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The Andrew W. Mellon Foundation, a Not-for-Profit Corporation under the laws of the State of New York, is the result of the consolidation on June 30, 1969 of Old Dominion Foundation into Avalon Foundation with the name of the latter being changed to The Andrew W. Mellon Foundation. Avalon Foundation had been founded by Ailsa Mellon Bruce, daughter of Andrew W. Mellon, in December 1940 as a common law charitable trust. In 1954 it was incorporated under the Membership Corporations Law of the State of New York. Old Dominion Foundation had been established in 1941 under the laws of the Commonwealth of Virginia by Paul Mellon, son of Andrew W. Mellon.

The purpose of the Foundation is to “aid and promote such religious, charitable, scientific, literary, and educational purposes as may be in the furtherance of the public welfare or tend to promote the well-doing or well-being of mankind.”

Under this broad charter, the Foundation currently makes grants on a selective basis to institutions in higher education; in cultural affairs and the performing arts; in population; in conservation and the environment; and in public affairs.

Within these fields, the Foundation directs most of its grantmaking to particular areas of interest, which are made known in a variety of formal and informal ways. Annual Reports describe grantmaking activities and present complete lists of recent grants. In addition, organizations are welcome to request further information concerning the nature and extent of the Foundation’s activities in a specified area. The Foundation seeks to be clear about its priorities so as to provide reasonable guidance to those who are considering investing time and resources in preparing proposals.

Applications are reviewed throughout the year, and no special forms are required. Ordinarily, a short letter setting forth the need, the nature and the amount of the request and the justification for it, together with evidence of suitable classification by the Internal Revenue Service and any supplementary exhibits an applicant may wish to submit, are sufficient to permit consideration by the staff. Applicants must recognize, however, that the Foundation is able to respond favorably to but a small fraction of the requests that it receives. Only rarely is a grant made in response to an unsolicited proposal outside defined areas of interest, and prospective applicants are encouraged to explore their ideas informally with Foundation staff (preferably in writing) before submitting formal proposals. The Foundation does not make grants to individuals or to primarily local organizations.
PRESIDENT’S REPORT

In presenting this year’s annual report, I shall first comment on some of the events that marked the year, paying particular attention to developments that are likely to interest potential grantees and other readers. Immediately following this discussion is a special section (pp. 26–32) describing the current status of the Foundation’s electronic Journal Storage Project (JSTOR), which is something of a departure from the Foundation’s normal mode of operation. Then, consistent with past practice, I yield the balance of the pages to a colleague who will write about a particular program or topic. This year, I have asked Stephanie Bell-Rose to discuss the Foundation’s activities in the field of immigrant policy studies.1

Although the topics emphasized in this report are varied, they may suggest, collectively, more of a focus on public and social policy than one usually associates with this Foundation. That would be a misreading. All told, we made 351 grants in 1994, as shown in the detailed listing at the back of this report. The distribution of appropriations by field and type of activity is consistent with long-established patterns at the Foundation (see the summary table on p. 45). It should be noted, in particular, that this Foundation continues to pay special attention to the needs of colleges, universities, research libraries, and professional associations concerned with what is sometimes referred to as “the higher learning.” In selecting specific academic fields within which to work (when, for example,  

1 In the 1993 annual report, Henry Drewry described the Foundation’s ongoing efforts to encourage larger numbers of students from minority groups to pursue doctoral studies in the arts and sciences. In 1992, Richard Quandt described the Foundation’s activities in Eastern Europe; in 1991, Rachel Bellow presented the Foundation’s program in culture and the arts; in 1990, Carolyn Makinson wrote about population studies and population policy; and in 1989, Neil Rudenstine described the Foundation’s approach to the field of literacy. All of these reports are available from the Foundation on request.
the Foundation provides support for doctoral education), we con-
tinue to give priority to the humanities and related social sciences.

These emphases are appropriate, in our view, because of the in-
trinsic value of these fields and because they appear to be of less inter-
est to a number of other sources of philanthropy. The Foundation is
fortunate in that it is able to sustain these historic commitments
while simultaneously supporting other activities and projects
(sometimes for more limited periods of time), which it believes also
have high potential.

* * * * *

The private grantmaking foundations, perhaps more than any
other type of organization, nonprofit or for-profit, depend heavily
on the wisdom and guidance of their boards of trustees. The lack of
market sanctions and the relative absence of active and often critical
constituencies (such as faculties and student newspapers, in the
case of colleges and universities) combine to vest trustees of foun-
dations with great responsibility, as well as considerable freedom
of action. 2

One test of any board is its ability to achieve smooth transitions
in its membership. In 1994, the Trustees of The Andrew W. Mellon
Foundation faced the task of having to replace John R. Stevenson,
an attorney with a distinguished career at Sullivan & Cromwell and
a former Legal Advisor to the Secretary of State, who retired as
Trustee after having served the Foundation faithfully since 1975.
An exceptionally conscientious Trustee, Mr. Stevenson combined
his interest in law (especially the law of the sea), and in art and art
museums, with special knowledge of Latin America.

At their June meeting, the Trustees elected W. Taylor Reveley,
III, of Richmond, Virginia, to succeed Mr. Stevenson. Mr. Reveley,
also a distinguished attorney, is with the firm of Hunton & Wil-
liams and was a law clerk to Justice Brennan. An expert on environ-

2 For a fuller explanation of the reasoning behind this conclusion, see William
G. Bowen, Inside the Boardroom: Governance by Directors and Trustees (John
Wiley & Sons, 1994), especially Chapter 1.
mental law, he is also a devotee of liberal arts colleges, the author of a well-known book on the War Powers Act, and an experienced trustee, having served on the boards of numerous nonprofit organizations in the fields of art and culture, religion, and higher education.

This Foundation has been unusually fortunate in the close working relationships that have existed between the Trustees and its presidents. At their December 1994 meeting, the Trustees voted to recognize the debt which the Foundation owes to two past presidents, John E. Sawyer and Nathan M. Pusey. The Trustees decided to pay tribute to Mr. Sawyer’s leadership by naming the Foundation’s new program of seminars on comparative historical and cultural studies, and the graduate and postdoctoral fellows supported through them, for him: they will be known henceforth as the “Sawyer Seminars” and the “Sawyer Fellows.” This action seemed particularly appropriate because the new seminars program (described later in the report) is in many ways an intellectual offspring of earlier programs at the Foundation initiated by Mr. Sawyer, including especially the “Fresh Combinations” program. At a still earlier point in the evolution of the Foundation, Mr. Pusey played a critically important role in pursuing the development of programs appropriate to a truly national foundation. In recognition of his contributions, the Trustees have named the Foundation’s handsome new library for him—an action which also seemed especially appropriate in light of Mr. Pusey’s leadership in establishing the Foundation’s first library and appointing its current director, Kamla Motihar.

As a direct beneficiary of the contributions made by Presidents Pusey and Sawyer in defining the style of the Foundation, I take special pleasure in recording these well-deserved recognitions in this report. It is also my sad duty to add a postscript: On February 7, 1995, Mr. Sawyer died at his home in Woods Hole, Massachusetts. He will be missed sorely by his legions of admirers at Williams College, at the Woods Hole Oceanographic Institute, at this Foundation, and at the innumerable institutions, worldwide, which his philanthropic instincts and personal dedication nurtured and strengthened.

In 1994, the Trustees also took advantage of a singular opportunity to honor Paul Mellon’s lifelong support of the National Gallery
of Art by making the largest appropriation in this Foundation’s history: an endowment grant of $15 million. The National Gallery has a unique place in the cultural life of the nation and a unique relationship to the Foundation, which has been a staunch supporter for many years. The purpose of this latest grant was to strengthen the capacity of the Gallery to serve its basic scholarly and curatorial objectives, including the conservation of art, to which the Foundation has been a primary contributor. A further purpose of this leadership gift, served in part through its timing, was to encourage contributions from others toward the successful completion of the Gallery’s New Century Fund campaign.

Because of the unique circumstances which led to this grant, the Trustees decided that it should not displace other grants which the Foundation would make through its regular programs. Thus, this appropriation was provided over and above the regular grantmaking budget—which explains why total appropriations in 1994 rose to nearly $120 million, compared with the lower-than-planned total of $90 million in 1993. In 1995, the staff members of the Foundation are working within a grantmaking budget of $105 million.

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I have chosen to concentrate the remainder of my comments in this report on: (a) programs in which the Foundation has largely completed its main work, at least for the time being; and (b) areas of new or increased emphasis. Many of the Foundation’s most important ongoing programs cannot be placed within either of these domains (the Mellon Minority Undergraduate Fellowship Program is one example, support of the performing arts is a second, and basic research in ecology is a third). A number of these other “mainline” topics have been discussed in recent reports, and in future years I expect to continue the practice of focusing each year’s report on a limited set of subjects.

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Some of the Foundation’s programs are designed to last for limited periods, and disciplined efforts are made to conclude such ini-
tiatives in a timely way so that the Foundation has the flexibility to increase its support in other areas, as new opportunities arise. Three areas of declining programmatic emphasis are described below: (1) literacy; (2) Eastern Europe; and (3) Foundation research on nonprofit institutions and the NTEE codes.

Literacy

In 1994, the Foundation made its last group of large grants (totaling over $8 million) for research into fundamental problems of cognition and learning as they apply to the acquisition of literacy. The Russell Sage Foundation, and its president, Eric Wanner, have worked in partnership with the Foundation in selecting and reviewing promising initiatives in this broad field, and we believe that some pathbreaking work is being done under the sponsorship of the two foundations.

