

looks upon the "linguistic infelicities" of his students as a form of original sin: they simply are born to speak the wrong way, he believes. Actually, of course, the children learned their language from their parents and their playmates, and there are perfectly sound reasons for everything they do linguistically. Lacking understanding of why they do what they do, the teacher is of course unable to bring relevant knowledge to bear in helping them learn standard English.

Another problem is that the use of Creole within the classroom at any time, even for illustrative purposes, is frowned on. Even a teacher who came from a family in which Creole was spoken will often refuse to use it because he identifies his social status with his use of standard English. A young Englishwoman teaching in Jamaica, however, was cited as exemplifying a healthy attitude toward the language.

The Map of an Economy

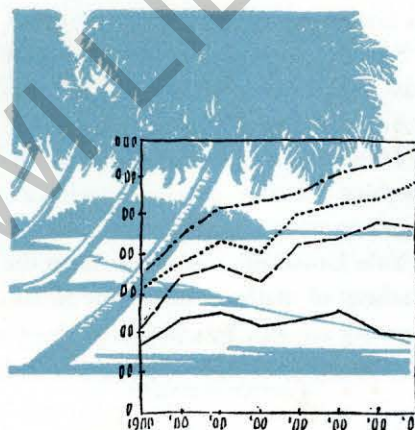
■ Americans, who are counted and surveyed and censused to a fare-thee-well, tend to take it for granted that all countries are as lavishly supplied with statistics as their own. This, of course, is not true: in many areas no accurate census even of population exists, let alone reliable facts on the national income and economy.

This latter was true, until a short time ago, of most of the West Indies. In 1956, a Carnegie grant to the University College's Institute of Social and Economic Research helped a small group of economists, under the leadership of the Institute's Head, Professor H. D. Huggins, to do research in national income accounting and economic progress in the Caribbean. Funds were also supplied by the University itself and by the governments concerned.

The most surprising thing about the

"Why do we have to force English clichés on Jamaican students?" she asked. "Why do they have to write 'red as a rose'? Why not 'red as a poinciana'?" The young teacher had been in Jamaica only a few months, and had immediately started making a little vocabulary of things she heard there for the first time—some of them Americanisms, some Jamaicanisms, some bits of English which hadn't been used in England since the 17th or 18th century.

Actually, Dr. LePage believes, it is probable that some form of "standard Jamaican" will eventually be the *lingua franca* of the island, superseding both the dialect, at one end of the scale, and "expatriate English" at the other. While this process is going on, the understanding and knowledge of Creole contributed by the linguistic survey will strengthen both standard and Jamaican English.



whole undertaking was the lack of available statistics. Except for Trinidad and Jamaica, the two largest islands, no national accounts even existed. A national account is simply a sort of map of an economy, showing the main sources of savings for development (such as budget surpluses, imports of capital, personal savings, etc.) and how much each industry contributes to

public revenue. It goes without saying that no coherent government economic planning can take place in the absence of such statistics.

Having started almost from scratch, the economists have now completed estimates for all the territories, and it is understood that the governments will carry on this work from now on. This will permit the staff of the Institute to do the more careful refinements and analyses of the statistics which are necessary for fruitful regional and federal economic planning.

