>Coalition of Essential Schools — \$400,000 (1988)</i>		250,000	150,000	100,000
Calabar, University of P.M.B. 1115 Calabar, Cross River State, Nigeria <i>Planning research on maternal mortality in the Calabar region</i>	25,000		25,000	
California State Department of Education 721 Capitol Mall Sacramento, California 94244 <i>Regional networks of middle grade schools to introduce educational reform — \$250,000 (1988)</i>		120,000	120,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
California State University, Dominguez Hills Carson, California 90747 <i>Model program to increase the numbers of minority mathematics and science teachers — \$270,000 (1987)</i>		61,000	61,000	
California State University, Sacramento Sacramento, California 95819 <i>Project by a consortium of California universities to improve the preparation of elementary school teachers</i>	66,000		66,000	
California, University of, Berkeley Berkeley, California 94720 <i>Berkeley-Stanford Program on Soviet International Behavior — \$750,000 (1988)</i>		635,378	231,557	403,821
<i>Mathematics, engineering, and science achievement program at the junior high school level — \$350,000 (1988)</i>		262,500	175,000	87,500
<i>Great Explorations in Math and Science program</i>	260,000		260,000	
<i>Study of differences in school performance, educational strategies, and cultural models among minority groups</i>	100,000		50,000	50,000
California, University of, Irvine Irvine, California 92717 <i>Model program to increase the numbers of minority mathematics and science teachers — \$315,000 (1987)</i>		40,000	40,000	
<i>Group of retired college and university presidents addressing critical issues in higher education</i>	25,000		25,000	
California, University of, San Diego La Jolla, California 92093 <i>U.S.-Soviet project on the educational uses of computers in the elementary school grades</i>	350,000		350,000	
California, University of, San Francisco San Francisco, California 94143 <i>Evaluation of comprehensive school-based health centers in California</i>	250,000		41,500	208,500
Cape Town, University of University Private Bag 7700 Rondebosch, Republic of South Africa <i>Centre for Documentary Photography — \$72,000 (1987)</i>		16,000		16,000
<i>Scholarships for black students</i>	100,000		100,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Carnegie Dunfermline Trust Abbey Park House, Dunfermline Fife KY12 7PB, United Kingdom <i>Maintenance of the Andrew Carnegie Birthplace Memorial — \$25,000 (1987)</i>		15,000	5,000	10,000
Carnegie Endowment for International Peace 11 Dupont Circle, N.W. Washington, D.C. 20036 <i>Preparation, publication, and dissemination of an annual report on nuclear proliferation — \$230,000 (1988)</i>		172,500	115,000	57,500
Carnegie Mellon University Pittsburgh, Pennsylvania 15213 <i>Consortium to develop applications for an information technology system in higher education — \$201,500 (1988)</i>		44,520	44,520	
<i>Study of adolescent decision making — \$309,000 (1988)</i>		177,000	177,000	
Catticus Corporation 2600 10th Street Berkeley, California 94710 <i>Documentary film on the life and legacy of Earl Warren</i>	25,000		25,000	
Center for Applied Linguistics 1118 22nd Street, N.W. Washington, D.C. 20037 <i>National project to improve mathematics and science education through language instruction — \$290,000 (1988)</i>		190,000	127,000	63,000
Center for Constitutional Rights 666 Broadway New York, New York 10012 <i>Training and organizing components of the Voting Rights Project and the development of a self-help guide</i>	50,000		50,000	
Center for Education on Nuclear War 122 Maryland Avenue, N.E. Washington, D.C. 20002 <i>Study group on United States policy on the use of nuclear weapons</i>	25,000 40,000		25,000 40,000	
Center for Foreign Policy Development Brown University Providence, Rhode Island 02912 <i>Series of U.S.-Soviet meetings on European security</i>	25,000		25,000	
Center for Policy Alternatives 2000 Florida Avenue Washington, D.C. 20009 <i>Project on state election law reform to increase voter participation</i>	75,000		75,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Center for Population Options 1012 14th Street, N.W. Washington, D.C. 20005 <i>Services to school-based health clinics — \$200,000 (1988)</i>		100,000	100,000	
<i>Projects concerned with the electronic media and adolescent sexuality</i>	150,000		75,000	75,000
Center for Women Policy Studies 2000 P Street, N.W. Washington, D.C. 20036 <i>Program to increase minority girls' participation in mathematics, science and technology education</i>	200,000		100,000	100,000
Central Educational Network Association 1400 East Touhy Des Plaines, Illinois 60018 <i>Seminar for television professionals and adolescent specialists about improving the quality of television for adolescents</i>	25,000		25,000	
Centre for Our Common Future Palais Wilson 52, rue des Paquis 1201 Geneva, Switzerland <i>Follow-up in Africa and the United States of the World Commission on Environment and Development</i>	240,000		142,000	98,000
Chicago, University of Chicago, Illinois 60637 <i>Development of an integrated secondary school mathematics curriculum — \$1,000,000 (1986)</i>		333,333	333,333	
<i>Research on factors influencing family structure in the inner city</i>	65,000		65,000	
Children's Defense Fund 122 C Street, N.W. Washington, D.C. 20001 <i>General support and a fund for institutional development — \$1,250,000 (1988)</i>		450,000	250,000	200,000
<i>Final grant toward a media campaign to help prevent adolescent pregnancy</i>	200,000		50,000	150,000
Children's Express Foundation 245 Seventh Avenue New York, New York 10001 <i>Creation of a national system of children's press clubs in conjunction with a weekly televised children's news program — \$225,000 (1988)</i>		125,000	75,000	50,000

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Children's Television Workshop One Lincoln Plaza New York, New York 10023 <i>Production of a television series about mathematics for children</i>	300,000		300,000	
Cleveland Education Fund 1400 Hanna Building Cleveland, Ohio 44115 <i>Model program to improve science education in the Cleveland Public Schools — \$150,000 (1987)</i>		50,000	50,000	
Columbia University New York, New York 10027 <i>Research and training on Soviet international security and arms control issues — \$1,500,000 (1985)</i>		500,000	500,000	
<i>Research and training on maternal health in sub-Saharan Africa — \$996,900 (1987)</i>		477,685	426,510	51,175
<i>Development of model comprehensive health and educational services in junior high schools — \$440,000 (1988)</i>		440,000	342,220	97,780
<i>National Resource Center for Children in Poverty</i>	1,000,000		500,000	500,000
<i>Workshop on early childhood programs for Hispanic children and their families</i>	24,000		24,000	
Committee for Economic Development 477 Madison Avenue New York, New York 10022 <i>Program in education and child development</i>	300,000		50,000	250,000
Congress of National Black Churches 600 New Hampshire Avenue, N.W. Washington, D.C. 20037 <i>Church-based educational programs for children and families — \$758,900 (1988)</i>	750,000	194,851	194,851 175,000	575,000
Congressional Institute for the Future 218 D Street, S.E. Washington, D.C. 20510 <i>Dissemination of reports of the Office of Technology Assessment</i>	150,000		60,000	90,000
Consortium for the Advancement of Private Higher Education 1606 New Hampshire Avenue, N.W. Washington, D.C. 20009 <i>Support — \$550,000 (1988)</i>	350,000	275,000	275,000 350,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Cornell University Ithaca, New York 14853 <i>Program in international security studies — \$450,000 (1988)</i>		120,000	120,000	
Council of Chief State School Officers 400 North Capitol Street, N.W. Washington, D.C. 20001 <i>Assistance to educators in meeting the needs of preschool children at risk of school failure</i>	189,000		189,000	
Council of State Governments P.O. Box 11910, Iron Works Pike Lexington, Kentucky 40578 <i>Adolescent pregnancy prevention activities of the Southern Governors' Association — \$154,000 (1988)</i>	106,000	115,000	115,000 53,000	53,000
Council of the Great City Schools 1413 K Street, N.W. Washington, DC 20005 <i>Study of ways to improve advocacy for urban public education</i>	10,300		10,300	
Council on Foreign Relations 58 East 68th Street New York, New York 10021 <i>Seminars on poverty and development in southern Africa, based on the final report of the Second Carnegie Inquiry into Poverty and Development in Southern Africa</i>	25,000		25,000	
<i>Study of U.S.-Soviet relations in the next decade</i>	208,000		69,500	138,500
Council on Foundations 1828 L Street, N.W. Washington, D.C. 20036 <i>1989 membership support</i>	24,700		24,700	
Cushing Academy Ashburnham, Massachusetts 01430 <i>Conference on Native American education for independent secondary schools</i>	12,000		12,000	
Dar es Salaam, University of Dar es Salaam, Tanzania <i>Evaluation of the Essential Drug Program in Tanzania — \$150,000 (1988)</i>		130,032	62,000	68,032
<i>Eastern and Southern Africa Technology Policy Research Network at the Institute of Development Studies</i>	171,200		57,100	114,100