From its beginnings in 1988, the Foundation’s program has had objectives far more ambitious than those of most national efforts to improve literacy. The goal has not been simply to improve children’s mastery of the three Rs, but to help children become actively literate across a broad array of intellectual competencies. Active literacy is the ability to acquire knowledge on one’s own and to use it in solving new problems; it entails a capacity to think critically about new information and to learn independently after the scaffolding of the classroom has been removed. In pursuit of this goal, the Foundation’s program has attempted to capitalize on the findings of basic research about the learning process that have emerged in the cognitive sciences over the past 20 years, especially as they might be applied to the educational needs of disadvantaged students. Over the past six years, the Foundation has supported seven major research projects and programs.

Experience has taught us to respect the difficulties of bridging the gap between basic cognitive research and educational practice. Cognitive scientists often have difficulty breaking away from abstract studies of learning in laboratories in order to make full contact with the inherently messier problems of achieving educational change in classrooms. Of the seven projects the Foundation has supported, two have taken that difficult step and attempted to design
and sustain functioning learning environments. One is the approach devised by Ann Brown and Joseph Campione of the University of California at Berkeley which, while focusing on environmental science, encourages students and teachers to become a community of learners. It is now being used in Oakland elementary schools. The other is an innovative computer-based after-school program (the “Fifth Dimension”), designed by Michael Cole of the University of California at San Diego, which is now being studied in six cities across the country.

Both of these projects demonstrate, albeit in quite different ways, the potential benefits of applying cognitive science to the fostering of active literacy. But just as these projects convince us of their educational promise, they also remind us of their fragility. To sustain and spread an educational innovation, it is necessary not only to define a curriculum, but also to teach teachers how to teach it, to create a battery of supporting materials and exercises (often computerized), to develop a strategy for implementing the program in new settings, and to devise methods of evaluation that can be used to detect whether the program is achieving the desired results—a particularly difficult problem when the goal is more a set of mental processes than mastery of a specific subject matter. We are persuaded that educational innovations conceived by cognitive scientists will not have discernible impact on American education until and unless they address all of these problems, which may appear mundane from the point of view of the laboratory but are, in fact, challenging puzzles in their own right.

Over the past two years, we have worked to develop a new model for organizing research efforts of this more applied kind. The essential idea which underlies this model is that learning how to sustain and spread educational innovations is best achieved by research consortia or partnerships, each one organized around a particularly promising curricular innovation. It is now clear that excellent people in cognitive science and education are willing to commit themselves to working on applied projects in this partnership mode. Accordingly, as its final large investment in the field of literacy, the Foundation made two sets of grants in 1994 to collabo-
rative projects intended to advance the work begun at Berkeley and at San Diego.\(^3\)

**Eastern Europe**

The Foundation is also proceeding with its previously announced plan to reduce its level of new commitments in Eastern Europe. An additional $8 million was appropriated for projects in Eastern Europe in 1994, beyond the total of approximately $29 million appropriated over the previous five years. The purposes and characteristics of the Foundation's activities in Eastern Europe were described in detail by the Foundation's Senior Advisor in this area, Richard E. Quandt, in the 1992 annual report.

The Foundation has worked especially hard to promote business training and library collaborations and computerization, and we believe that, as a result, a very much stronger infrastructure, promising long-term support of these activities, has been put in place. Progress continues to be made in institutionalizing and preserving the most successful initiatives undertaken with Foundation support. In 1995, we anticipate investing an additional $5 million to complete the most important of these projects. In 1996, we anticipate that further support for projects in Eastern Europe may be in the $2 million range.

**Foundation Research on Nonprofits and the NTEE Codes**

As a final example of an area in which work was largely concluded in 1994, it is gratifying to report that the National Center for Charitable Statistics received a final grant from the Foundation to complete its massive recoding of the National Taxonomy of Exempt Entities (NTEE), which is used to classify nonprofit organizations by field of activity. Even more encouraging is the specific purpose of the final grant: to institutionalize the new method of classification within the Internal Revenue Service, thereby ensuring the regular updating of the files and the proper classification of new entities. As

\(^3\) Further information on these two projects can be obtained by writing to the Foundation's Vice President, Harriet Zuckerman, who has direct responsibility for this area of grantmaking.
a result, it should now be possible for students of the nonprofit sector, and other users of the Business Master File of the IRS, to examine trends within defined fields of activity and to analyze the tax returns (Form 990s) filed by all 501(c)(3) organizations within specified fields.

In 1994, staff of the Foundation also completed research of their own on the nonprofit sector. First, staff members published a broad-gauged study of the "institutional demographics" of the nonprofit sector. This collaborative work is intended to introduce readers to the wealth of data contained in the Business Master File, to "frame" the nonprofit universe by describing patterns of institutional births and deaths by field, and to test propositions such as the assertion that earned income is becoming a significantly larger share of total revenues for charitable nonprofits (by no means always true, we found). We hope that this publication proves useful in stimulating additional research that will assist the work of nonprofits, inform grantmaking activities of foundations, and contribute some basis of factual knowledge to public policy debates.

Research by Foundation staff on two companion studies was also largely completed in 1994. Jed Bergman finished his study of the histories of five independent research libraries, in which he describes their transformation from "income spenders" (able to finance their activities almost exclusively from existing endowments) to "fund seekers" (obligated to seek large amounts of contributed income on a continuing basis if they are to balance ever-increasing budgets). Kevin Guthrie also finished almost all of his research on the evolution of The New-York Historical Society—a saga which, in its most recent stages, has attracted much attention in the press. The Society's very survival has been threatened, and some of its actions have been highly controversial (including a deaccessioning program that led to the auctioning of European paintings). The tortuous path traversed by the Society, from the early 19th century to the present day, yields lessons for other entities facing similar challenges and poses large questions of public policy. We expect both of these studies to be published by Jossey-Bass, in either late 1995 or

early 1996. Our own staff members are now working primarily on projects in higher education, and for the foreseeable future, the Foundation's support of research on the nonprofit sector will be limited to studies carried out by others.

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As always, the Foundation attempts to identify and address new opportunities, and in the following pages I discuss three areas in which we have either started new work or increased emphasis in 1994: (1) comparative studies of the historical and cultural origins of contemporary issues; (2) the impact of electronic technologies on scholarly communication and libraries; and (3) research on higher education.

Comparative Historical and Cultural Studies: The Sawyer Seminars

In last year's report, I described in some detail the Foundation's thinking about scholarly work classified under the area studies rubric, and the reasons why it has seemed less likely than it once did to provide an optimal framework for many kinds of training and research. Subsequently, 17 universities judged among the strongest in the humanities, social sciences, and studies of foreign cultures were invited to design new seminars intended to serve the following purposes: to provide an opportunity for comparative study of the historical and cultural origins of contemporary social, political, and economic developments; to engage university faculty and advanced graduate students in research on topics that transcend regions and time periods; and to allow such work to proceed outside permanent organizational forms which might impose ongoing financial burdens on universities.

The initial responses from universities to the letter announcing the program were enthusiastic. It was evident that there was widespread interest in regularizing collaborations between humanists and social scientists, allowing greater graduate student traffic across departmental boundaries and, very important for some universities with largely autonomous area studies centers, in beginning to bridge the gulf separating the disciplines and centers.
A distinguished advisory panel was appointed by Harriet Zuckerman, the Foundation’s staff member with primary responsibility for this program, to help in making selections among the 59 different seminars proposed by the 16 universities that ultimately made submissions. In the first round of what we hope will be a continuing competition, 20 seminars were chosen for funding. Perhaps the best way to illustrate the faculty responses to this initiative is by describing a few of the first group of Sawyer Seminars.

- One seminar to be offered at the University of Chicago is “resolutely historical” and focuses primarily on Europe. It examines the historical roots of modern ideologies of tolerance, the development of and opposition to ideals of tolerance in philosophical, religious, scientific, political, and artistic contexts in the 16th through the 18th centuries. The seminar will attempt to determine how the idea developed that diversity and contention are themselves valuable and to differentiate tolerance in this sense from tolerance of diversity as a necessary evil. It will trace the emergence of practices of tolerance and repression, especially but not only by drawing on the history of the theater and music for case materials.

- A seminar to be offered at Duke is titled Public Culture and Transnationalism. It begins with the premise that contemporary transnational flows of people, goods, and ideas in post-colonial South Asia, Africa, Latin America, and East Asia are arresting but far from new. The seminar will compare these contemporary developments with earlier instances of migration, cultural diffusion, and economic exchange, will examine the connections between these flows and economic development, and will take up the effects of transnational flows on public culture.

- Members of the departments of comparative literature, English, and Romance languages at Harvard proposed a seminar that will involve, among others, lawyers, political scientists, historians, and a neurologist-linguist from MIT. The seminar will study language and nationhood in North America—why, for example, Americans cherish the notion that the nation was originally monolingual when bilingualism has al-
ways been common, how constitutional bilingualism has worked, and the influence on national identities of “cultural contact zones,” borderlands where several languages are spoken and nationality is blurred. Puerto Rico, Quebec, and the United States are the principal cases to be examined; sessions will also take up the German experiment in Pennsylvania, the demise of Native American languages, enforced speaking of English or Spanish by slaves, the contributions of newspapers and musical lyrics in foreign languages to the shaping of collective identities and, finally, multilingual punning.

- A seminar to be offered at Northwestern, on Islamic fundamentalism, begins with the medieval antecedents of the seeming paradox that Muslims revere Islamic principles of governance but, nonetheless, are willing to accept political systems they regard as at odds with those principles. The tension between the ideal and the real in politics in Islam will be traced historically and examined in the contemporary period in the heartland of Islam and in Muslim populations in Western Europe and West Africa. The seminar is to involve Northwestern faculty and students who work in history, anthropology, comparative religion, and Asian and African languages.