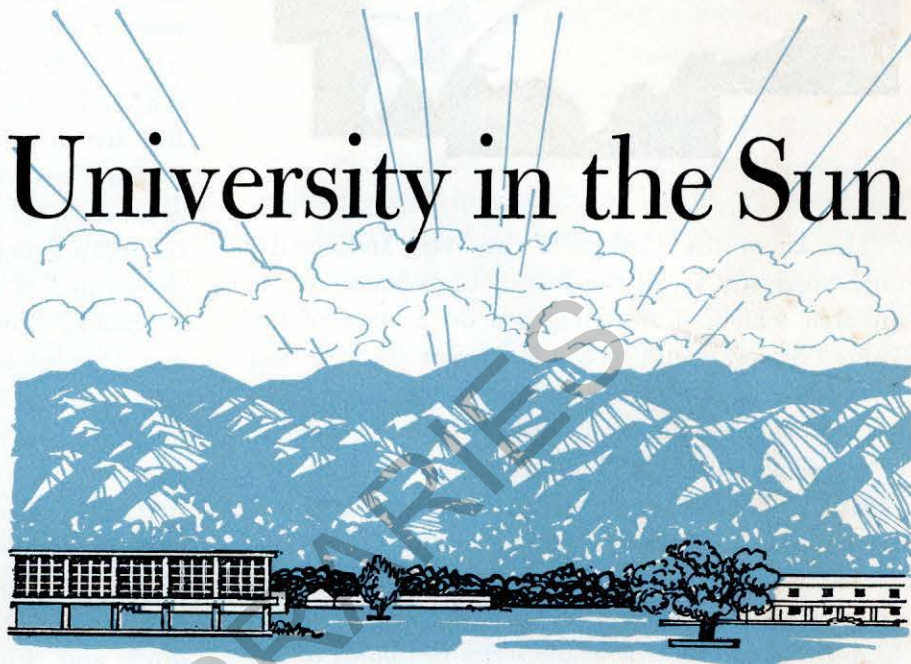
Administrators for the Future

■ The pace of constitutional change in the West Indies has been rapid. The ministerial system has been introduced, and the federal government was, of course, established just two years ago. There is a political awakening among the people as a result of the increased self-government they have been granted. And, it goes without saying, self-government calls for cadres of trained administrators at every level, particularly during the transitional period when strength must be given to existing democratic institutions and stability to precarious economies.

In newly developing countries, high managerial skills are needed in commerce and industry as well as government. Both business administration and public administration are of critical importance.

Every summer for five years now, the University has conducted a two-month course in public and business administration for civil servants and business executives. A Carnegie grant will help to expand the program of training and research in public and business administration. Directing the work will be the professor of government, Dr. Brian Chapman, formerly of the University of Manchester.

University in the Sun

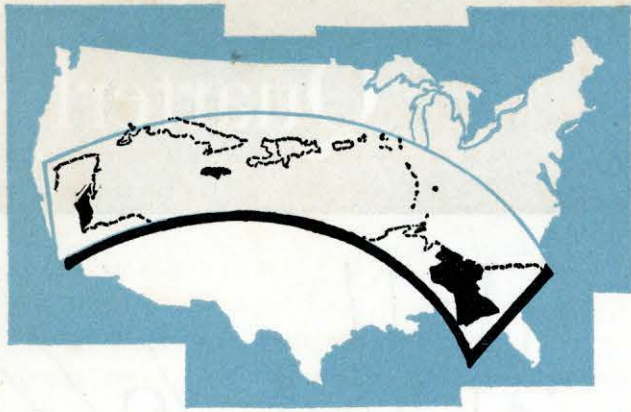


■ The cradle, at least figuratively, of the still-forming West Indian nation is a plot of land a little more than a square mile in area just a few miles inland from the Caribbean on the island of Jamaica. Slightly north-east of Jamaica's capital city, Kingston, on a plain which slopes up to strikingly beautiful mountains which appear now bright green, now dark green, finally almost blue, this is the campus of the 12-year-old University College of the West Indies. The site, provided by the government of Jamaica for 999 years at an annual rental of one peppercorn, is described by people who have been around as the second most beautiful university campus in the world. (To forestall letters of inquiry and the inadvertent opening of an international poll, let it be said that the University of Ceylon, with a magnificent river nearby which apparently gives it the edge, is described as *the* most beautiful.)

It is true that beauty is the first and strongest impression affecting a visitor to the University. The buildings, long, low, white, and simple, are widely scattered on the plain which is studded with great

trees and brightened by tropical and semi-tropical flowers. One gains no impression of being hemmed in, despite the mountains rising in the background. Instead, the spaciousness gives a feeling of freedom; the brilliant sun engenders optimism.

But physical beauty—most of it accidental through gifts of nature—hardly entitles a university to be called the “cradle of a nation.” What this new institution means to all the British territories in the Caribbean—not just Jamaica by any means—can be explained only in terms of the social, political, and economic history of those territories and their situation today. The closest an American can come to understanding the immediate and potential importance of the University to every aspect of life in the West Indies is by thinking of what the great state universities have meant to the development of our Midwest. But even this analogy falls far short. Our universities served a largely literate population inhabiting a contiguous, naturally wealthy country whose nationhood was already assured. Compare this with the situation in the West Indies.