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Defense Forecasts 1742 Swann Street, N.W. Washington, D.C. 20009 <i>Study of naval arms control</i>	25,000		25,000	
Development Group for Alternative Policies 1401 Eye Street, N.W. Washington, D.C. 20005 <i>Support</i>	100,200		100,200	
Dryfoos, Joy G. 20 Circle Drive Hastings-on-Hudson, New York 10706 <i>Research and writing on adolescents at risk — \$60,000 (1988)</i>		29,800	29,800	
Duke University Durham, North Carolina 27706 <i>Dissemination of the report of the International Commission on Central American Recovery and Development</i>	25,000		25,000	
<i>International commission on Central American recovery and development</i>	150,000		150,000	
<i>Research and publication on Soviet domestic politics</i>	606,000		101,000	505,000
Editorial Projects in Education 4301 Connecticut Avenue, N.W. Washington, D.C. 20008 <i>Marketing plan to increase readership by public school teachers of Education Week — \$275,000 (1988)</i>		275,000	275,000	
Education Commission of the States 707 17th Street Denver, Colorado 80202 <i>National program to foster mentoring relationships between college students and youth at risk of school failure</i>	374,000		97,500	276,500
<i>Project to assist states with policy and administrative issues in educational reform</i>	200,000		200,000	
Education, Training, and Research Associates 1700 Mission Street Santa Cruz, California 95061 <i>Development of family life education materials for Hispanic students — \$173,900 (1987)</i>		82,605	65,381	17,224

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Educational Broadcasting Corporation 356 West 58th Street New York, New York 10019 <i>Development of a television series on U.S.-Soviet relations — \$250,000 (1986) \$250,000 (1987)</i>		175,000 250,000	175,000 250,000	
<i>Television program on the contributions of black Americans to the U.S. space program</i>	50,000		50,000	
Educational Film Center 5101 'F' Backlick Road Annandale, Virginia 22003 <i>Development of a film on John Gardner</i>	20,000		20,000	
Educational Foundation for Nuclear Science 6042 South Kimbark Avenue Chicago, Illinois 60637 <i>Implementation of a marketing strategy for the Bulletin of the Atomic Scientists</i>	200,000		50,000	150,000
<i>Marketing strategy for the Bulletin of the Atomic Scientists</i>	25,000		25,000	
Educational Opportunities Trust 20 New Street South 2000 Johannesburg, Republic of South Africa <i>Support of the research unit — \$50,000 (1988)</i>		25,000	25,000	
<i>Nondegree fellowship program of study in the United States for black South Africans</i>	75,000		75,000	
Emory University Atlanta, Georgia 30322 <i>International negotiation network at the Carter Presidential Center</i>	225,000		225,000	
Environmental Policy Institute 218 D Street, S.E. Washington, D.C. 20003 <i>Dissemination of a report on innovative solutions to environmental problems</i>	5,000		5,000	
Erikson Institute 25 West Chicago Avenue Chicago, Illinois 60610 <i>Development of a training and certification program for community child safety specialists — \$310,000 (1987)</i>		80,000	80,000	
<i>Funds to provide additional training to Communities for Child Safety Teams</i>	15,000		15,000	
<i>Training, certification, and assistance program for community child safety specialists</i>	377,000		94,000	283,000

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Far West Laboratory for Educational Research and Development 1855 Folsom Street San Francisco, California 94103 <i>Development of a training program for infant and toddler caregivers — \$250,000 (1988)</i>		187,500	187,500	
Federation of American Scientists Fund 307 Massachusetts Avenue, N.E. Washington, D.C. 20022 <i>U.S.-Soviet joint scientific study of disarmament verification — \$200,000 (1988)</i>		100,000	100,000	
First Parish of Cambridge 3 Church Street, Harvard Square Cambridge, Massachusetts 02138 <i>Series of radio broadcasts by Cambridge Forum on avoiding nuclear war — \$75,000 (1987)</i>		25,000	25,000	
Florida State University Tallahassee, Florida 32306 <i>Planning a public policy project to promote the well-being of children</i>	67,000		67,000	
Foundation Center 79 Fifth Avenue New York, New York 10003 <i>Support</i>	100,000		50,000	50,000
Foundation for Advancements in Science and Education 4801 Wilshire Boulevard Los Angeles, California 90010 <i>Development of a television series on mathematics and its relationship to the workplace</i>	25,000		25,000	
Fund for Peace 345 East 46th Street New York, New York 10017 <i>National Security Archive</i>	300,000		300,000	
Fundación Educativa Ana G. Méndez Apartado 21345 Rio Piedras, Puerto Rico 00928 <i>Precollege mathematics and science program in Puerto Rico — \$400,000 (1988)</i>		234,000	133,200	100,800
Fundación Mexicana para la Salud 20 Piso San Jeronimo Lidice Avenida Contraria, 1200 Mexico <i>Research in maternal and child health and strengthening of health resources in Mexico — \$575,000 (1987)</i>		285,000	285,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
George Washington University Washington, D.C. 20052 <i>Series of policy seminars on child health and development issues</i>	200,000		100,000	100,000
Ghana, University of Legon, Accra, Ghana <i>Project for postgraduate training in obstetrics and gynecology in Ghana</i>	482,200		167,400	314,800
Ghana, University of Science and Technology, Kumasi Kumasi, Ghana <i>Planning research on maternal mortality</i>	25,000		25,000	
Ghana, University of, Accra Medical School Legon, Accra, Ghana <i>Planning research on maternal mortality</i>	25,000		25,000	
Girls Clubs of America 30 East 33rd Street New York, New York 10016 <i>Development and evaluation of four models of pregnancy prevention among adolescents — \$200,000 (1988)</i>		125,000	100,000	25,000
<i>Staff training and a guide to staff development for a science mathematics program for young adolescent girls in low-income communities</i>	150,000		80,000	70,000
Gliksman, Alex 3800 North Fairfax Drive Arlington, Virginia 22203 <i>Research and writing on emerging conventional arms technology — \$25,000 (1988)</i>		3,900	1,750	2,150
Hall of Science of the City of New York 47-01 111th Street Corona, New York 11368 <i>Program to increase the number of minority and female science teachers</i>	192,000		77,000	115,000
Harvard University Cambridge, Massachusetts 02138 <i>Analysis of adolescent substance abuse and an evaluation of prevention programs and public policies — \$600,000 (1988)</i>		525,000	525,000	
<i>Analysis of policies affecting children in poverty — \$217,500 (1988)</i>	321,000	77,500	77,500	175,000
<i>Commission on Health Research for Development — \$100,000 (1988)</i>		50,000	50,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
<i>Research and education on the avoidance of nuclear war — \$1,290,000 (1988)</i>		665,000	665,000	
<i>Resource guide on family support programs in the schools and a study of state-supported programs — \$100,000 (1988)</i>		63,000	63,000	
<i>Study of federal research and development policies and their impact on science and engineering education — \$250,000 (1988)</i>		166,667	83,333	83,334
<i>Takemi Program in International Health of the Harvard School of Public Health — \$250,000 (1988)</i>		185,000		185,000
<i>Childhood Injury Prevention Resource Center</i>	425,000		208,000	217,000
<i>Nieman Fellowship for Soviet journalist Vladimir Voina</i>	15,000		15,000	
<i>Planning a center for the study of elected politicians</i>	25,000		25,000	
<i>Research and training at the Harvard Negotiation Project on improving the U.S.-Soviet negotiation process</i>	294,000		147,000	147,000
<i>Science policy seminar series</i>	15,000		15,000	
<i>U.S.-Soviet study of confidence and security-building measures in Europe</i>	227,000		132,000	95,000
Helsinki Watch 36 West 44th Street New York, New York 10036 <i>Expansion of activities with the Soviet Union</i>	100,000		50,000	50,000
Henry L. Stimson Center 1742 Swann Street, N.W. Washington, D.C. 20009 <i>Study of naval arms control</i>	158,200		79,100	79,100
<i>Study of verification of compliance with multilateral arms control agreements</i>	300,000		100,000	200,000
High/Scope Educational Research Foundation 600 North River Street Ypsilanti, Michigan 48197 <i>Research, policy studies, and dissemination of information on early childhood education — \$460,500 (1987)</i>		159,066	159,066	
Hispanic Policy Development Project 250 Park Avenue South New York, New York 10003 <i>Development of parent education videos for television</i>	87,000		87,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Howard University Washington, D.C. 20059 <i>Publication and dissemination of the proceedings of a symposium and a regional policy seminar on minorities in science and technology</i>	10,000		10,000	
Ibadan, University of Ibadan, Nigeria <i>Analysis of demand and delivery of health care in Nigeria — \$146,000 (1988)</i>		69,100	49,800	19,300
<i>Participation in an international study of preprimary education</i>	25,000		25,000	
<i>Planning the development of scientific databases and information systems at the University of Ibadan</i>	22,500		22,500	
Ilorin, University of Ilorin, Nigeria <i>Research on maternal mortality in a rural Nigerian community</i>	25,000		25,000	
Independent Sector 1828 L Street, N.W. Washington, D.C. 20036 <i>1989 membership support</i>	7,400		7,400	
<i>Research conference on the nonprofit sector worldwide</i>	25,000		25,000	
Institute for East-West Security Studies 360 Lexington Avenue New York, New York 10017 <i>U.S.-Soviet Relations Program — \$300,000 (1985)</i>		19,500		19,500
<i>Working group on conventional arms control — \$247,000 (1988)</i>		186,500	123,500	63,000
<i>International volume of essays on conventional arms control</i>	25,000		25,000	
Institute for Research on Learning 2550 Hanover Street Palo Alto, California 94304 <i>Establishment of a consortium for research on the teaching and learning of science and mathematics</i>	400,000		200,000	200,000
Institute for Schools of the Future 25 West 43rd Street New York, New York 10036 <i>Planning a project to use microcomputer and telecommunications technology for teaching and learning mathematics and science</i>	20,000		20,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Institute of International Education 809 United Nations Plaza New York, New York 10017 <i>Clearinghouse for United States programs in education for black South Africans — \$150,000 (1987)</i>		50,000	50,000	
<i>Collaboration by African health professionals and policymakers in a study of African health policy</i>	25,000		25,000	
<i>Networking activities of the International Health Policy Program</i>	100,000		50,000	50,000
Inter-American Dialogue 1333 New Hampshire Avenue, N.W. Washington, D.C. 20036 <i>Support</i>	200,000		67,000	133,000
International Council of Nurses 3, place Jean-Marceau 1201 Geneva, Switzerland <i>Participation by representatives of Commonwealth countries in Africa in workshops on nursing regulation for primary health care — \$200,000 (1988)</i>		150,000	100,000	50,000
International Development Conference 1401 New York Avenue, N.W. Washington, D.C. 20005 <i>Public education about international development</i>	25,000		25,000	
International Health and Biomedicine The Manor House, Alfriston East Sussex BN265, United Kingdom <i>Research for books and television programs on science and technology in developing countries — \$353,650 (1986)</i>		122,036	122,036	
International Institute for Applied Systems Analysis A-2361 Laxenburg, Austria <i>Research on the processes of international negotiations</i>	25,000		25,000	
International Peace Academy 777 United Nations Plaza New York, New York 10017 <i>Discussions among United States, Soviet and Third World representatives on regional security</i>	150,000		25,000	125,000