If, as we expect, these seminars prove successful as settings for advanced training as well as for stimulating scholarship and research, the Foundation will invite additional proposals.

Electronic Technologies, Scholarly Communication, and Libraries

Over the next three to five years, the Foundation expects to invest heavily in the broad field of scholarly communication. We intend to give special attention to the implications of electronic technologies for publishing scholarly materials, conserving them, and making them more readily available to users, especially faculty members and students working in college and university libraries. The rationale for making such investments, especially at this time, has been described elsewhere, most particularly in a Foundation publica-
ion distributed widely by the Association of Research Libraries and in last year's annual report. The Foundation is employing two distinct approaches in choosing among the myriad opportunities for useful work in this rapidly developing field.

First, the Foundation itself, working with key partners (particularly faculty at the University of Michigan and an able advisory committee), has undertaken to develop an electronic journal storage prototype called "JSTOR." In brief, JSTOR is intended to provide a highly convenient and cost-effective mode of access to the back issues of core journals in the arts and sciences. Because of the combination of legal, technical, managerial, and economic issues that had to be resolved in order to launch even a pilot version of JSTOR, it seemed better to oversee the work directly than to ask an external entity to coordinate all aspects of such a complex process. Fortunately, the Foundation has been able to engage Ira H. Fuchs, Vice President for Computing and Information Technology at Princeton University, as Senior Advisor and technical director of JSTOR. In our view, JSTOR has great promise, and its current status is described in some detail in a separate section at the end of this part of the report.

Second and more predictably, the Foundation is using its standard grantmaking apparatus to support an array of projects designed by leading researchers and practitioners at a wide variety of universities, university presses, libraries, and professional associations. Richard H. Ekman and Richard E. Quandt are directing this program, and I describe below the thinking that has guided its development, the criteria employed in recommending grants, and, to illustrate current priorities, some specific grants made in 1994. In designing the Foundation's grantmaking program, Messrs. Ekman and Quandt decided to place considerable emphasis at the outset on "electronic publishing," a term which covers a variety of technologies and approaches. The most widely encountered forms of electronic publishing at present include: (1) network-based distribution of computer files containing the text of preprints; (2) the CD-ROM or net-

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work-based distribution of abstracts or bibliographies; (3) the network-based distribution of journals or individual journal articles; and (4) the CD-ROM or network-based distribution of multimedia products, which allow the user to make easy transitions among text, visual images, and sound images. Some of these applications are created with relatively little effort, but are also relatively crude in appearance and function, while others have required much greater investments, but provide the user with hypertext links and powerful search engines.

It is generally the case that these electronic products have been created with more enthusiasm for the promises of the new technologies than careful calculation of the costs of alternative approaches. In particular, the creators of these electronic publications have characteristically volunteered their time for organizing and running electronic publishing ventures and have used computer time that otherwise would have been unclaimed on existing computers. There is no doubt that the various electronic publications have enhanced the ability of scholars and students to gain access to literature by increasing the scope of the materials that can be accessed and reducing the time necessary to do so. Indeed, some have estimated that it costs 10–30 percent less to produce an all-electronic journal than a comparable hard-copy one. Yet, the economics of electronic publication remain a largely unexplored subject.

In making initial grants in this somewhat amorphous field, the Foundation has sought to support a variety of “natural experiments” selected on the basis of their promise and their consistency with two basic grantmaking criteria. We decided, first, to concentrate our support on projects that imaginatively combine existing technologies, since there seems to be enough hardware and software available to permit the testing of a wide variety of ideas. Second, we decided to require that close attention be paid to economic realities and to the cost-effectiveness of various approaches. Thus, we have asked all of those who submit proposals to incorporate procedures for measuring the capital and current costs of the proposed new developments and for comparing them to the costs of alternative (usually traditional) approaches. Also, grantees are expected to monitor closely the acceptance and use of these products by students, faculty, and other users.
The nine grants made in 1994 under this specific program are listed at the back of this report (as are the grants made in support of JSTOR). Let me highlight four of them.

- An appropriation of $150,000 was made to the Massachusetts Institute of Technology to establish an exclusively electronic journal to be called The Chicago Journal of Theoretical Computer Science. Publication delays in computer science journals are typically one to two years and subscription prices are at the high end of the price range for scholarly periodicals. MIT Press anticipates that a new electronic journal, with editorial leadership based at the University of Chicago, will provide useful price competition for existing journals. The new journal will maintain the customary professional standards used by scholarly journals but guarantee electronic publication of an article within two weeks of acceptance. Subscriptions will be sold to individuals (at $30/year) and libraries (at $125/year) with essentially no restrictions on how the published articles may be used.

- An appropriation of $400,000 was made to Johns Hopkins University, for use by the Johns Hopkins University Press in support of Project Muse, an effort to make available online all 40 of the scholarly journals the press currently publishes. A prototype of the project was recently completed, based on current issues of three journals, Configurations, Modern Language Notes, and English Literary History, and these journals are now available on the Internet with fully formatted text; subject, title, and author indexes; hypertext links to tables of contents, endnotes, and illustrations; full searchability of both text and tables of contents; and improved illustrations. A key

6 Still other grants were made during 1994 in support of related projects (see, for example, the listing of the large grant for the New York Public Library). The Foundation also initiated support for a variety of projects intended to develop better integrated library resources and networks for scholars of Latin American studies located throughout the Western hemisphere. In addition, as already noted, a very considerable share of the Foundation’s grantmaking in Eastern Europe was directed to library automation. Taken together, projects involving libraries and scholarly communication accounted for $18 million of grants in 1994—15 percent of total appropriations.
feature of Project Muse is that it involves established and distinguished journals, including core titles in several disciplines, rather than new, untested journals. One of the innovations of Project Muse has been to develop software, freely available to anyone who wishes to use it, for converting the compositor's PostScript files, used in the production of printed journals, to Hypertext Mark-Up Language (HTML) files, which are used by Mosaic clients. This process enables Hopkins to prepare at low cost substantial amounts of text for online publication.

- An appropriation of $700,000 was made to Columbia University to develop a comprehensive evaluation methodology for its ongoing activities in creating a digital library. The project's objective is to make available within the Columbia community in online, networked electronic form (1) Columbia University Press reference works, such as the Concise Columbia Encyclopedia, Granger's Index to Poetry, the Columbia Dictionary of Quotations, the Columbia Guide to Standard American English, and other works; (2) some 100 Oxford University Press monographs in selected fields, starting with neuroscience; (3) selected high-use titles from Simon and Schuster; and (4) various texts for the study of the humanities, such as Greek and Latin texts and primary works in philosophy, religion, and history. Readers will be offered the opportunity to read online, request prints of sections or whole books, and place online orders for paper copies of books. All costs will be tracked, but, at least at this stage, no per-use charges will be levied. This project also intends to examine alternative models for acquiring and sharing intellectual property.

- An appropriation of $750,000 was made to Cornell University to cover part of the costs of the "Making of America" digital library project. Cornell University, in cooperation with the University of Michigan, sought support for the pilot phase of a multi-institutional partnership designed to preserve and make accessible through digital technology a significant volume of primary source material on the history of the United States. During the first phase, 10,000 monographs documenting the period from 1850 to 1877 will be selected, scanned, and made available online across institutional boundaries.
Research in Higher Education

We have concluded that it would be timely for the Foundation, over the next few years, to encourage and sponsor a series of studies of issues important to higher education—many, but not all, to be conducted by outside investigators. In developing a current research agenda, our intention is to build on past work. Over the years, the Foundation has sponsored a number of studies of higher education, with two main objectives in mind. The first has been to understand better, and to help others understand better, factors affecting the well-being of higher education as a whole, including particular groups of colleges and universities. The intended audience has been policymakers, leaders of colleges and universities, and students of higher education. A second objective has been to inform the grantmaking activities of the Foundation in the broad field of higher education and scholarship—the program area in which the Foundation has invested most heavily from its earliest days.

In the normal course of events, the Foundation no doubt would have continued to support research in higher education—but in an ad hoc manner. The case for proceeding more systematically rests, in part, on our sense that this is a time of considerable uncertainty about the role of higher education in this country and abroad and much debate (often unfocused and sometimes confused) over key issues. An advantage of sponsoring a wide-ranging series of studies at more or less the same time is that, in some instances, participating scholars may benefit from one another’s work. In addition, we thought that some leading scholars might be more inclined to work in this area (which has not always enjoyed high prestige) if they knew that other able people were involved. Finally, the appearance of a series of studies within a limited period might call more attention to the importance of the issues under discussion than the sporadic publication of individual reports and books.

Our current research agenda contains approximately 20 projects. Some are historical or comparative in character. For example, the Centre for the Study of Education and Training at Lancaster University received a grant in 1994 to carry out a comparative study of the academic professions in England, Germany, the Netherlands,
and Sweden. This research will build on surveys in 15 countries coordinated by the Carnegie Foundation for the Advancement of Teaching. The Lancaster study aims first to create a comparative profile of the academic profession—its composition and activities—in these four countries. Then, the analysis will focus on topics of importance in rapidly expanding systems of higher education (in Europe, a process termed “massification”) such as planned and unplanned diversification of institutions, the situation of women, the roles of junior staff, and the effects of government efforts to manage university affairs.

Other research projects are concerned with the changing characteristics of various fields of study. We are particularly excited about a projected volume of essays on changes in the humanities over the last 25 years. The proposed topics include: “Patronage, Who Pays? The Marketplace and the Humanities;” “The Humanities as Social Conscience;” “What is Taught in the Humanities Classroom and How;” and “Print, Books, and Libraries in the Electronic Age.” This project is being directed by Alvin Kernan, Senior Advisor to the Foundation for the humanities. Some of the faculty members asked to contribute essays will also be invited to spend time at the National Humanities Center working on their topics and meeting with other scholars in residence.