The University College of the West Indies—the only university in all the British Caribbean—serves an area which, if superimposed on a map of the United States, would spread in a great arc from San Diego to Miami, almost 3,000 miles away. The arc is not continuous, of course, but is formed like a string of unevenly spaced and sized beads. Starting with British Honduras, on the coast of Central America, the next bead is Jamaica, 600 miles away. To reach the next bead one must hop over Haiti and the Dominican Republic, Puerto Rico, and the Virgin Islands. Then comes a whole series of islands of the British West Indies, culminating in Trinidad; and finally, again on the mainland but this time on the coast of South America, is British Guiana.

There are 30 islands in the British West Indies, and all of them have been under some form of European domination—British, French, Spanish, or Dutch—for at least three centuries. The original American Indian population has all but disappeared except in a few areas. The present population is largely Negro, the descendants of slaves, but there are admixtures of European, Chinese, East Indian, and Levantine blood. English—or dialects of it—is spoken everywhere, and in some islands forms of French and Spanish are also spoken.

Until recently, there was no political or other unity among the islands. Poverty (and history) was about all they shared in common. Their crops are, unfortunately, competitive rather than complementary, with sugar cane being the main one. The pressure of population on territories with limited resources is felt everywhere. Barbados, with some 1,400 inhabitants per square mile, is one of the most densely populated areas in the world. (Yet it has one of the lowest

illiteracy rates in the whole world—less than 1 per cent.) In Jamaica the population increase per year is estimated at almost 3 per cent. It is less than 2 per cent for the United States.

Given the widespread poverty, vast distances, infrequent and costly transportation, economic rivalries, and the lack of a common government, it is small wonder that until recently people thought of themselves as Jamaicans or Trinidadians or Barbadians, not West Indians. Politically, the 30 islands were (and still are to a large extent) administered by several separate governments. During recent years all these areas received substantial self-rule from Britain, and in 1958 a Federation of the West Indies was formally constituted of the ten island territories of Jamaica, Barbados, Trinidad and Tobago, Montserrat, Antigua, Dominica, Grenada, Saint Kitts-Nevis-Anguilla, Saint Lucia, and Saint Vincent, with a federal legislature and government which, at the moment, possess few powers. If the Federation survives—and that matter is in the hands of the inhabitants of the islands and their leaders—it is assumed that it will become an independent member of the Commonwealth before long. (The mainland territories, British Honduras and British Guiana, are not members of the Federation.)

Ten Years Before Federation

The University College, established just ten years before Federation, was the first institution of any kind common to the British West Indies as a whole. During World War II—in a move which must surely be unprecedented for a nation fighting for its life—the United Kingdom established a commission to make recommendations about what kinds of institutions of higher education should be established in some of its dependencies once the victory was won. As a result, six universities or university colleges were established in the immediate post-war years, and the University College of the West Indies was one of them. A commission for the West Indies—which included two distinguished West Indians, Philip M. Sherlock and Hugh W. Springer, who were later to become key officers of the university—recommended that one central university be established for all the West Indies, and that it be located on Jamaica, which has about half of the total population of all the islands. In order to equalize opportunity, the commission recom-

mended that the University should pay round-trip fares for all students from islands other than Jamaica. The United Kingdom, with funds provided through the Colonial Development and Welfare Act, gave money for the university buildings, with the understanding that continuing operating costs were to be paid by the island governments.

Thus it was that in 1948, in wooden hutments which had been built for refugees from Gibraltar during the War, the University's first classes were convened. Medical students were the first to be admitted, in 1948; teaching for degrees in the natural sciences began in 1949 and in the arts in 1950. Just last year teaching began in the social sciences.

Today there are four student residence halls and buildings for the library, administration, arts and sciences departments, as well as a large teaching hospital which serves the needs of both the medical students and thousands and thousands of the residents of Kingston. In its first year it was used by 180,000 patients. In October of this year, the Imperial College of Tropical Agriculture in Trinidad will merge with the University and instruction in engineering will be added to that in agriculture.

The University now has a student body of about 700 (of whom 40 per cent are women) and a faculty of 130. Plans for expansion call for increasing the student body to 2,000 within five years, for with increasing opportunities for West Indians to receive secondary education, the numbers qualified for university training will increase. And even now, 4,000 West Indians are attending universities in the United Kingdom and North America.