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XI International Conference on the Social Sciences and Medicine Organizing Committee Glengarden Ballater Aberdeenshire AB3 5UB, Scotland <i>Participation in the conference by professionals from Commonwealth countries in sub-Saharan Africa and the Caribbean</i>	25,000		25,000	
International Research and Exchanges Board 126 Alexander Street Princeton, New Jersey 08540 <i>Facilitation and dissemination of meetings involving U.S. and Soviet scholars and policy experts — \$500,000 (1988)</i>		470,000	220,000	250,000
<i>U.S.-Soviet joint study on crisis prevention and settlement — \$160,000 (1988)</i>		80,000	80,000	
International Student Pugwash 505-B 2nd Street, N.E. Washington, D.C. 20002 <i>Student programs on science and technology in society — \$100,000 (1987)</i>		25,000	25,000	
International Women's Health Coalition 24 East 21st Street New York, New York 10010 <i>Planning a program to improve the reproductive health of women in Nigeria</i>	150,000		150,000	
Jackson State University Jackson, Mississippi 39217 <i>Planning a statewide pre-college program to improve student achievement in mathematics and science</i>	25,000		25,000	
Jobs for America's Graduates 1250 Eye Street, N.W. Washington, D.C. 20005 <i>National school-to-work transition program for at-risk youth</i>	300,000		100,000	200,000
Johns Hopkins University Baltimore, Maryland 21218 <i>Conferences of American legislators with British parliamentarians and African leaders — \$106,600 (1971)</i>		7,956	7,956 ^a	
<i>Development of a handbook for state and local policymakers on the prevention of childhood injury — \$300,000 (1987)</i>		50,000		50,000
<i>Research and writing on policies to reduce school failure by David W. Hornbeck — \$122,000 (1988)</i>		91,000	91,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
<i>Study on military forces and arms control — \$133,000 (1988)</i>		66,500	66,500	
<i>Book on human resources investment strategy</i>	25,000		25,000	
<i>Fellowship program to increase international cooperation on health issues</i>	250,000		125,000	125,000
<i>National conference on homeless children</i>	75,000		75,000	
<i>Planning a U.S.-Soviet research project on conflict resolution in third world regional conflicts</i>	13,500		13,500	
Joint Center for Political and Economic Studies 1301 Pennsylvania Avenue, N.W. Washington, D.C. 20004				
<i>Policy research on the black family — \$500,000 (1987)</i>		137,000	137,000	
Keller, George 2432 Pickwick Road Baltimore, Maryland 21207				
<i>Research and writing on changes in higher education required by new conditions in American society — \$25,000 (1988)</i>		13,750	5,625	8,125
Koshel, Jeffrey; Madeleine Kimmich; Therese Van Houten 2842 Chesterfield Place, N.W. Washington, D.C. 20008				
<i>Updating a 1985 report on state efforts to reduce problems of teen pregnancy and parenting — \$24,700 (1988)</i>		24,700	24,700	
Lagos, University of Lagos, Nigeria				
<i>Planning maternal health research in a rural Nigerian community by the University of Lagos Teaching Hospital</i>	23,500			23,500
Lawyers' Committee for Human Rights 330 7th Avenue New York, New York 10001				
<i>Monitoring and analysis of Soviet legal reform</i>	250,000		62,500	187,500
Legal Resources Trust P. O. Box 9495 2000 Johannesburg, Republic of South Africa				
<i>Legal Resources Centre to serve the rural Eastern Cape region of South Africa — \$50,000 (1988)</i>		25,000	25,000	
Malawi, University of Zomba, Malawi				
<i>Project on maternal and child nutrition in Malawi conducted by the Centre for Social Research</i>	253,500		151,000	102,500

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Maryland Foundation, University of Adelphi, Maryland 20783 <i>Planning research on the history of Soviet nuclear weapons programs and policies</i>	25,000		25,000	
Massachusetts Institute of Technology Cambridge, Massachusetts 02139 <i>Planning a national program to increase the education of minorities — \$1,182,000 (1987)</i>		384,000	384,000	
<i>Project on the social and political implications of science and technology in the Soviet Union — \$25,000 (1987)</i>		15,000	15,000	
<i>Defense and Arms Control Studies Program — \$1,100,000 (1988)</i>		1,100,000	225,000	875,000
<i>National program to increase the education of minorities</i>	790,600		395,300	395,300
<i>Summer program in science and engineering for high school teachers</i>	15,000		15,000	
<i>Visiting fellowship for Nigerian science journalist Nena Uche</i>	17,000		17,000	
Mathematical Association of America 1529 18th Street, N.W. Washington, D.C. 20036 <i>American Mathematics Project — \$20,000 (1988)</i>		20,000	20,000	
Meharry Medical College 1005 D.B. Todd Boulevard Nashville, Tennessee 37208 <i>Community-based pregnancy prevention program for adolescents — \$750,000 (1987)</i>	70,000	150,000	150,000 70,000	
MELD 123 North 3rd Street Minneapolis, Minnesota 55401 <i>Development of parent education and support programs for young low-income Hispanic parents in California — \$521,000 (1987)</i>		258,900	78,000	180,900
Melmed, Arthur S. 4727 30th Street, N.W. Washington, D.C. 20008 <i>Writing on improving education through the application of cognitive science and information technology — \$16,530 (1986)</i>		6,530		6,530
Mental Health Law Project 2021 L Street, N.W. Washington, D.C. 20036 <i>Advocacy on behalf of preschool developmentally disabled children</i>	225,000		125,000	100,000