Still other projects are focused quite directly on contemporary policy issues. Michael McPherson of Williams College and Morton Schapiro of the University of Southern California are at work on a new study of how families pay for college, which will update and extend the results reported in their earlier book, Keeping College Affordable. New data of high quality are available from panel surveys, and McPherson and Schapiro are optimistic that these resources will permit even sharper conclusions to be drawn concerning the effects of various financial aid policies on access and choice.

In conducting this new research, McPherson and Schapiro also intend to take advantage of a parallel study being carried out by two Foundation staff members, Elizabeth Duffy and Idana Goldberg, who are conducting an in-depth analysis of trends since the mid-1950s in applications, offers of admissions, financial aid outlays of various kinds (including the provision of “merit aid”), and enrollments at a wide array of private and public institutions in Ohio and
Massachusetts. One objective of their research is to understand more fully than anyone does at present what has happened to the pools of candidates for liberal arts colleges and to the nature of competition for prospective students. The budgets of most of the private schools are "tuition driven" (that is, are heavily dependent on tuition revenue), and thus their futures depend in no small part on projected trends in enrollment and associated expenditures on financial aid. At the same time, these institutions are committed to maintaining (or improving) their quality and the diversity of the student populations which they serve.

A study of a very different kind is being conducted by Charles Clotfelter of Duke University, under the aegis of the National Bureau of Economic Research. Clotfelter is examining trends in institutional costs at three research universities (Chicago, Duke, and Harvard) and at one liberal arts college (Carleton). A distinctive characteristic of Clotfelter's work is that it is based on data collected at the departmental as well as the institutional level. He expects to be able to learn, for instance, to what extent unit costs have risen more rapidly in a science department than in a department in the humanities or social sciences—and, if the costs of doing science have risen especially rapidly, to indicate why this has been the case.

The Foundation is also sponsoring a major study of faculty retirement. Orley Ashenfelter and David Card of Princeton University are working with data provided by TIAA-CREF to analyze retirement patterns and the reasons for them. Now that mandatory retirement has been ended, it is important to know how decisions to retire, at various ages, are related to variables such as: gender, marital status, and family obligations; fields of study; salary histories and salary levels; personal wealth, as reflected partly in TIAA-CREF accumulations; the structure of pension plans (defined contributions versus defined benefits); early retirement incentives of various kinds; pre- and post-retirement benefits (especially health benefits); working conditions (teaching loads, access to libraries and laboratories, quality of students and colleagues); and the individual's professional accomplishments and standing as a teacher and scholar (will the abler faculty retire earlier?). Ashenfelter and Card propose to analyze retirement decisions both retrospectively and prospectively, and their research should be of considerable value to
institutions concerned with retirement issues and prospective faculty staffing, as well as of general interest to labor economists.

To provide a fuller sense of the range of research being carried out under the Foundation's higher education research agenda, I should note, first, that Foundation staff are continuing to study the effects of current grantmaking programs such as those intended to improve doctoral education while reducing attrition and time-to-degree and those designed to increase the number of minority students pursuing PhDs in the arts and sciences. Also, a wide variety of other studies are underway, including historical investigations of the interplay between religion and science in 19th century American universities; the alternative ways in which colleges and universities have sought to "manage pluralism" and to benefit from more diverse student bodies; and the evolving role of athletics within academically selective colleges and universities. In time, we hope to sponsor more work on the governance of higher education and to encourage broad-gauged studies of the historical evolution of systems of higher education in Europe and other parts of the world.
THE FOUNDATION’S JOURNAL STORAGE PROJECT (JSTOR)\(^7\)

The original impetus for JSTOR came when I was informed, in my capacity as a trustee of a liberal arts college (Denison University, in Granville, Ohio), that the shelf space in the college library was filled to overflowing and that the college had to contemplate spending another $5 million to relieve the crowding and permit new acquisitions to be shelved. Inspection revealed that journals published prior to 1990, combined with government publications, occupied more than a quarter of all shelf space. I suspected that this was a common problem for college and university libraries, likely to become even more serious over time, and it seemed to me that electronic technologies ought to be helpful in finding new solutions. As is so often the case, the objectives of the project became more ambitious as it evolved. While JSTOR is still intended to save space and capital costs, we are now giving more attention to its immediate utility to users. This shift in emphasis is due in large part to what we have learned about both the abundant technical possibilities for creating a highly accessible database and the associated economics, which are very encouraging.

But I am getting ahead of the story. Let me go back and restate the objectives of the project as they are now understood:

1. To create faithful electronic replications of back issues (defined as those published prior to 1990) of core journals that will be of archival quality—in order to address issues of conservation and preservation such as broken runs (missing issues), mutilated pages, and long-term deterioration of paper copy;

2. To improve dramatically access to journal literature for faculty, students, and other scholars by linking bitmapped (fax-like) images of the pages of journals to one or more powerful search engines—and, in many instances, by providing access to much more complete sets of journals than now exist on the library shelves of particular campuses;

\(^7\) It is impossible to provide a full description of JSTOR, or to answer many questions readers may have about the project, in the space available in this report. Requests for additional information may be addressed to the Foundation.
(3) To study the effects of providing high-quality electronic access on the usage of the back issues of journals in a variety of academic settings; and

(4) To address some of the vexing economic problems of libraries by easing storage problems, saving the prospective capital costs involved in building more shelf space, and reducing operating costs associated with retrieving back issues from the stacks and reshelving them.

A frequently asked question should be answered directly: Why does JSTOR cover only issues of journals published before 1990? Why are current issues excluded? There are two reasons. First, current issues of journals are generally more readily accessible than back issues. Second, JSTOR seeks to avoid creating economic difficulties for publishers who generate the overwhelming share of their revenue by selling subscriptions to current issues. We want to work with the publishers of journals, and to give them something of value, not to compete with them.

While JSTOR itself will not include current issues, it is possible that some publishers will be interested in taking the electronic platform that the Mellon Foundation proposes to give them (the bitemapped images of their back issues) and connect to it electronic access to current issues. This could prove to be a highly attractive, relatively inexpensive option for publishers—and of real benefit to users, who would then have a single means of searching all issues of a journal, from the oldest to the most recent, for a subject or author of interest.

In the Pilot Phase of the project, we decided to include five core journals in each of two fields, economics and history.8

We chose these fields because they are important disciplines taught essentially everywhere, because each has core journals that were founded in the 19th century and therefore a substantial corpus of back issues, and because they were similar enough, and yet

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different enough, to provide a test of the value of JSTOR to potential users with varying intellectual styles and differing experience with electronic formats. Also, the more extensive use of equations and graphs by economists provides a good test for electronic replication.

In moving from concept toward a real prototype, the first hurdle to be cleared was obtaining copyright permissions. Following extended discussions, we have now obtained permission to bitmap back issues from the copyright holders of all ten journals, and to incorporate these images in an electronic file that will be made available online, on a royalty-free basis and in perpetuity, at a limited number of sites. The principles and forms of agreement that have resulted from these discussions may themselves be of value in suggesting new kinds of relationships between journal publishers and users, at a time when there is much debate over the application of copyright laws to electronic texts. Our experience suggests that there is much common ground. We are encouraged by the enthusiasm of publishers for the project and by their desire to cooperate in every way.

At the same time that we were seeking copyright permissions, we were also exploring the best way of creating the electronic database of back issues that is central to the project. The Foundation has made two grants to the University of Michigan to oversee this process and produce an integrated prototype that will be highly user-friendly. Fortunately, JSTOR complements nicely the work that was already underway at Michigan on Project TULIP (sponsored by Elsevier) and, more generally, on digital libraries (supported in large part by NSF). Thus, the Michigan group has already encountered—and largely solved—many, though certainly not all, of the problems involved in making journal literature available online.

The basic electronic file is to be produced by using a scanning technique which makes bitmapped images that capture the full features of each page. These electronic "pictures" allow the user to see on a screen the page of the journal exactly as it appears in hard copy: fonts, formats, equations, figures, graphs, and illustrations, as well as text, are replicated precisely. But bitmapping also has two disadvantages. Since the bitmapped images are stored as a series of dots, rather than as text, they cannot be searched for key words or
names; also, they require far more computer storage space than does text alone.

For these reasons, we decided to add two other features to the electronic database: (1) a searchable index which allows users to obtain bibliographic references to all articles in the database containing a key word or words in their title (such as "Federal Reserve"), or written by a particular author, or published in a certain journal in a defined set of years; and (2) an Optical Character Recognition (OCR) capacity that will enable users to search the actual text pages (not just the table of contents) of journals included in the electronic file. Thus, it will be possible for a user to search for all references to "Federal Reserve" wherever the words appear, in a title, in text, or in a bibliographic reference—and then to view on screen the articles which contain this phrase. Both of these capabilities are made possible by processing each of the bitmapped images with OCR software that scans the images and converts any characters it can "read" into text which can be stored compactly and searched easily.

The final component of JSTOR, as now envisioned, is software which will link the bitmapped images of the journals to the index and to the OCR-version of the text, thereby allowing the user to call up on the screen faithful images of the pages of the journal article that have been found by searching either the index or the text itself. The software being developed at Michigan will allow readers who have viewed articles on their screens to print them (in whole or in part) if they conclude that it would be useful to have a single hard copy for further reference.

In sum, strictly from the users' perspective, what is the appeal of JSTOR? The "selling" points are the speed, ease, and efficiency offered by electronic access to perfect replications of the full pages of back issues of key journals. From a linked desktop computer, a reader will be able to page through journal indexes and actual articles with much more speed and convenience than if standing in the stacks of even an extremely fine library and then make copies of material that is of particular interest. Printing out parts of articles at a work station would be a welcome substitute for the more laborious forms of note-taking or copying that are now needed.