The student body numbers members from all the West Indies, as well as from British Honduras and British Guiana, the Bahamas, and "overseas." The faculty is about 40 per cent West Indian, with

the others drawn from universities all over the world.

The high quality of the teaching and studying done at the University is attested to by the fact that the degrees given are those of the University of London. But in addition to the responsibilities incumbent on any great university—to maintain high research and teaching standards—the University College of the West Indies inevitably falls heir to others which universities in richer and more highly developed countries might not. Perhaps it is impossible for any university today to remain an ivory tower remote from the affairs of its nation and world; in the West Indies it would be morally as well as practically impossible for the University to be such. By its very existence, with students and faculty drawn from all the islands, it reflects as well as engenders the spirit of the new West Indies. In addition, the needs of its far-flung community for the resources which the University can provide are so vast that it could not fail to try to meet them. Although the University has been criticized in some quarters for sticking too close to its academic knitting in the traditional sense, nevertheless the record shows that it has extended itself to meet essential West Indian needs—for new forms of adult education, teacher-training programs, and administration courses, among others.

What the University has been able to do has been limited by a necessarily tight budget. It has, however, been able to get some help for needed projects from foundations in North America and the United Kingdom. In the years since the founding of the University, Carnegie Corporation has made a number of grants totaling about \$500,000, which, although not large in terms of West Indian needs, have been given life by the energy, dedication, and imagination of the University personnel using them. Some of these are described on the following pages.



Teachers for the Children

■ The classroom consisted of the shade furnished by a breadfruit tree. The visitor from England watched the large group of West Indian children as they patiently waited their turn at the one slate, held by their teacher. Each child approached, wrote a single word on the slate, then handed the piece of chalk to the next child, who did the same.

A few days later, the same English visitor talked to a young teacher on St. Kitts (originally St. Christopher). "How many students have you?" she asked. "Seventy-two," answered the teacher. "Do you have a pupil-teacher to help you?" "I am a pupil-teacher," answered the young girl, "and this is my first year of teaching."

In 1954, a Carnegie grant provided for the establishment of a small Center for the Study of Education in the University's Department of Education, to encourage consultation and the exchange of ideas among those concerned with education in the British Caribbean, to assist in the development of training for teachers, and to undertake study and research on educational problems in the region.

It was quickly decided that the lack of teacher training was the most serious weakness affecting the schools of the West Indies. At that time, over half the staffs of the elementary schools were made up of unqualified teachers; of those who had "qualified" on the basis of examinations, only one-fifth to one-tenth had ever been through a training college. Barely 15 per cent of those who started teaching succeeded eventually in qualifying as teachers. All this meant that thousands upon thousands of West Indian children were being taught by youngsters little older than themselves, "pupil-teachers" who, on completing elementary education at age 14 or so, commenced teaching and

at the same time studying to qualify as probationary teachers.

This problem is compounded by a host of other problems. Many of the schools are underfurnished and overcrowded, so that the children must sit on benches so tightly packed that they cannot even move their arms. There is a dearth of teaching materials, including books, and many of those books which are available are utterly inappropriate for use in the West Indies, depicting events and conditions totally outside the experience of the children. And because there are not enough schools, education cannot be made compulsory, so many children go to school very irregularly or not at all.

Finally, the methods of teaching generally lean toward rote memorization and recitation. In many teachers' eyes, it is more important for the child to give the "right" answer than to have any idea of what makes it right, and little encouragement is given him to think for himself. Thus, an observer once watched a class in which the children were told to write on the blackboard "I am a girl" or "I am a boy," depending on the case. Several boys wrote "I am a girl" simply because that sentence happened already to be on the board. When they were ragged afterward on having said they were girls, they were utterly bewildered: nothing in their experience had led them to perceive the slightest con-

nection between learning and reality—and after all, they had spelled "I am a girl" correctly.

When it became known throughout the islands that the University's Center stood ready to offer what help it could, the response of the teacher training colleges and government ministries of education was immediate and eager. In fact, the demands have taxed the small staff and limited resources of the Center. Dr. Elsa H. Walters, who came to the University after years of experience in teacher training colleges in England, has been something of an island-hopper for the past few years.