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Mexican American Legal Defense and Educational Fund 634 South Spring Street Los Angeles, California 90014 <i>Program of education litigation and advocacy — \$750,000 (1987)</i>		250,000	250,000	
Michigan State University East Lansing, Michigan 48824 <i>Planning research on maternal health in Zimbabwe</i>	25,000			25,000
Michigan, University of Ann Arbor, Michigan 48109 <i>Research and writing on alternate approaches to the study of conflict and cooperation — \$320,000 (1987)</i>		105,000		105,000
<i>Studies of social support networks in adolescence — \$48,000 (1988)</i>		24,000	24,000	
<i>Coordination of external support for a project for postgraduate training in obstetrics and gynecology in Ghana</i>	395,844		130,000	265,844
Multicultural Education Training and Advocacy Project (META) 50 Broadway Somerville, Massachusetts 02146 <i>Training and advocacy on behalf of language-minority children — \$200,000 (1988)</i>		95,000	95,000	
NAACP Legal Defense and Educational Fund 99 Hudson Street New York, New York 10013 <i>Education litigation program — \$555,000 (1987)</i>		277,500	277,500	
<i>National survey of public attitudes on race relations — \$275,000 (1988)</i>		64,500	64,500	
NAACP Special Contribution Fund 4805 Mt. Hope Drive Baltimore, Maryland 21215 <i>Program of education litigation and advocacy — \$696,000 (1987)</i>		232,000	232,000	
Nairobi, University of Nairobi, Kenya <i>Analysis of health services financing in Kenya — \$150,000 (1988)</i>		100,000		100,000
NALEO Education Fund 1114 South Lorena Los Angeles, California 90023 <i>Project to increase Hispanic communities' participation in the 1990 census</i>	100,000		50,000	50,000

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
National Academy of Education 108 Longfellow Hall, Harvard University Cambridge, Massachusetts 02138 <i>Study on future priorities in education research</i>	193,000		100,000	93,000
National Academy of Sciences 2101 Constitution Avenue, N.W. Washington, D.C. 20418 <i>National Forum on the Future of Children and Their Families — \$536,000 (1987)</i>	85,000 650,000	134,000	134,000 85,000 162,500	487,500
<i>Development of curricular models for school mathematics — \$287,000 (1988)</i>		143,500	143,500	
<i>Assessment of science and technology information systems in sub-Saharan Africa</i>	140,600		140,600	
<i>Committee on International Security and Arms Control</i>	600,000		200,000	400,000
<i>Committee on the Contributions of Behavioral and Social Science to the Prevention of Nuclear War</i>	450,000		225,000	225,000
<i>Exchanges on health issues between the Institute of Medicine and the Soviet Academy of Medical Sciences</i>	25,000		25,000	
<i>National dialogue on improving mathematics education</i>	307,000		147,000	160,000
<i>Planning by the Institute of Medicine of a study on female morbidity and mortality in Africa</i>	25,000		25,000	
National Academy of Social Insurance 505 Capitol Court, N.E. Washington, D.C. 20002 <i>Support — \$200,000 (1987)</i>		35,000	35,000	
National Association for Bilingual Education 1201 16th Street, N.W. Washington, D.C. 20036 <i>Support — \$150,000 (1986)</i>		25,000	25,000	
National Association of Precollege Directors 353 Loew FH-18, University of Washington Seattle, Washington 98195 <i>Organizational meeting</i>	25,000		25,000	

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National Association of Secondary School Principals 1904 Association Drive Reston, Virginia 22091 <i>Leadership training program for urban school principals</i>	25,000		25,000	
National Association of State Boards of Education 701 North Fairfax Street Alexandria, Virginia 22314 <i>Dissemination of a report on improving school-based programs for young children</i>	340,000		255,000	85,000
National Board for Professional Teaching Standards 333 West Fort Street Detroit, Michigan 48226 <i>Support</i>	1,000,000		1,000,000	
National Center for Science Education 2107 Dwight Way Berkeley, California 94704 <i>Support</i>	108,000		76,000	32,000
National Center for Youth Law 1663 Mission Street San Francisco, California 94103 <i>Research and technical assistance on legal aspects of adolescent health clinics — \$203,000 (1987)</i>		50,790	50,790	
National Center on Education and the Economy 39 State Street Rochester, New York 14614 <i>Report assessing the skills of the U.S. work force and recommendations to promote high performance</i>	250,000		185,000	65,000
National Charities Information Bureau 19 Union Square West New York, New York 10003 <i>Review of standards for evaluating charitable organizations</i>	10,000		10,000	
<i>Support</i>	15,000		5,000	10,000
National Coalition of Advocates for Students 100 Boylston Street Boston, Massachusetts 02116 <i>Support — \$250,000 (1988)</i>		125,000	125,000	
National Commission on Social Studies in the Schools 11 Dupont Circle, N.W. Washington, D.C. 20036 <i>Support</i>	60,000		60,000	

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National Commission on the Public Service 1616 H Street, N.W. Washington, D.C. 20006 <i>Support</i>	25,000		25,000	
National Committee for Responsive Philanthropy 2001 S Street, N.W. Washington, D.C. 20009 <i>Support</i>	20,000		10,000	10,000
National Conference of State Legislatures 1050 17th Street Denver, Colorado 80265 <i>Information and technical assistance on early childhood education and child-care policy for state legislatures — \$492,000 (1987)</i>		117,000	117,000	
<i>Activities to build legislative awareness and support for science education</i>	23,300		23,300	
National Congress of Parents and Teachers 700 North Rush Street Chicago, Illinois 60611 <i>Distribution to elementary school principals of materials involving parents in an effort to increase student achievement in mathematics</i>	125,000		125,000	
National Council for International Health 1701 K Street Washington, D.C. 20006 <i>Program to enhance U.S. participation in international cooperation in health</i>	150,000		75,000	75,000
National Council of La Raza 810 First Street, N.E. Washington, D.C. 20002 <i>Analysis of policies and programs affecting the education of Hispanic Americans — \$225,000 (1986)</i>	225,000	37,500	37,500	187,500
National Council of the Churches of Christ in the U.S.A. 475 Riverside Drive New York, New York 10115 <i>Activities to improve the quality of child care programs — \$330,000 (1985)</i>		55,000	55,000	
National Executive Service Corps 257 Park Avenue South New York, New York 10010 <i>Program to prepare industry and military personnel to teach math and science in public schools upon retirement</i>	569,600		269,800	299,800

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National Governors' Association Center for Policy Research 444 North Capitol Street Washington, D.C. 20001 <i>Assistance to states and localities in implementing the recommendations of the Carnegie Task Force on Teaching as a Profession — \$691,000 (1988)</i>	504,000	345,500	345,500 252,000	252,000
<i>Publication and dissemination of a report on state policies affecting adolescent pregnancy and parenting</i>	14,000		14,000	
<i>Seminar for state policymakers on children's prevention issues and a publication on the indicators of children's well-being</i>	172,000		86,000	86,000
National League of Cities Institute 1301 Pennsylvania Avenue Washington, D.C. 20004 <i>Project to develop the League's capacity to assist cities on child and family issues</i>	25,000		25,000	
National Progressive Primary Health Care Committee 74 Lorne Street, Lancet Medical Centre 4001 Durban, Republic of South Africa <i>Network of institutions and individuals concerned with primary health care in South Africa — \$167,300 (1988)</i>		167,300	83,650	83,650
National Public Radio 2025 M Street, N.W. Washington, D.C. 20036 <i>Coverage of Third World development — \$300,000 (1985)</i>		50,000		50,000
National Puerto Rican Coalition 1700 K Street, N.W. Washington, D.C. 20006 <i>Core public policy and public affairs programs — \$250,000 (1988)</i>		125,000	75,000	50,000
National Science Teachers Association 1742 Connecticut Avenue, N.W. Washington, D.C. 20009 <i>National inter-sectoral coalition to improve science and technology education in the schools — \$150,000 (1988)</i>		56,300	56,300	
<i>Needs assessment of science and mathematics education in the United States Virgin Islands</i>	100,000		100,000	