While the objectives were clear enough, we did not know, until
early in 1995, whether we could find a vendor who could do the bit-
mapping and OCR-scanning in a cost-effective way. We have taken to
heart our own admonitions to others about the need to pay close at-
tention to the economics of projects, and we were unsure how much JSTOR would cost to produce and use. Careful investigation
of the capacities of a number of alternative providers of the services
in question yielded extremely encouraging results. A contract has
now been signed with Digital Imaging, Inc., of Anaheim, Califor-
nia, a vendor which will bitmap the pages at a very high standard
of resolution (600 dots per inch) and provide an OCR-scan that is accu-
rate at the 99.95 percent level. Inspection of sample work confirms
that such demanding specifications can be satisfied—and at a cost-
per-page that is extremely attractive.

One interesting discovery that we made in the process of ob-
taining bids is that working from paper copies of back issues of
journals, rather than from microfilm, produces higher quality re-
sults and is—to our surprise—considerably cheaper. This conclu-
sion has important implications beyond JSTOR.

The work of bitmapping, OCR-scanning, and software develop-
ment is proceeding well, and we hope to have a pilot version of
JSTOR, or at least of significant parts of it, up and running at five test
sites in the spring of 1995: the Bryn Mawr/Haverford/Swarthmore
library network, Denison University, Williams College, the Univer-
sity of Michigan, and (in a slightly different mode) Harvard
University. Needless to say, we are eager to learn how JSTOR, for all
its seeming appeal, will in fact be accepted by actual users. Efforts
are underway to benchmark the current usage of these journals at
the test sites so that it will be possible to gauge the impact of elec-
tronic access on patterns of use. Some have speculated that “no one
is interested any more in back issues of anything.” We shall see. In
any event, even if usage is modest, JSTOR should have major impli-
cations for library storage.

If the pilot succeeds (which will be determined by both the ap-
lication of technical standards and the responses of users), we
would plan to move at once into a more comprehensive testing
stage that, at a minimum, would encompass a larger number of ed-

uational institutions of widely varying kinds, including perhaps
some that are overseas. Current agreements with publishers limit
us, however, to 50 sites, and we are committed to a general stock-taking if and when the project expands to that stage.

Even now, we are thinking about a series of questions concerning the future of JSTOR, and a meeting of the project’s advisory committee will be held in the spring of 1995 to address many of them, albeit in a preliminary way. They include:

- **New features.** Recognizing the dangers of “creeping featurism,” and the necessity of not allowing costs to rise above acceptable levels, are there one or two new features that we should consider adding to the electronic database? We are already exploring the desirability and feasibility of adding SGML “tags” to the OCR-version of the database. Tagging would enable users to distinguish separate elements of the text, such as headings, footnotes, bibliographic references, and so on, which in turn could facilitate even more sophisticated searching, including the use of hypertext. Adding this feature might also give users the option of retrieving a highly usable OCR-form of the database that would make fewer demands on network capacity than the transmission of bitmapped images.

- **More sites and fields.** What priority should be assigned to including various types of institutions within the first 50 sites? How rapidly should we seek to include more academic fields? Which ones?

- **Copyright agreements.** If we are to move beyond the initial 50-site limitation, what kind of copyright agreement can be negotiated that will be faithful to the objectives of JSTOR and agreeable to the publishers?

- **Linkages with current issues of journals.** Should we explore arrangements with publishers interested in linking electronic publication of their current issues to the JSTOR-provided platform of back issues? If so, what pricing mechanism would satisfy the legitimate needs of the publishers and yet not undercut the objectives of JSTOR, which include avoiding any charge-by-use arrangement and making access to back issues available at extremely modest cost?

- **Investment and cost-sharing questions.** More generally, how should the future costs of JSTOR be apportioned? The Foun-
dation has made all of the investments needed to start the project, and expects to cover all of the “up-front” costs. If the project expands significantly, however, it will be necessary for others to contribute. The potential economies of scale are truly extraordinary, since once the start-up investments have been made in developing the software and creating the electronic files, the marginal costs of adding sites are very low indeed. Adding fields and journals will, on the other hand, continue to require significant outlays, and there may also be questions of storage of the files, and transmission, to be worked out.

- Organizational issues. Any consideration of expansion of the project also raises questions of management. It is evident that the Foundation itself cannot manage the project indefinitely, and careful thought must be given to the identification of suitable institutional partners. Are there existing organizations that should take over the project or should some new entity, perhaps a consortium, be created for this purpose?

In any case, one can envision having JSTOR, or a JSTOR-like product, available to essentially all appropriate nonprofit users, in the US and outside it—in effect, to scholars and students worldwide. Educational institutions with limited holdings of journals could be given, more or less instantaneously and at very low cost, access to journal literature that they probably never anticipated having at their disposal.

It is because of what we perceive as the great promise of JSTOR that I have written at some length about a project still very much “in process.” There are many judgments yet to be made, and we would welcome comments and suggestions so that the best ideas will emerge. Working with our collaborators at Michigan, our advisors, and other interested parties, the Foundation is committed to do all that it can to see that JSTOR achieves its full potential.

William G. Bowen
March 1995
THE FOUNDATION’S IMMIGRANT POLICY PROGRAM

Immigration to the United States over recent decades has fueled complex demographic and economic changes which are not yet well understood. It is increasingly clear, however, that coping with the new wave of immigrants—many of them ill-prepared to move easily into the mainstream of American society—poses major challenges for the society at large. Thus, the Foundation has focused its activities on immigrant policy—domestic policies affecting either directly or indirectly the settlement of immigrants—which should be distinguished from the separate but related domain of immigration policy—national policies regulating the in-flow of foreigners. The Foundation’s initiatives in immigrant policy have focused primarily on the institutions faced most immediately with the obligation to respond to these changes and to the needs of immigrants: state and local governments and schools in areas populated heavily by immigrants.

Our activities began in March 1990 and have led to grants totaling over $16 million, of which nearly $10 million has been appropriated within the last two years. To provide a context for discussion of the Foundation’s immigrant policy program, this essay begins with an examination of recent trends in immigration. It concludes with reflections on grantmaking in the field.

Trends in Immigration and Their Effects

The current large immigration wave began in the late 1960s and consists of three groups: legal immigrants admitted as permanent residents, refugees and asylum seekers, and those entering the US without legal documentation. It has been shaped not only by the 1965 Immigration Reform Act and its amendments (which opened

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9 The author of this part of the report, Stephanie Bell-Rose, is Foundation Counsel as well as the staff member responsible for both the immigrant policy area and Foundation activities in other areas of public affairs (especially Latin American policy studies). In addition to a law degree, Ms. Bell-Rose earned a master’s degree from the John F. Kennedy School of Government at Harvard.
the US to increasing immigration from Asia, Mexico, the Caribbean, and Latin America), but also by political and economic "push" factors in other countries which produced refugees, seekers of asylum, and undocumented immigrants.

Immigration to the United States over the 1980s exceeded the record figures reached in the early part of the 20th century and now totals almost 10 million persons per year. The Urban Institute projects that another 10 million or more immigrants (legal and undocumented) are likely to enter the US during the 1990s. Adverse demographic and economic forces in the major sending regions remain strong. Moreover, recent US immigration legislation, which many projected would have a chilling effect on future immigration, has not produced a real reduction.

Since the 1970s, the largest number of immigrants has been from Asia (35 percent of legal immigrants in the 1970s and 45 percent in the 1980s). The second largest group of immigrants has come from Latin America and the Caribbean (40 percent of legal immigrants in the 1970s and 38 percent in the 1980s). By contrast, Europeans and Canadians accounted for only about 14 percent of all immigrants to the US during the 1980s, down from 22 percent in the 1970s and 46 percent in the 1960s. (It is harder to state reliably the numbers of undocumented immigrants from various parts of the world.)

One important consequence of current immigration trends is the increased share of the US population consisting of racial and ethnic minorities. Between 1980 and 1990 the white population increased by 6 percent (to 189 million), while the Asian population more than doubled (to 7.3 million), the Hispanic population grew by 53 percent (to 22.4 million), and the African-American population by 13.2 percent (to 30 million). Minorities now account for approximately one-fourth of the US population.

Data from the 1990 Census show that the composition of the nation's minority population has also been significantly altered by recent immigration patterns. The most rapid growth has occurred in the Asian and Hispanic populations, and the African-American population now comprises only about 50 percent of the total minority population. Indeed, the size of the Hispanic population is
expected to exceed that of the African-American population before the year 2010.

While immigration affects the entire country, its impact is felt most profoundly in the six states receiving the most immigrants: California (the largest, which became home to 2.3 million immigrants during the 1980s, or over one-third of the total); New York (which received the second largest number, almost one million immigrants—one-sixth of the total); followed by Texas, Florida, Illinois, and New Jersey. Together, these states received 76 percent of all immigrants entering the US in the 1980s. Within these states, the major metropolitan areas receive most of the newcomers.

Some observers argue that the average human capital of incoming immigrants (that is, their education and job skills) is declining. This observation raises the specter of a growing population of low-skilled immigrants from less-developed countries who have cast their lot with that of the domestic poor and the urban underclass. While this prediction seems harsh, it is the case that roughly half of new entrants arrive with comparatively low education and job skills. As a consequence, their integration into the economy is difficult and presents growing challenges to both public service institutions and private employers. The urgency of the situation is underscored by the fact that between 1980 and 1990 the number of immigrant households in poverty grew by 42 percent (compared with 11 percent for native households).