From "B.H." to "B.G." to Grenada to St. Lucia, training colleges and governments seek advice and help. One island may be making a new elementary school curriculum; another may be preparing a syllabus for teaching social studies in high school. A government asks the center to organize short courses for teachers already in service; another asks for correspondence courses for untrained teachers. Jamaica has established a Teacher Training Board to coordinate the work and raise the standards of the five training colleges on the island. British Honduras asked Dr. Walters to serve as external examiner to the two training colleges there.

In addition to providing advice and stimulating the exchange of information among educational authorities in the islands, the Center has done research into the teaching of reading, made a study of the elementary school curriculum, another of the relation-

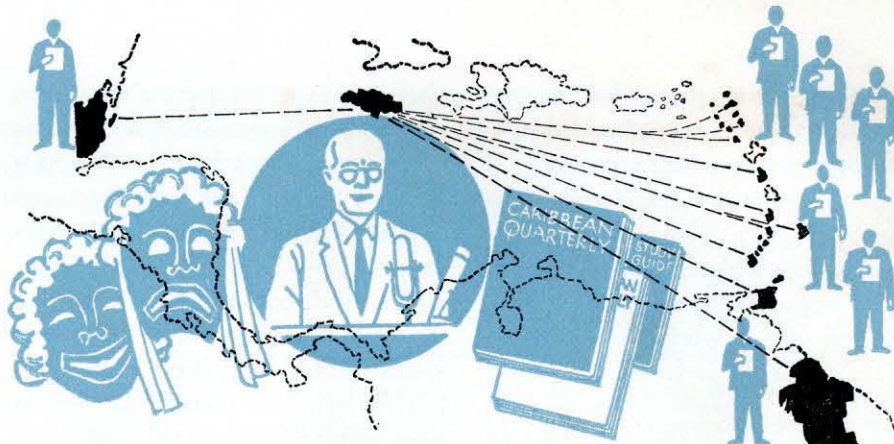


ships between school and community, and held a conference on rural education. The staff has also prepared a source book for the teaching of West Indian history and a bibliography of history text books, as well as a manual on the teaching of arithmetic.

A study of methods of selection of children for admission to secondary schools has been made. As little as four years ago only about 1 per cent of all Jamaican children were in secondary schools, and since fees were required, admission was not on the basis of merit alone. Now the government has increased the number of scholarships available, selection is on the basis of examinations, and about 5 per cent attend.

Some measure of the achievement of the educational work going on in the islands can be taken from the following. In 1957, a conference on teacher training was held in Trinidad, bringing together people from all the teacher training colleges and all the directors of education in the West Indies. The report which the conference produced is now being used by the United Kingdom Colonial Office as a blueprint for teacher training throughout the Commonwealth.

Another smaller but more human example of the ferment affecting teaching methods was demonstrated when



British Guiana decided to revise its ways of teaching social studies, and asked Dr. Walters to run a summer training session for about 80 head teachers in the territory. She thought that the rote memorization and recitation methods used by most of the teachers were inappropriate, particularly for teaching social studies, and suggested that the teachers make use of "environmental" studies — encouraging the children to study their own communities. She set the head teachers to doing the kinds of projects they might ask the children to do, and at the end one distinguished graybeard came up to her and said: "You don't know what you've done to an old man—you've had me bicycling all over town!" A little later his own students were being taken on expeditions to learn from their own experience, so that the work they did in school would hold more meaning for them.

with its staff at the University campus augmented by seven "resident tutors" scattered throughout the territories. Directed until recently by University Vice Principal Philip Sherlock, who will head the new branch in Trinidad, the management of this far-flung but understaffed empire is at the present time in the hands of Dr. Rawle Farley.

From the very beginning the University recognized its responsibilities to provide as much adult education as possible while not neglecting its undergraduate teaching and research responsibilities. One of the earliest Carnegie grants was made in 1949 for the Extra-Mural Department, and a subsequent grant in 1956 provided for the establishment of a radio education unit within it. Other evidence of Carnegie interest in adult education in the Caribbean was the provision of funds for a Canadian expert to assess the program in 1958 and make recommendations for its future development.

The authorities at the University, while eager to make use of every appropriate technique of adult education which had been developed in Britain and North America and elsewhere, nevertheless understood from the beginning that their objectives had to be thought out in terms of the British Caribbean. Other experiences should be seen "in the nature of a guide-post rather than of a strait jacket," in Dr. Sherlock's words.