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National Urban Coalition 1120 G Street, N.W. Washington, D.C. 20005 <i>Program for black and Hispanic parents and community groups to improve education in science, mathematics, and technology in the schools — \$350,000 (1988)</i>		180,000	180,000	
National Urban League 500 East 62nd Street New York, New York 10021 <i>Media campaign and program development to foster responsible sexual behavior among adolescent black males — \$415,000 (1988)</i>		312,500	207,500	105,000
<i>Monitoring and support of participants in a guaranteed scholarship program for inner-city minority elementary students</i>	25,000		25,000	
Native American Science Education Association 10 East 87th Street New York, New York 10028 <i>Project to strengthen precollege science and mathematics instruction for native Americans — \$175,175 (1986)</i>		45,973	45,973 ^a	
Natural Resources Defense Council 122 East 42nd Street New York, New York 10168 <i>U.S.-Soviet study of verification of naval nuclear weapons arms control agreements</i>	25,000			25,000
Nebraskans for Public Television 1800 North 33 Lincoln, Nebraska 68503 <i>Production and promotion of television science programs for primary school children</i>	250,000		150,000	100,000
New York Public Library Fifth Avenue and 42nd Street New York, New York 10018 <i>Program support — \$500,000 (1986)</i>		50,000	50,000	
New York Regional Association of Grantmakers 505 Eighth Avenue New York, New York 10018 <i>1989 membership support</i>	7,125		7,125	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
New York University New York, New York 10003 <i>Research on the developmental pathways of high-risk adolescents — \$400,000 (1987)</i>		180,000	50,000	130,000
<i>Documentation and evaluation of dropout prevention programs — \$300,000 (1988)</i>		155,000	155,000	
<i>Research and training on news media coverage of international security issues — \$250,000 (1988)</i>		225,000	100,000	125,000
<i>Colloquium series on science, technology, and society</i>	25,000		25,000	
<i>Planning a cooperative program by deans of schools of education to improve teacher preparation in mathematics, science, and technology education</i>	75,000		75,000	
New York, Board of Education of the City of 110 Livingston Street Brooklyn, New York 11201 <i>School Improvement Project — \$175,000 (1980)</i>		43,750		43,750
New York, of the City University of, Hunter College New York, New York 10021 <i>Inter-University Program for Latino Research</i>	200,000		140,000	60,000
Nigerian Institute of Social and Economic Research P.M.B. 5 U.I. Post Office Ibadan, Nigeria <i>West Africa Technology Policy Research Network</i>	161,400			161,400
Nonprofit Coordinating Committee of New York 121 Avenue of the Americas New York, New York 10013 <i>1989 membership support</i>	975		975	
North Carolina, University of, at Chapel Hill Chapel Hill, North Carolina 27514 <i>Project on Adolescent Literacy — \$200,000 (1988)</i>		37,800	37,800	
<i>Expansion of a precollege program in mathematics and science for minorities and girls</i>	350,000		65,000	285,000
Northwest Media Project P.O. Box 2008 Portland, Oregon 97208 <i>Radio series on nuclear proliferation</i>	25,000		25,000	

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Nuclear Control Institute 1000 Connecticut Avenue, N.W. Washington, D.C. 20036 <i>Research and public education on nuclear proliferation</i>	200,000		50,000	150,000
Nuclear Times 1601 Connecticut Avenue, N.W. Washington, D.C. 20009 <i>Coverage of research and analysis on the avoidance of nuclear war</i>	330,000		110,000	220,000
Ohio Consortium for Portfolio Development Wright State University Dayton, Ohio 45435 <i>Development of teaching portfolios by teacher education students and beginning teachers</i>	20,000			20,000
Organizing Institute 605 Pine Avenue Pacific Grove, California 93950 <i>Evaluation and dissemination of a model for community and grassroots organizing</i>	100,000		100,000	
Overseas Development Network P. O. Box 1430 Cambridge, Massachusetts 02238 <i>Support</i>	110,000		110,000	
Pan American Health Organization 525 23rd Street, N.W. Washington, D.C. 20037 <i>Binational research, education, and training programs in maternal, adolescent, and child health in the U.S.-Mexico border region — \$700,000 (1988)</i>		500,000	400,000	100,000
Parliamentarians Global Action for Disarmament, Development, and World Reform 211 East 43rd Street New York, New York 10017 <i>Project on the development of a global security system — \$200,000 (1988)</i>		100,000	100,000	
Pathfinder Fund 1330 Boylston Street Chestnut Hill, Massachusetts 02167 <i>Development of model education and counseling programs for pregnant adolescents in present and former Commonwealth members in sub-Saharan Africa — \$402,200 (1985)</i>		83,915		83,915

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Pennsylvania State University University Park, Pennsylvania 16802 <i>Interdisciplinary association concerned with science, technology, and society — \$250,000 (1987)</i>		89,100	89,100	
Pennsylvania, University of Philadelphia, Pennsylvania 19104 <i>Research, lecturing, writing, and consulting on adult literacy in Nigeria by Joseph T. Okedara</i>	25,000		25,000	
Phelps-Stokes Fund 10 East 87th Street New York, New York 10128 <i>Bishop Desmond Tutu Southern African Refugee Scholarship Fund</i>	150,000		150,000	
<i>Research and writing by D. Lydia Brontë on work and career in the third quarter of life</i>	25,000		25,000	
<i>Research by the New York State Judicial Commission on Minorities on biases in the court system</i>	150,000		150,000	
Population Council One Dag Hammarskjold Plaza New York, New York 10017 <i>Program on child survival and adolescent fertility in Mexico and the Commonwealth Caribbean</i>	120,000		120,000	
Princeton University Princeton, New Jersey 08544 <i>Joint U.S.-Soviet journal on scientific analyses relating to arms control, security matters, and global environmental issues</i>	250,000		62,500	187,500
<i>Project to analyze the effect of ending mandatory retirement of tenured faculty on institutions of higher education</i>	100,000		25,000	75,000
<i>Research on the feasibility of reducing U.S. and Soviet reliance on nuclear weapons</i>	200,000			200,000
<i>Visiting fellowship for Vusumuzi Khanyile</i>	29,000		29,000	
Program for Appropriate Technology in Health 4 Nickerson Street Seattle, Washington 98109 <i>Development of methods to promote the health of mothers and newborns in two southern African countries — \$378,600 (1985)</i>		87,867	87,867	
<i>Second phase of the Safe Birth Program in selected Commonwealth countries in Africa — \$250,000 (1988)</i>		150,000	118,000	32,000