Finally, the relatively high birth rates and relatively low average ages of the major immigrant populations insure that an increasing percentage of the population served by US public schools will be children of immigrants. While school districts across the country are affected, most of the responsibility for educating children of immigrants is borne by already troubled school systems in and near the major metropolitan areas.

**Immigrant Education**

The numbers and general characteristics of the nation’s immigrant children follow from the immigration patterns described above. Most recently arrived immigrant students are Hispanic (50 percent) or Asian (27 percent) and have limited English proficien-
cy (60 percent). Most are young: 52 percent of elementary school age, 21 percent of middle school age, and 26 percent of high school age.\textsuperscript{10}

The public education system is not well prepared to meet the special needs of linguistically and culturally diverse students. There is no strong consensus about the best way to serve these students and no major national program of financial aid to the school systems most affected by immigration. High dropout rates, among other indicators, point to the difficulties schools face in providing adequate and appropriate education for these students.

When we began working on immigrant education, we found little research which examined the challenges of educating immigrant children, or documented and evaluated school and school district responses. Accordingly, our initial objectives were to support baseline research on the impact of immigration on the nation’s schools, and to investigate the formulation of appropriate responses.

Among the projects the Foundation funded in this early phase were several studies of immigrant education in major receiving areas and the establishment of a national center to disseminate information about educating immigrant schoolchildren. It is difficult to measure the immediate effects of these studies and services. However, in some cases we have obtained a clear impression of a project’s effects on decisions by educators and policymakers.

To illustrate, the RAND Corporation’s multi-state study of immigrant education is partially responsible for New York City’s commitment to increase the number of schools for newly arrived immigrants. This same study is currently being used to justify changes in student tracking practices in Seattle’s schools.

Another grantee, the Center for Immigrant Students of the National Coalition of Advocates for Students, was retained by the Palm Beach County Board of Education to help improve language

\textsuperscript{10} Data are from the 1990 Census and are based on the foreign-born ages 5–17 who entered the US between 1985 and 1990. While the absolute number of immigrant children has grown since 1990, these proportions are likely to have remained fairly constant since the composition of the immigrant population has not changed significantly in the last five years.
education for the 14,000 immigrant and limited-English-proficient students who have inundated the county. The district is now successfully using teaching strategies and student enrollment practices developed by the Center with the support of the Foundation.

These efforts informed more intensive work on two relatively neglected immigrant populations: secondary school students and students in demographically changing suburban and small urban districts. Following review of our earlier projects and extensive consultation, the Foundation launched two five-year $5 million initiatives.

The first focuses directly on immigrant education itself and relies heavily on the leadership of the Center for Applied Linguistics (CAL). The Center is seeking to address key problems which appear to account for the failure of secondary schools to serve immigrant students: shortages of school personnel trained to meet the specific needs of immigrants; school structures that fail to ensure smooth transitions from program to program, school to school, or school to work; school systems that fail to provide immigrant students with access to academic concepts and skills; a lack of appropriate assessment policies and procedures for immigrant students; and few curricular and programmatic alternatives for “late entrant students” needing to develop language and academic skills for higher education or work.

Four local demonstration projects managed by CAL have been funded in order to address these problems. The Center administers the program, organizes collaboration across demonstration sites, and oversees research and evaluation. These demonstration projects are based at California State University, Long Beach; California Tomorrow (San Francisco); Intercultural Development Research Association (San Antonio); and University of Maryland, Baltimore County. They link the efforts of educational organizations, school districts, schools of education, postsecondary institutions (including two-year colleges and vocational training programs), community-based organizations, and local businesses. While each project has specific objectives and methods, their common goal is

11 This term refers to students unprepared for the level of instruction normally offered children of their age.
to develop effective and cost-efficient strategies for educating secondary-school-age immigrant students by improving English language and literacy development, mastery of academic content and skills, and access to postsecondary opportunities.

Although the program has been launched so recently that it would be premature to attribute particular achievements to it, substantial progress has been made in developing promising approaches. For example, with the help of a local community organization, the University of Maryland has assisted a Prince Georges County high school with low college enrollment rates in establishing an intensive college preparatory program for immigrant students. Even in the first year of the program, the number of college applications has increased markedly.

California Tomorrow has collaborated with secondary schools in Salinas and Hayward to redesign the school day for immigrant students using "block scheduling." This approach reduces the number of class periods in the school day by half, allowing for more intensive involvement in each subject, and extended contact with individual teachers. Teachers report improvements in the quality and volume of work completed by students, grades, and credit accumulation.

The second initiative is intended to help school districts achieve both diversity and excellence. It focuses on districts experiencing demographic transitions as a consequence of immigration and other factors. The DEWEY Network of the National Center for Restructuring Education, Schools and Teaching (NCREST), which is housed at Teachers College of Columbia University, was designed at the Foundation's request to support educational excellence in such settings. The network includes eight school districts in the metropolitan New York City area; each is located in a suburb or small city with an increasingly diverse population as measured by economic status, nationality, race, ethnicity, and language; has a tradition of high academic achievement; and is highly motivated to seek new approaches to educating students that will enable it to serve as a model of excellence and diversity. NCREST is providing assistance in designing new strategies for staff development, parent involvement, and educational practice which are responsive to the needs of diverse students.
The current school year is the first in which the program is fully operational; however, the initial school restructuring efforts of participating districts have been impressive. One district has developed a “cluster” strategy for middle and high schools in which small groups of teachers from several disciplines and a diverse population of students replace large classes of homogeneously tracked students. Academic coursework is pursued more often through collaborative projects that integrate content areas and enliven the material presented. It is expected that this personalized, hands-on approach will enhance academic performance.

Immigrant Policy at the State and Local Level

The Foundation’s focus on state and local immigrant policy was prompted by the fact that government agencies at these levels form the front line of our country’s response to immigrants. Ironically, while immigration policy is formulated exclusively at the federal level, state and local governments bear most of the responsibility for settlement of immigrants and experience most profoundly the difficulties of providing education and public services to linguistically and culturally distinct groups. Significantly diminished federal assistance and the worsening fiscal circumstances of some receiving states and localities have combined to intensify the challenges we observed initially. Indeed, several states have recently adopted new strategies (including litigation and ballot initiatives) seeking to force federal coverage of the costs of immigration and to reduce state and local services to immigrants.

Here again, data collection and analysis are far from adequate, and one of our immediate objectives was to support baseline research. Funding was provided to the Urban Institute for a study of state and local immigrant policies and programs assisting newcomers and their host communities. This investigation revealed that at all levels of government, immigrant policy in this country is more notable for its lack of definition and purpose than for clear contours and goals. The programs and policies having the greatest effect on immigrants are mainstream ones, which are not particularly cognizant of the special needs of these populations and their host communities. To the extent that policies which deliberately address the
social and economic integration of newcomers can be identified, they tend to vary widely from one jurisdiction to the next.

On the basis of these discouraging findings, we planned a more refined agenda in state and local immigrant policy. Not seeking to encourage government to take on a larger and more costly role, we have aimed instead at encouraging a more analytic and proactive approach that could lead to more effective use of available resources. Our current strategy has three aims: (a) to build a stronger policy development and research capacity in immigrant policy; (b) to improve the access of state and local policymakers to sound information and analysis; and (c) to advance the development of effective programs to educate and train adult immigrants. To illustrate:

- A grant was made in 1992 to the Urban Institute to establish a program on immigrant policy focusing primarily on policy research and design; providing technical assistance to policymakers, practitioners, and agencies concerned with immigrants; and conducting research on immigrant economic mobility. Some of this research has had a direct effect early on. To illustrate, the government’s distribution of $1.8 billion to jurisdictions affected by immigration was based directly on the Institute’s study of the fiscal impact of undocumented aliens.

- In 1991 and 1993, grants were made to the State and Local Coalition on Immigration to improve intergovernmental coordination and communication, to enhance the capacity of state and local officials in managing immigrant policy, and to research the implications for immigrants of welfare and job training reforms. The Coalition has a strong technical assistance capacity and has advised legislative committees in Oregon, Virginia, and Illinois as these states consider appropriate strategies in employment, social services, and education for immigrants.

- The Center for Applied Linguistics received a grant to increase the capacity and improve the quality of adult immigrant

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12 The Coalition consists of the National Governors’ Association, the National Conference of State Legislatures, the American Public Welfare Association, the National Association of Counties, and the U.S. Conference of Mayors.
education programs. This project includes a literacy component exploring the special literacy problems of the limited-English-proficient; a workplace component focusing on skills training; and a vocational component targeting career education, recertification, and applied mathematics and science instruction.

- A grant was made to the Regional Plan Association to support an examination of the labor force preparedness, educational needs, and human resources of adult immigrants in the New York, New Jersey, and Connecticut region.

**Research on the Effects of Immigration**

The Foundation’s projects have been designed to probe specific questions of “impact.” For example, the Foundation supported a study of the economic impact of immigration on an entire state (New Jersey) in the hope of obtaining a fuller picture of the true economic costs and benefits of recent immigration; a study of the effects of immigration upon the nation’s African-American population; and in-depth examinations of immigrant populations in several major receiving cities, including Los Angeles, Houston, and New York. This work has emphasized the changes which immigration is producing in the composition of particular ethnic groups, (especially Hispanics and Asians) and the evolving characteristics of those populations.

The Foundation has also made a $1.3 million grant to enable the Social Science Research Council to establish a program on immigration research, which will encourage concerted efforts by social scientists in a variety of disciplines to advance the understanding of immigration in a comparative context. The components of this program include training workshops, fellowships for pre- and post-doctoral fellowships, and a small grants program to encourage the development of cooperative research projects. It is expected to produce greater diversity and competence of those in the field and to link together the vast array of studies of immigration now under way in various disciplines of the social sciences, history, and law.