The needs of the West Indians are so varied that the services provided are vast in kind and scope. Since many young adults who could not finish

Information for the Adults

■ There is something ubiquitous about the University College of the West Indies. Despite the fact that its constituents are scattered over a million square miles of land and sea—for it sees all of its community as constituents—it manages to be everywhere at the same time. If you were to hop from territory to territory you could find the University giving a ten-day course in drama in Trinidad, sponsoring an art festival on Montserrat (pop-

ulation 14,000), providing lectures on industrial relations to management and trade union leaders in British Guiana, running a summer school on agriculture in Jamaica. The University could even follow you to some of the Dutch islands of the Caribbean, through its radio education unit.

All of these activities and countless more are carried on by the University's Extra-Mural Department (extension service in American parlance),

school for one reason or another are anxious to pass examinations, regular extra-mural courses are given in such subjects as mathematics, foreign languages, English, history, and so on. Other groups which have special leadership responsibilities—civil servants, teachers, social workers, etc.—have specialized needs, and the Extra-Mural Department organizes programs to meet those needs, whether they be through short or summer courses, seminars, lectures, or conferences.

In order to reach the more general public, the Department often organizes public lectures and mass meetings, and it is active in fostering cultural groups through holding art and drama festivals. As resources, it uses locally qualified people, or lecturers from the University, or visitors from Britain or North America. The Department also maintains a publications program, putting out articles on special subjects in addition to *Caribbean Quarterly*, an excellent journal containing poetry, fiction, and essays on West Indian subjects.

In 1953, the Department began experimenting with the use of radio, thus enlarging its audience. In 1955, a

Canadian expert visited the University and made recommendations for the expansion of education by radio. As a result of his visit, and with the assistance of a Carnegie grant, a Radio Education Unit was established in 1956. Under the direction of Hugh Morrison, the Unit produces quarter-hour programs dealing with West Indian life, history, art, and politics, as well as some regular instructional work, such as courses in foreign languages. "Listening posts" have been established throughout the territories, in which groups agree to meet regularly, study written materials provided, listen to a series of programs—perhaps on the economics of the West Indies, history, or the structure of government—and then discuss the programs later.

Throughout its extensive adult education program, the University seeks always to disprove the old adage: "The higher the education, the smaller the service." It expects the students to whom it provides higher education to give larger service to their community and nation; through its own activities with old and young, literate and illiterate, it sets the example.

who know nothing of basic linguistics. Since they do not know linguistics, they cannot understand the nature of the difficulties that assail a child trying to learn English, and rely on teaching him to learn, parrot-fashion, rules of grammar and style.

Several years ago, a small Carnegie grant to the University College gave some assistance to a linguistic survey of the Jamaican Creole dialect under the direction of R. B. LePage of the English department. A linguistic survey was, it was believed, an essential preliminary to improving the training of English teachers throughout the area. In addition, it would make a sizable contribution to knowledge about what happens when languages and cultures from Europe, Africa, and Asia are transplanted and mingle with each other.

Dr. LePage's book, *Jamaican Creole*, was published this year by the Macmillan Company, and he and Professor F. G. Cassidy, of the University of Wisconsin, have prepared a comprehensive dictionary of Jamaican English. The Dictionary contains both single words and phrases, with examples of the contexts in which the words or phrases are used.

Last year the University convened a conference on Creole language studies, at which was emphasized the importance of such studies for teachers of English. The attitudes of the teachers, as well as their knowledge, are often inadequate to bridge the gap between them and their pupils. As one participant pointed out, the teacher often

The Speech of the Islands

■ Although English is the official language of the West Indies, only relatively few West Indians speak anything approaching standard British English as their native tongue. Each colony has its own dialect of Creole, a language usually basically English (sometimes French) but with a simplified grammar and a vocabulary containing West African words and borrowings from Spanish, Dutch, and Portuguese, as well as local coinages.