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Public Education Association 39 West 32nd Street New York, New York 10001 <i>Research on high school reform in New York City — \$327,000 (1988)</i>		166,000	166,000	
Puerto Rican Legal Defense and Education Fund 99 Hudson Street New York, New York 10013 <i>Education Rights Project — \$390,000 (1983) \$450,000 (1988)</i>		8,834 196,500	136 ^a 8,698 156,750	39,750
Pugwash Conferences on Science and World Affairs Accademia Nazionale dei Lincei 00165 Rome, Italy <i>Support</i>	150,000		75,000	75,000
<i>Workshop on accidental nuclear war</i>	25,000		25,000	
Quality Education Project 2110 Scott Street San Francisco, California 94115 <i>Model program to increase parent involvement in elementary schools in Oakland, California — \$175,000 (1986)</i>		45,000	45,000	
Radcliffe College Cambridge, Massachusetts 02138 <i>Visiting fellowships at the Mary Ingraham Bunting Institute for women from developing countries — \$199,700 (1988)</i>		190,500	60,300	130,200
<i>Acquisition and preservation of videotapes by Martha Stuart</i>	12,000		12,000	
RAND Corporation 1700 Main Street Santa Monica, California 90406 <i>Research and training on managing U.S.-Soviet conflict — \$1,000,000 (1987)</i>		750,000	500,000	250,000
Rochester, University of Rochester, New York 14642 <i>Study of the effectiveness of nurse home-visiting programs for low-income mothers and infants — \$82,000 (1988)</i>		72,000	35,000	37,000
Rockefeller University New York, New York 10021 <i>Conference on the role of philanthropy in the 21st century</i>	25,000		25,000	
Rutgers University New Brunswick, New Jersey 08903 <i>Planning a symposium on strengthening the leadership capacity of state legislatures</i>	23,000		23,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
San Francisco Education Fund 1095 Market Street San Francisco, California 94103 <i>Model program to improve science education in the San Francisco public schools — \$200,000 (1986)</i>		66,050	66,050	
School and Business Alliance of New York 9 West 57th Street New York, New York 10019 <i>Programs to increase educational and career opportunities for youth in New York City</i>	50,000		50,000	
Science Museum of Connecticut 950 Trout Brook Drive West Hartford, Connecticut 06119 <i>Program of elementary and secondary mathematics and science enrichment for minority students in Connecticut — \$300,000 (1988)</i>		200,000	100,000	100,000
Scientists' Institute for Public Information 355 Lexington Avenue New York, New York 10017 <i>Media Education Project in Military Technology, National Security Issues, and Arms Control — \$400,000 (1987)</i>		100,000	100,000	
<i>Media Education Project on Child Development — \$300,000 (1988)</i>		225,000	150,000	75,000
<i>National Security Program</i>	500,000		125,000	375,000
<i>Science videotape referral service for television journalists</i>	500,000		250,000	250,000
Scribner, Richard A. 13114 Hathaway Drive Silver Spring, Maryland 20906 <i>Research on arms control verification issues — \$25,000 (1988)</i>		2,500		2,500
Search for Common Ground 2005 Massachusetts Avenue Washington, D.C. 20036 <i>U.S.-Soviet task force on terrorism</i>	25,000			25,000
Sierra Leone Home Economics Association 19 Sanders Street Freetown, Sierra Leone <i>Program to introduce and evaluate appropriate health technologies to improve maternal and child health care</i>	25,000		25,000	
Sierra Leone, University of Freetown, Sierra Leone <i>Establishment of a university planning unit — \$376,300 (1976)</i>		40,000	40,000 ^a	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Smithsonian Institution Washington, D.C. 20560 <i>National conference on increasing public awareness of the global environmental crisis through the media</i>	25,000		25,000	
Social Science Research Council 605 Third Avenue New York, New York 10158 <i>Workshops for young scholars on Soviet domestic politics — \$178,000 (1988)</i>	199,500	92,000	92,000	199,500
Southeastern Consortium for Minorities in Engineering Georgia Institute of Technology Atlanta, Georgia 30332 <i>Program in engineering, science, and mathematics at predominantly minority secondary schools</i>	652,000		267,800	384,200
Southern African Development Coordination Conference Private Bag 0095 Gaborone, Botswana <i>Public education on regional economic development and political issues</i>	50,000		50,000	
Southern California, University of Los Angeles, California 90089 <i>Fellowships in the Center for International Journalism's Latin American Program</i>	75,000		75,000	
Southern Coalition for Educational Equity P.O. Box 22904 Jackson, Mississippi 39205 <i>New Orleans Effective School Project — \$394,000 (1986)</i>		55,000	55,000	
<i>Written guide to microcomputer-based activities that teach critical thinking and data analysis</i>	20,000		20,000	
Southern Regional Council 60 Walton Street, N.W. Atlanta, Georgia 30303 <i>Project on the implications of the 1990 census for redistricting — \$500,000 (1987)</i>		278,000	184,000	94,000
<i>Planning technical assistance to develop model redistricting and reapportionment plans for non-southern states</i>	25,000		25,000	
<i>Televised seminar on successful schools for at-risk students</i>	18,000		18,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Southport Institute for Policy Analysis 2425 Post Road Southport, Connecticut 06490 <i>Policy analysis and dissemination on the aging society and federal social role and other nonprofit activities — \$175,000 (1987)</i>		82,050	82,050	
<i>Development of a national plan to promote adult literacy</i>	25,000		25,000	
Stanford University Stanford, California 94305 <i>Evaluation of a teacher training program in mathematics and science education for language-minority children — \$290,000 (1987)</i>		113,330	113,330	
<i>Research and training in international security and arms control — \$1,350,000 (1987)</i>		682,436	452,790	229,646
<i>Research and writing on international relations — \$250,000 (1987)</i>		52,500		52,500
<i>Research on procedures for assessing school teachers — \$1,300,000 (1987)</i>	200,000	487,500	487,500	200,000
<i>Book on normal adolescent development — \$219,000 (1988)</i>	25,000	42,000	42,000 25,000	
<i>Development of a curriculum in human biology for the middle grades and teacher training materials — \$513,000 (1988)</i>	400,400	298,000	298,000 250,400	150,000
<i>Research on issues that affect minority participation in mathematics and science courses — \$200,000 (1988)</i>		125,000	100,000	25,000
<i>Development of a television series on statecraft</i>	25,000		25,000	
<i>Multimedia program based on the life science curriculum for the middle grades</i>	25,000		25,000	
<i>Research and meetings on security in the Asian-Pacific region</i>	295,000		50,000	245,000
<i>Support by the Carnegie Commission on Science, Technology, and Government of a conference on economic competitiveness</i>	10,000		10,000	
<i>Support by the Carnegie Commission on Science, Technology, and Government of a seminar series on science, technology, and government</i>	10,810		10,810	
Station Resource Group 7116 Sycamore Avenue Takoma Park, Maryland 20912 <i>Preparation of a plan for expansion of the public radio system</i>	23,000		23,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Student Community Service Foundation 200 West Baltimore Street Baltimore, Maryland 21201 <i>Statewide community service program for adolescents</i>	25,000		25,000	
Target '90/Goals for San Antonio 1222 Main, Cypress Tower San Antonio, Texas 78212 <i>Model program to improve science education in the public schools — \$150,000 (1987)</i>		51,300	51,300	
Task Force on Children Out of School 95 Berkeley Street Boston, Massachusetts 02116 <i>Analysis of a state-wide initiative on reform of middle schools — \$200,000 (1988)</i>		120,000	80,000	40,000
Teachers College, Columbia University New York, New York 10027 <i>Research on the history of American education — \$197,736 (1973)</i> <i>Conference on education and the economy</i>	25,000	86,736	10,000 25,000	76,736
Texas A&M University College Station, Texas 77843 <i>National project to improve teacher education</i>	18,240 600,400		18,240 350,000	250,400
Texas Higher Education Coordinating Board P. O. Box 12788 Austin, Texas 78711 <i>Symposium on mathematics and science education for disadvantaged minority students</i>	15,000		15,000	
Tomás Rivera Center 710 North College Avenue Claremont, California 91711 <i>Support</i>	395,000		395,000	
TransAfrica Forum 545 8th Street, S.E. Washington, D.C. 20003 <i>Support</i>	75,000		75,000	
Uganda, Ministry of Health Kampala, Uganda <i>Studies on health care financing and efficiency in Uganda — \$150,000 (1988)</i>		150,000	85,000	65,000

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
United Nations Association of the United States of America 485 Fifth Avenue New York, New York 10017 <i>National conference on the role of the United States in the United Nations system</i>	25,000		25,000	
<i>Project on U.S.-Soviet policy dialogue on the United Nations</i>	300,000		100,000	200,000
United Nations Economic Commission for Africa P. O. Box 3001 Addis Ababa, Ethiopia <i>Evaluation of institutions for science and technology policy in Africa</i>	176,500		41,400	135,100
U.S. Committee for Worldwide 2000 1401 New York Avenue, N.W. Washington, D.C. 20005 <i>Public education about international development</i>	23,310		23,310	
United States Department of Education 400 Maryland Avenue, S.W. Washington, D.C. 20202 <i>Mina Shaughnessy Scholars Program of the Fund for the Improvement of Postsecondary Education — \$250,000 (1980)</i>		23,950	23,950 ^a	
United States-South Africa Leader Exchange Program 1700 17th Street, N.W. Washington, D.C. 20009 <i>Alan Pifer South Africa-United States Fellowship Program</i>	3,476 ^b	41,901	21,244	24,133
Usmanu Danfodiyo University Sokoto, Nigeria <i>Planning research to prevent maternal morbidity and mortality in rural Nigeria</i>	25,000		25,000	
Villanova University Villanova, Pennsylvania 19085 <i>Planning a joint U.S.-Soviet commission on political reforms in the U.S.S.R.</i>	21,100		21,100	
West Indies, University of the Mona, Kingston 7 Jamaica <i>Health program in the Commonwealth Caribbean under the auspices of the Women and Development Unit — \$321,700 (1986)</i>		103,900	103,900	
<i>Strengthening educational activities in maternal and child health</i>	400,000		200,000	200,000

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
<i>Symposium on the role of women in Caribbean development</i>	25,000		25,000	
Western Cape, University of the Private Bag X17 7535 Bellville, Republic of South Africa <i>Administration of international academic linkages — \$90,000 (1988)</i>		60,000	30,000	30,000
WGBH Educational Foundation 125 Western Avenue Boston, Massachusetts 02134 <i>Production of a television series on international environmental issues and for related educational activities — \$335,120 (1987)</i>		185,120	185,120	
<i>Educational television series and course on Latin America and the Caribbean — \$400,000 (1988)</i>		400,000	200,000	200,000
<i>Production, promotion, and educational outreach for a television series for early adolescents — \$400,000 (1988)</i>	400,000	150,000	100,000 200,000	50,000 200,000
<i>Development of an educational television series and course on Latin America and the Caribbean</i>	25,000		25,000	
<i>Production of a television series about molecular biology and accompanying educational materials and outreach</i>	400,000		50,000	350,000
<i>Television series on domestic changes in the Soviet Union under Gorbachev</i>	250,000		100,000	150,000
Williams College Williamstown, Massachusetts 01267 <i>Publication of papers from a symposium on democratic theory</i>	14,000		14,000	
Wisconsin-Madison, University of Madison, Wisconsin 53706 <i>Research and writing on enforcement of nuclear export controls</i>	25,000		25,000	
Witwatersrand, University of the 2050 Johannesburg, Republic of South Africa <i>Centre for Applied Legal Studies — \$125,000 (1978) \$50,000 (1988)</i>		567 50,000	567 ^a 50,000	
Women Educators University of Massachusetts Amherst, Massachusetts 01003 <i>Reprinting and disseminating the Handbook for Achieving Sex Equity through Education and the Sex Equity Handbook for Schools</i>	20,000		20,000	

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Women's International Public Health Network 7100 Oak Forest Lane Bethesda, Maryland 20817 <i>Special newsletter issue about midwives and traditional birth attendants</i>	15,200		15,200	
World Federation for Medical Education University of Edinburgh Medical School, Teviot Place Edinburgh EH8 9AG, Scotland <i>Participation by Commonwealth countries in a ministerial meeting on medical education for Africa</i>	90,000		90,000	
World Health Organization 1211 Geneva 27 Switzerland <i>Research and training on biobehavioral science and mental health in developing countries — \$671,000 (1986)</i>		146,500	106,500	40,000
<i>Development and evaluation of functional literacy programs for women in Ghana, Kenya, Nigeria, and Zimbabwe — \$326,000 (1987)</i>		115,000	115,000	
<i>Program to reduce the health risk of childbearing in sub-Saharan Africa and the Caribbean</i>	460,000		230,000	230,000
Yale University New Haven, Connecticut 06520 <i>Model school improvement programs in middle schools in New Haven — \$487,000 (1988)</i>		412,000	156,000	256,000
<i>Distribution in Africa of Decolonization and African Independence: The Transfers of Power, 1960-1980 and The Transfer of Power in Africa: Decolonization, 1940-1960</i>	7,500		7,500	
<i>Preliminary survey of collaboration in early childhood care and education</i>	71,000		71,000	
<i>Project to develop and evaluate model school-based child care services and support services for parents and family day care providers</i>	82,000		82,000	
Zimbabwe, University of Harare, Zimbabwe <i>Staff recruitment and development — \$50,000 (1982)</i>		18,108		18,108
<i>Improvement of the health information system of the medical library — \$24,000 (1988)</i>		— 6,667 ^c		6,667
Total	\$37,297,435	\$28,242,530	\$42,268,177	\$23,271,788

Recipient and/or purpose	Allocated or appropriated during year	Unpaid at beginning of year	Paid during year	Unpaid at end of year
Studies and projects administered by the officers				
<i>Aging Society Project — \$23,900 (1986)</i>		14	14 ^a	
<i>Carnegie Commission on Science, Technology, and Government — \$500,000 (1988)</i>	1,092,701	62,350	62,350 1,092,701	
<i>Carnegie Council on Adolescent Development — \$700,000 (1987)</i>	915,698	110,700	110,700 915,698	
<i>Carnegie Forum on Education and the Economy — \$1,466,000 (1987)</i>		511,766	470,465 ^b 41,301	
<i>For a book on policies towards drug abuse</i>	150,000			150,000
<i>For a study of adolescent health to be conducted in cooperation with the Office of Technology Assessment, U.S. Congress — \$275,000 (1988)</i>	16,200	275,000	93,217	181,783 16,200
<i>For dissemination of Second Carnegie Inquiry and Miscellaneous Expense — \$156,437 (1986)</i>		117,730	108,273	9,457
<i>For dissemination in the U.S. of the outcomes of the Second Carnegie Inquiry into Poverty and Development in Southern Africa</i>	16,000			16,000
<i>For dissemination of the report, Within Our Reach: Breaking the Cycle of Disadvantage, by Lisbeth B. Schorr and Daniel Schorr — \$5,000 (1988)</i>		5,000		5,000
<i>International Foundation for the Survival and Development of Humanity</i>	500,000			500,000
Total	\$ 2,690,599	\$ 1,082,560	\$ 2,894,719	\$ 878,440

^aCancelled: included in total payments.

^bFunds from the appropriation are held in a separate interest-bearing account. This amount represents interest in fiscal year 1989.

^cThis represents the remaining amount due grantee for funds initially paid in full but returned to the Corporation.

Adjustments of Grant Appropriations

Not required: cancelled (listed above) \$589,061

Refunds from grants or allocations made in prior years

1958-59	American Association of University Professors	\$ 7,286
1975-76	Carnegie Council on Children	296
1976-77	Carnegie Council on Children	187
1980-81	Maricopa Community College District	1,786
1980-81	United States Department of Education	22,751
1981-82	American Association for Higher Education	1,967
1981-82	American Association for the Advancement of Science	14
1983-84	Dan Dimancescu and James Botkin	625
1984-85	North Carolina, University of, Chapel Hill	559
1985-86	Aging Society Project	1,553
1985-86	Columbia University	23,096
1985-86	Michigan, University of	3,518
1985-86	New York University	1,442
1985-86	North Carolina, University of, Chapel Hill	1,103
1986-87	American Citizenship Education Project	5,000
1987-88	Institute of International Education	3,000
1987-88	RAND Corporation	4,586
1988-89	Princeton University	14,175
		<u>\$ 92,944</u>

Report of the Secretary

The trustees held regular meetings on October 27, 1988, January 19, April 20, and June 20, 1989. The January 1989 meeting — the annual meeting of the trustees and members of the Corporation — marked the retirement from the board of Bruce B. Dayton and Ruth Simms Hamilton. Mr. Dayton, a trustee since 1985, also served on the finance and administration committee. Ms. Hamilton, a member of the board since 1981, was elected to the nominating committee in December 1982, serving on it for two terms.

Warren Christopher and John C. Whitehead, elected to fill these vacancies at meetings of the board of trustees in 1987, began four-year terms at the April meeting. Mr. Christopher, chairman of the law firm of O'Melveny & Myers, served as deputy secretary of state under President Jimmy Carter from 1977 to 1981 and was deputy attorney general of the United States from 1967 to 1969. He is a graduate of the Stanford University Law School and is on the board of trustees of the university, having served as president of the board from 1985 to 1988.

Mr. Whitehead previously served as a trustee of the Corporation from 1979 to 1985, resigning when he was appointed deputy secretary of state in 1985. Formerly cochairman and senior partner of Goldman, Sachs & Co., he is currently chairman of AEA Investors Inc. His many directorships include the board of overseers of Harvard University and the board of directors and executive committee of the International Rescue Committee, of which he was president from 1979 to 1985.

At the January meeting, Fred M. Hechinger, Joshua Lederberg, Ray Marshall, and Sheila E. Widnall were reelected to four-year terms as trustees. Ms. Kaplan was reelected chairman and Mr. Hechinger vice chairman.

Mr. Whitehead was elected to succeed Mr. Dayton as a member of the finance and administration committee. Other members of the committee, elected for a one-year term at the January meeting, were Richard B. Fisher, David A. Hamburg, Helene L. Kaplan, Ann R. Leven, Ray Marshall, and Laurence A. Tisch. Mr. Fisher was reelected chairman of the committee, which held meetings on October 5 and November 16, 1988, January 18, February 15, April 24 (by conference call), May 24, and August 30, 1989.

The nominating committee met on October 26, 1988, and April 20, 1989. Eugene H. Cota-Robles was elected to a four-year term on the committee at the January 1989 meeting, replacing Ms. Hamilton. Other members of the committee were

Mr. Hechinger, chairman, Dr. Hamburg, Dr. Lederberg, and Thomas A. Troyer.