Standard English is the medium of instruction in all West Indian schools, which means that the vast majority of children are taught in a language which is actually—to a greater or

lesser degree—foreign to them. Naturally a great deal of time must be devoted to the teaching of English, generally by teachers whose own knowledge of the language is derivative and



all you (aal yū) pron. phr dial; cf. US Sth you-all, of which, however, this is not an exact equivalent. You and people of your kind. 1942 Bennett 13, Tantudy mah meck me sidung, Tap wriggle yuhself, cho, All yuh too high fe dis yah tram, Sit still, ma'am, let me sit down; stop moving yourself about! People like you are too high-up to ride on this tramcar.
already (aredi) ado. Yet; in this sense dial. 1956 Mc Man, dem sel aredi? Are these sold yet?
am (am) 3d pers pron dial; him; Used objectively: him, her, it. 1956 Mc StA, a fi yu pikini, yu du az yu laik wid am. She's your child, do as you like with her.
amasi (amási) int dial; reduced form of Lord-a-mercy (OED lord 6b). Exclamation of surprise, consternation, etc.; sometimes "corrected" to Have mercy!

Next October, the first course, a nine-month program of a postgraduate nature, will be offered for civil servants already on duty. Next year a two-year training course for social workers will be given, with emphasis equally divided between academic and practical training. The University is also considering, at the request of some of the island governments, the possibility of offering an administration course for junior civil servants.

New Grants

Grants amounting to \$3,704,000 were voted during the third quarter of the fiscal year 1959-60, which began October 1, 1959.

The income for the fiscal year 1959-60 is now estimated at \$10,570,000. From this amount, \$900,000 has been set aside to meet commitments, including those for teachers' pensions, incurred in previous years. It is the Corporation's policy to spend all income during the year in which it is received.

Included among the grants voted during the past quarter are those listed below:

United States

American Library Association, for development of standards for state libraries, \$45,000.

American Universities Field Staff, for research on the role of education in economic and social development in Latin America, \$107,500.

University of Arizona, for further development of the oriental studies program, \$100,000.

Carnegie Institute of Technology, for research on thought processes, \$175,000.

Collegiate School, to develop and test automated teaching materials for secondary schools, \$127,000.

Columbia University, for a study of reading research, \$135,000.

Educational Testing Service, for further support of studies on American

public education by James B. Conant, \$135,000.

Harvard University, for research on thought processes, \$250,000.

Harvard University, for research in sociological theory, \$30,000.

Institute for College and University Administrators, for research and training programs in academic administration, \$419,000.

Institute of International Education, for further support of the Council on Higher Education in the American Republics, \$200,000.

University of Kansas, for further support of an undergraduate program for gifted students, \$45,000.

University of Michigan, for research on the economic consequences of disarmament, \$57,000.

University of Minnesota, toward support of a plan for the continuing education of women, \$110,000.

Princeton University, for research in the theory of games and economic behavior, \$75,000.

Princeton University, for research on internal warfare, \$90,000.

Rhode Island School of Design, for an honors program in Italy, \$75,000.

Social Science Research Council, for travel expenses of scholars to international meetings, \$180,000.

Tulane University, for graduate fellowships in the arts and sciences, \$150,000.

Yale University, for research on the teaching of mathematical logic in elementary schools, \$56,500.

Commonwealth

African-American Institute, toward expenses of a Nigerian student scholarship program, \$6,500.

American Council on Education, for a conference on education in East Africa, \$55,000.

Teachers College, Columbia University, for a cooperative Afro-Anglo-American program in African education, \$450,000 (\$225,000 each from U.S. and Commonwealth funds).

Carnegie Corporation of New York Quarterly

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Helen Rowan, *Editor*

Each issue of the Quarterly describes only a few of many Carnegie-supported projects in a variety of fields. Full listings of all the Corporation's activities are contained in its annual reports, which usually are published in January.

Carnegie Corporation of New York is a philanthropic foundation created by Andrew Carnegie in 1911 for the advancement and diffusion of knowledge and understanding. It has a basic endowment of \$135 million and its present assets, reckoned at cost value, are approximately \$200 million. The income from \$12 million of this fund may be used in certain British Commonwealth areas; all other income must be spent in the United States.

The Corporation is primarily interested in higher education and in certain aspects of public and international affairs. Grants are made to colleges and universities, professional associations, and other educational organizations for specific programs. In higher education, these include basic research, studies of educational developments, training opportunities for teachers and administrators, and other educational projects of an experimental nature. In public and international affairs, the Corporation is concerned primarily with research and training programs which promise increased understanding of the problems the nation faces and which provide better selection and training of young men and women who must deal with these problems.

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