The agenda committee, an *ad hoc* committee of the board since 1981, met on October 27, 1988, January 19, April 20, and June 20, 1989. Membership, by appointment by the chairman, consisted of Ms. Kaplan, chairman, Dr. Hamburg, James Lowell Gibbs, Jr., Newton N. Minow, and Dr. Widnall, the latter reappointed to a three-year term at the January board meeting.

On June 18-20, 1989, the Corporation held a national meeting in Washington, D.C., to mark the release of the report of the Carnegie Council on Adolescent Development's Task Force on Education of Young Adolescents. *Turning Points: Preparing American Youth for the 21st Century* makes recommendations for basic reforms in education in the middle grades (covering ages ten to fifteen), including school organization and management, curriculum, classroom practices, student grouping, and teacher education and certification, to improve the educational experience of all students, but with a particular emphasis on those most at risk of school failure. The report also emphasizes efforts to link middle grade education to resources outside the school, including families, health and social service agencies, and community organizations, especially those offering opportunities for youth service.

The offices of the Corporation, relocated to expanded quarters in the same building in December 1988, now occupy two floors at 437 Madison Avenue. In the same month, the Carnegie Commission on Science, Technology, and Government moved from the Corporation's headquarters to its own office at 10 Waverly Place, New York, New York.

In September 1989, the Corporation was fortunate to receive two distinguished guests for ten months' residence. Ambassador Herbert S. Okun was appointed by the U.S. Department of State to use facilities made available to the department in the Corporation's new offices. Ambassador Okun, a career foreign service officer, was ambassador to East Germany from 1980 to 1983 and deputy permanent representative of the United States to the United Nations from 1985 to 1989. He consulted with the Avoiding Nuclear War program on issues of international security and arms control, U.S.-U.S.S.R. relations, and multinational organizations, and with the special projects committee on conflict resolution. Ambassador Okun's title was ambassador-in-residence.

The second guest was Graham T. Allison, Jr., on sabbatical from Harvard University, who assumed the title of scholar-in-residence. From 1977 to summer 1989 he was dean of the university's John F. Kennedy School of Government. In addition to carrying out his own research and writing, he consulted with the Avoiding Nuclear War program on international security and arms control, and U.S.-U.S.S.R. relations, and with the special projects committee on issues of strengthening democratic institutions and conflict resolution.

With the agreement and encouragement of the board of trustees, Dr. Hamburg took a brief leave of absence during the latter half of the year to work intensively on a writing project. At his return to full-time duties with the Corporation in January 1990, he had completed a book-length manuscript on children and youth.

Jesse H. Ausubel was named director of studies for the Carnegie Commission on Science, Technology, and Government on January 1, 1989. He was formerly

director of programs for the National Academy of Engineering and a resident fellow at the National Academy of Sciences from 1977 to 1979. He helped to organize the World Climate Conference sponsored by the United Nations and the International Council of Scientific Unions; subsequently, at the National Research Council, he directed the first comprehensive study of the greenhouse effect. In addition to his commission activities, Mr. Ausubel is a visiting fellow in science and public policy at The Rockefeller University.

Other staff changes at the Carnegie Commission on Science, Technology, and Government included the appointment of Paul Harris, Jr., as office manager in February following the resignation of Michelle Connelly and the appointment of Jennifer Catlett as administrative assistant in March. Mr. Harris, formerly a budget control analyst at Lever Brothers Company, is enrolled in an associate's degree program at New York University, specializing in computer applications. Ms. Catlett is a graduate of Georgetown University.

In September 1989, for a term of approximately ten months, Daniel C. Matuszewski joined the Corporation staff as senior specialist on assignment to the International Foundation for the Survival and Development of Humanity. The foundation was created to facilitate cooperative scientific efforts to address crucial world problems and to assist the Soviets in the transformation of their own society. Dr. Matuszewski is working on the development of the foundation's organization, program, and means of financial support. He joined the Corporation from the International Research and Exchanges Board, where he was associate director and director of Soviet programs.

Also joining the Corporation in September on a ten-month appointment, Robert P. Beschel, Jr., was named program associate to work with Dr. Allison. He was a consultant to the Corporation for two years before joining the staff. He has been a predoctoral fellow at the Avoiding Nuclear War Project at Harvard University and is a candidate for a Ph.D. in government at the university.

Lorraine A. LaHuta joined the staff of the Corporation in November 1988 as administrative assistant in the secretary's office. She was formerly program coordinator at Seaman's Church Institute and holds a master's degree in psychology from Hunter College.

Andrea L. Solarz joined the staff in December 1988 as a program associate on special assignment. She is working with the Office of Technology Assessment (OTA) of the U.S. Congress on a study of adolescent health undertaken collaboratively by the OTA and the Carnegie Council on Adolescent Development; she works at the OTA offices in Washington, D.C. Ms. Solarz holds a doctorate in psychology from Michigan State University.

Patricia Lester rejoined the Corporation staff in January 1989 on special assignment, working as coordinator for the *Turning Points* conference. She previously worked at the Corporation from May 1982 to March 1985, first as secretary to the corporate liaison officer and then to Dr. Hamburg. Ms. Lester received a master's degree in nonprofit management from the New School for Social Research.

Yolonda Richardson became a program associate in the Education: Science, Technology, and the Economy and Special Projects programs in February 1989, working with Bernard L. Charles. Ms. Richardson had been an associate with the law firm

of Cahill Gordon & Reindel since 1986, when she received a J.D. degree from Yale Law School. She received her B.A. degree *summa cum laude* from Dillard University.

Leslie Szent-Miklosy joined the staff of the publications office as an administrative assistant in March 1989. Mr. Szent-Miklosy worked previously at the New York Training Institute for Neuro-Linguistic Programming, the Swedenborg Foundation, and the New York City Chapter of the National Association of Social Workers. He is a graduate of the University of North Carolina at Chapel Hill.

Finally, August 1989 marked the retirement of Helen C. Noah after thirty years' service to the Corporation. Hired as a secretary in President John Gardner's office in 1959, she served as administrative assistant to Alan Pifer before, during, and after his presidency. At the time of her retirement, she was working in the secretary's office as administrative assistant for grants management, in which position she was succeeded by Armanda Famiglietti. Ms. Famiglietti, a graduate of Emerson College, joined the Corporation in 1986 as a secretary in the Strengthening Human Resources in Developing Countries program.

In recognition of Ms. Noah's long and valued service to the Corporation, the board of trustees at their meeting on June 20, 1989, adopted a minute of appreciation for her, which read in part:

She exhibited the highest standards in her work. She has been a model of efficiency and dependability within the Corporation's staff, and her efforts on behalf of the trustees have contributed to the work of the board for thirty years.

Her colleagues will miss her support, guidance, and diligence but will continue to profit from her example.

Dorothy W. Knapp

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Andrew Carnegie was born in Scotland in 1835. He came to the United States with his family in 1848 and went to work as a bobbin boy in a cotton mill. After a succession of jobs with Western Union and the Pennsylvania Railroad, he eventually resigned to establish his own business enterprises and, finally, the Carnegie Steel Company, which launched the huge steel industry in Pittsburgh. At the age of sixty-five he sold the company and devoted the rest of his life to writing, including his autobiography, and to philanthropic activities, intending to give away \$300 million. He gave away over \$350 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

Mr. Carnegie set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching primarily as a pension fund for college teachers and also to promote the cause of higher education. To work for the abolition of war, he established the Carnegie Endowment for International Peace. To recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, Mr. Carnegie created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined.

Each of the Carnegie agencies has its own funds and trustees and each is independently managed.

The following statements are set forth in accordance with section 6056 of the United States Internal Revenue Code, pursuant to which this annual report has been prepared:

- Carnegie Corporation of New York (employer identification number 13-1628151) is a private foundation within the meaning of section 509(a) of the Internal Revenue Code.
- The names and respective business addresses of the "foundation managers" of the Corporation are set forth in the front section of this annual report.
- No person who is a "foundation manager" with respect to the Corporation has made any contribution to the Corporation in any taxable year.
- At no time during the year did the Corporation (together with other "disqualified persons") own more than 2 percent of the stock of any corporation or corresponding interests in partnerships or other entities.
- Pursuant to section 6104(d) of the Internal Revenue Code, a notice has been published that this annual report and the Corporation's annual return are available for public inspection at the principal office of the Corporation. A copy of this report has been furnished to the Attorney General of the State of New York.

April 15, 1990

David A. Hamburg, President