**Structuring the Immigrant Policy Program: General Comments**

The Foundation’s approach to grantmaking in immigrant pol-
icy has been shaped by the field’s distinctive characteristics. First, it is embryonic (even inchoate), and research, analysis, and policy formulation are still poorly coordinated. At the same time, political debate about immigration and immigrants is highly developed. Positions have been staked out in debates over recent legislation. Political tactics (including ballot initiatives and litigation against the federal government) are evolving at an accelerated rate. This is a field in which the public has a deep and abiding interest; after all, what immigrants receive in the way of benefits and opportunities is frequently viewed primarily in terms of costs to the taxpayer. The field is also highly fragmented. Participants are distributed across all levels of government and jurisdictions; organizations with an interest in relevant policies or programs are widely varied and often disconnected.

These characteristics present several challenges to the formulation of effective grantmaking strategies: how to identify potential grantees from among the many types of organizations and agencies concerned with immigrant issues; how to form and manage a broadly diverse set of institutional grantees and structure complementary projects; and how to avoid involvement in immigration debates.

Given these characteristics, the Foundation’s grantmaking strategy has incorporated a variety of approaches. In some instances, Foundation staff and grantees have collaborated in program design. In other instances the Foundation has proposed research projects to prospective grantees. Infrequently, unsolicited proposals, modified to ensure compatibility with our objectives, have been approved. The Foundation has also sponsored a “request for proposals” process. Over time our grants have evolved along what might be called a “path of complexity”—from fairly simple short-term research projects and “mapping” efforts (such as the Urban Institute’s first study on immigrant policies) to more complicated program- and model-building activities, in some cases involving multiple participants, advisory committees, and oversight organizations (such as the Center for Applied Linguistics).

The range of grantees is already considerable—encompassing five policy research organizations, 13 universities, seven educational organizations, two government associations, a scholarly research council, a community foundation, and several hybrid groups
that defy categorization. The field has attracted a diverse set of scholars and practitioners, and a number of the Foundation’s projects are headed by an Hispanic, a Black, or an Asian-American. The varied perspectives of the project leaders are an asset of the program which the Foundation has sought to nurture through periodic gatherings. This practice was instituted to facilitate communication on matters of mutual interest and to enable the Foundation to learn about emerging issues. Collaboration among grantmakers has also helped to extend the program’s contributions. Foundation staff participated in the formation of a grantmakers network (sponsored by the Council on Foundations).

Avoiding the distractions of political debates has not been easy, but efforts to achieve this objective have been helped by defining the focus of our program with some precision. The Foundation has chosen not to become involved in such highly charged issues as how to defend our borders; whether more or fewer immigrants should be admitted; and which agencies ought to bear any costs associated with immigrants. These are important questions, but ones better addressed by others.

**Future Directions**

Regardless of the outcome of these political controversies, we believe that our focus on research and on improving the effectiveness of educational and governmental institutions in the immigrant settlement process will remain useful. Enhancing immigrants’ economic mobility, for example, will continue to be an important objective. For similar reasons, we have provided funding only to public charities and have chosen not to fund governmental units.

Looking ahead, the Foundation expects to center more of its activities on female immigrants, who currently comprise nearly one-half of all immigrants to the US each year but whose economic plight has been neglected. While the number of native women in the American labor force increased by about 25 percent over the 1980s, the number of immigrant women in the workforce increased by almost 65 percent. In one state (California) this group accounted for one-fifth of the total growth in the labor force between 1980 and 1990. Yet, three of every five recently arrived women of working age can
neither speak nor understand English very well and just over half have completed high school. High occupational concentration among women—exceeding that of immigrant men—and even more limited access to language and skills training raise serious questions about their incorporation into the economy and prospects for family mobility, especially for female-headed immigrant households.

The intersection of race and immigration is another complicated subject which remains under-examined. As the size and diversity of the US minority population increase, we are challenged to think in new ways about pluralism, racial identity, and equity issues. The impacts of immigration on the native minority populations and poor are only beginning to be understood, and implications for the allocation of public resources need to be analyzed comprehensively.

If there was any question about the importance of immigrant policies when the Foundation began its work in this field, there is certainly no doubt today. The problems confronting everyone concerned about this complex set of social, economic, and political issues are daunting indeed, and we hope to continue to benefit from the insights and advice of those working intensively in this field. We also hope to encourage others to take up these questions, and to contribute their own ideas.
The Andrew W. Mellon Foundation

**Summary of Grants and Contributions, 1994**

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<td><strong>$39,950,789</strong></td>
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</tbody>
</table>

* Restated. Reflects cancellation in 1994 of appropriations totaling $1,450,000.
The Andrew W. Mellon Foundation

Classification of Grants

CONSERVATION AND THE ENVIRONMENT

California Institute of Technology, Pasadena, California:

Toward costs of programs of ecological research ..... $420,000

Clemson University, Clemson, South Carolina:

Toward costs of programs of ecological research and training ........................................... 150,000

Dartmouth College, Hanover, New Hampshire:

Toward costs of programs of ecological research ..... 290,000

Forest History Society, Inc., Durham, North Carolina:

Towards costs of extending its bibliographic and archival database to include Latin America .......... 34,000

George Mason University, Fairfax, Virginia:

Toward costs of programs of ecological research ..... 32,400

Harvard University, Cambridge, Massachusetts:

Toward costs of programs in industrial ecology and regulation ............................................... 300,000
CONSERVATION AND
THE ENVIRONMENT
(continued)
CONSERVATION AND THE ENVIRONMENT (continued)

Oregon State University, Corvallis, Oregon:

Toward costs of a program of research on coastal processes ........................................ 450,000

Toward costs of planning the Amazon Basin case study of the Sustainable Biosphere Project .... 180,000

Organization for Tropical Studies, Inc., Durham, North Carolina:

Toward costs of a program of cooperative research on tropical ecosystems ................................ 175,000

Toward costs of programs of ecological research ..... 150,000

Pontificia Universidad Catolica de Chile, Santiago, Chile:

Toward costs of a research conference on Mediterranean ecosystems ................................ 28,000

Princeton University, Princeton, New Jersey:

Toward costs of programs of ecological research ..... 600,000

Resources for the Future, Washington, D.C.:

Toward costs of a study of the effects of environmental regulation ........................................ 290,000

Smithsonian Institution, Washington, D.C.:

Toward costs of programs of ecological research ..... 600,000

Toward costs of programs of cooperative research on tropical ecosystems .......................... 175,000
CONSERVATION AND 
THE ENVIRONMENT 
(continued) 

Appropriated

Trust for Public Land, 
San Francisco, California:

For general support ........................................ 900,000

University of California at Berkeley, 
Berkeley, California:

Toward costs of programs of ecological research ..... 140,000

University of Chicago, 
Chicago, Illinois:

Toward costs of programs of ecological research ..... 250,000

University of Colorado at Boulder, 
Boulder, Colorado:

Toward costs of programs of ecological research ..... 230,000

University of Minnesota, 
St. Paul, Minnesota:

Toward costs of programs of ecological research for minority students ................................. 40,000

University of North Dakota, 
Grand Forks, North Dakota:

Toward costs of programs of ecological research ..... 130,000

University of Pennsylvania, 
Philadelphia, Pennsylvania:

Toward costs of programs of ecological research ..... 350,000

University of Washington, 
Seattle, Washington:

Toward costs of programs of ecological research for minority students ................................. 90,000

Toward costs of programs of ecological research ..... 50,000
CONSERVATION AND
THE ENVIRONMENT
(continued)

Woods Hole Oceanographic Institution,
Woods Hole, Massachusetts:

Toward costs of a program of research on coastal processes .................................................... 770,000
Total—Conservation and the Environment $9,989,400
CULTURAL PROGRAMS

American Center for Students and Artists,
New York, New York:
   To strengthen its core programs, collaboration with
   smaller arts organizations, and financial stability  ...  $  440,000

American Composers Orchestra, Inc.,
New York, New York:
   In support of artistic and administrative initiatives ...  250,000

American Symphony Orchestra,
New York, New York:
   In support of artistic and administrative initiatives ...  200,000
   Matching grant toward support of new programs ...  40,000

Atlanta Coalition of Theatres, Inc.,
Atlanta, Georgia:
   In support of a study of alternative organizational
   models for American theaters ..........................  10,000

Boston Ballet School, Inc.,
Boston, Massachusetts:
   To enhance training in classical ballet through curricular,
   faculty, and administrative development .............  200,000

Boston Baroque,
Cambridge, Massachusetts:
   In support of artistic and administrative initiatives ...  150,000

Boston Public Library Foundation, Inc.,
Cambridge, Massachusetts:
   Toward an assessment of the Library’s performing
   arts collections .............................................  50,000
CULTURAL PROGRAMS
(continued) Appropriated

Brooklyn Academy of Music, Inc.,
Brooklyn, New York:

To strengthen its core programs, collaboration with smaller arts organizations, and financial stability .... 400,000

Brooklyn Philharmonic Symphony Orchestra, Inc.
Brooklyn, New York:

In support of artistic and administrative initiatives ... 100,000

Carlisle Project,
Carlisle, Pennsylvania:

Toward the costs of documenting and analyzing the Project’s contributions to ballet choreography, and to help examine its leadership, governance, and program structures ............................................. 50,000

Carnegie Mellon University,
Pittsburgh, Pennsylvania:

In support of research in conservation science at the Mellon Institute’s Center on the Materials of the Artist and Conservator ............................................. 525,000

Center for Resource Economics,
Washington, D.C.:

Toward costs of its literary publishing program ...... 300,000

Center Theatre Group of Los Angeles,
Los Angeles, California:

To assist in strengthening artistic leadership ............ 400,000

Chamber Music America, Inc.,
New York, New York:

To help strengthen its services to the field and to conduct a field survey ............................................. 175,000
CULTURAL PROGRAMS
(continued)  

Coffee House Press, Minneapolis, Minnesota:  
To improve publishing operations and organizational capacities .................................................... 275,000

College of Staten Island, Staten Island, New York:  
Toward costs of a study of the performing arts ....... 10,000

Concert Royal, New York, New York:  
In support of artistic and administrative initiatives ... 125,000

Concordia: A Chamber Symphony, Inc., New York, New York:  
In support of artistic and administrative initiatives ... 50,000

Contemporary Arts Educational Project, Inc., Los Angeles, California:  
To improve publishing operations and organizational capacities .................................................... 250,000

Copper Canyon Press, Port Townsend, Washington:  
To improve publishing operations and organizational capacities .................................................... 260,000

Curbstone Press, Willimantic, Connecticut:  
To improve publishing operations and organizational capacities .................................................... 240,000

Dance Theater Workshop, New York, New York:  
To strengthen its core programs, collaboration with smaller arts organizations, and financial stability .... 400,000
CULTURAL PROGRAMS
(continued)

Fund for Independent Publishing, Inc.,
New York, New York:

To support its literary translation program and to de-
sign and implement an accounting program .......... 200,000

Group I Acting Company, Inc.,
New York, New York:

In support of a collaboration with the Juilliard School
and New York University ......................... 50,000

Handel & Haydn Society,
Boston, Massachusetts:

In support of artistic and administrative initiatives ... 225,000

Illinois State University,
Normal, Illinois:

For a study of the relationship between commercial
and nonprofit literary publishing ....................... 40,000

Jacob’s Pillow Dance Festival, Inc.,
Lee, Massachusetts:

To strengthen its core programs, collaboration with
smaller arts organizations, and financial stability .... 400,000

Kings Majestic Corporation,
Brooklyn, New York:

To strengthen its core programs, collaboration with
smaller arts organizations, and financial stability .... 175,000

Los Angeles Chamber Orchestra Society, Inc.,
Los Angeles, California:

In support of artistic and administrative initiatives ... 80,000
CULTURAL PROGRAMS
(continued)

Appropriated

Milkweed Press,
Minneapolis, Minnesota:

To improve publishing operations and organizational capacities ........................................ 325,000

Music of the Baroque Concert Series, Inc.,
Chicago, Illinois:

In support of artistic and administrative initiatives ... 180,000

National Executive Service Corps,
New York, New York:

Toward costs of a mentoring program for small arts organizations ........................................ 30,000

National Gallery of Art,
Washington, D.C.:

For unrestricted endowment ........................... 15,000,000

New York Shakespeare Festival,
New York, New York:

To support the production of new works ............... 400,000

Original Ballets Foundation, Inc.,
New York, New York:

To enhance training in classical ballet through curricular, faculty, and administrative development ........ 350,000

Orpheus Chamber Orchestra, Inc.,
New York, New York:

In support of artistic and administrative initiatives ... 275,000

Performance Space 122,
New York, New York:

Toward costs of establishing a working capital reserve fund during organizational transition .............. 50,000
CULTURAL PROGRAMS
(continued) Appropriated

Philharmonia Baroque Orchestra of the West, San Francisco, California:
In support of artistic and administrative initiatives ... 200,000

Portland Baroque Orchestra, Portland, Oregon:
In support of artistic and administrative initiatives ... 125,000

Princeton University, Princeton, New Jersey:
For use by the Woodrow Wilson School of International Affairs to support the costs of planning a new Center for Arts and Cultural Policy Studies ........... 50,000

Pro Arte Chamber Orchestra of Boston, Boston, Massachusetts:
In support of artistic and administrative initiatives ... 120,000

Review of Contemporary Fiction, Inc., Elmwood Park, Illinois:
To improve publishing operations and organizational capacities ................................................ 250,000

Riverside Symphony, Inc., New York, New York:
In support of artistic and administrative initiatives ... 180,000

Saint Luke's Chamber Ensemble, Inc., New York, New York:
In support of artistic and administrative initiatives ... 275,000

Saint Paul Chamber Orchestra Society, St. Paul, Minnesota:
In support of artistic and administrative initiatives ... 100,000
**CULTURAL PROGRAMS**  
(continued)  

<table>
<thead>
<tr>
<th>Organization</th>
<th>City, State</th>
<th>Description</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>Stevens Group,</td>
<td>St. Paul, Minnesota:</td>
<td>For costs of technical assistance to literary presses, of administering a loan fund, of managing a short-term sabbatical program for publishers, and of creating a financial handbook for use by nonprofit literary publishers</td>
<td>425,000</td>
</tr>
<tr>
<td>Story Line Press,</td>
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<td>To improve publishing operations and organizational capacities</td>
<td>260,000</td>
</tr>
<tr>
<td>Symphony Space,</td>
<td>New York, New York:</td>
<td>To strengthen its core programs, collaboration with smaller arts organizations, and financial stability</td>
<td>175,000</td>
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<td>Theatre Communications Group,</td>
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<td>Toward costs of strengthening its publishing program</td>
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<td>University of Houston,</td>
<td>Houston, Texas:</td>
<td>To improve publishing operations and organizational capacities of Arte Público Press</td>
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HIGHER EDUCATION AND SCHOLARSHIP

Appropriated

Allegheny College, Meadville, Pennsylvania:

To improve educational effectiveness and to gain financial efficiencies ........................................ 265,000

American Academy of Arts and Sciences, Cambridge, Massachusetts:

To initiate its Center for Evaluation ...................... 130,000

American Council of Learned Societies, New York, New York:

Toward editorial costs of the *American National Biography* ............................................... 300,000

For activities that will increase understanding of the internationalization of scholarship ................. 50,000

American Historical Association, Washington, D.C.:

Toward costs of a guide to manuscript collections in US repositories dating from or pertaining to the Spanish colonial presence in the New World, 1492–1900 ............................................. 125,000

American Indian College Fund, New York, New York:

To support operational expenses and to strengthen the capacity to raise funds .................................. 150,000

American University of Beirut, New York, New York:

In support of its Center for Behavioral Research, and for providing access to the Internet by the Center and its Population Studies Program ................................. 410,000

Appalachian College Association, Berea, Kentucky:

Toward costs of planning a collaborative faculty development program ............................................. 50,000
HIGHER EDUCATION
AND SCHOLARSHIP
(continued) Appropriated

Association of Research Institutes in Art History, Washington, D.C.:

For short-term fellowships for art historians from Latin America 75,000

Association of Research Libraries, Washington, D.C.:

Toward costs of coordinating a North American distributed network-based system of library acquisitions and document-delivery in Latin American studies 90,000

In support of the ARL’s expanded statistics and measurement activities 19,000

Atlanta University Center, Atlanta, Georgia:

Toward costs of cataloguing and preserving the Countee Cullen–Harold Jackman Memorial Collection and the Atlanta University Archives 345,000

Bennington College, Bennington, Vermont:

To improve educational effectiveness and to gain financial efficiencies 485,000

Boston University, Boston, Massachusetts:

In support of seminars in literature and history for graduate students preparing to write their dissertations 50,000

Toward costs of a conference on the role of the humanities in higher education 30,000
HIGHER EDUCATION AND SCHOLARSHIP
(continued)

Appropriated

Bryn Mawr College, Bryn Mawr, Pennsylvania:

To improve the quality of electronic book review journals, to track their costs and patterns of use, and to prepare a manual on the establishment and operation of electronic journals ........................................ 130,000

Toward costs of participation in the Journal Storage Project (JSTOR) as a test site ........................................ 15,000

Bucknell University, Lewisburg, Pennsylvania:

To support efforts to redesign administrative operating procedures ........................................ 50,000

Carleton College, Northfield, Minnesota:

To improve educational effectiveness and to gain financial efficiencies ........................................ 335,000

Center for Advanced Study in the Behavioral Sciences, Stanford, California:

In support of a seminar associated with its special project on comparative study of cycles of revolutionary politics ........................................ 110,000

Center for Research Libraries, Chicago, Illinois:

For use by the Latin American Microform Project toward costs of a project to digitize and promote scholarly use of Brazilian government documents, 1830–1990 ........................................ 225,000
HIGHER EDUCATION
AND SCHOLARSHIP
(continued)  Appropriated

Claremont Graduate School,
Claremont, California:

In support of seminars in literature and history for graduate students preparing to write their dissertations .......................................................... 40,000

College of the Holy Cross,
Worcester, Massachusetts:

To improve educational effectiveness and to gain financial efficiencies ........................................ 535,000

Columbia University,
New York, New York:

To develop a comprehensive evaluation methodology for its ongoing activities in creating a digital library .. 700,000

To improve the quality and effectiveness of graduate education while reducing the time-to-degree and attrition rates in selected departments of the humanities and related social sciences ......................... 630,000

In support of research on a biography of Andrew W. Mellon ................................................................. 600,000

In support of its program in Middle Eastern Studies, with particular attention to maintaining the capacity for language instruction ........................................ 450,000

In support of a study of the career choices made by college students who are members of minority groups ............................................................... 275,000

In support of a comparative study of the uses of scientific testimony and evidence in the United States and common law legal systems ......................... 45,000

Connecticut College,
New London, Connecticut:

In support of a project to study modern social systems .......................................................... 25,000
Consejo Latinoamericano de Ciencias Sociales, Buenos Aires, Argentina:

Toward costs of an integrated academic electronic network in Latin America, and of a regional library of the social sciences ..................................................... 300,000

Cornell University, Ithaca, New York:

Toward costs of the “Making of America” digital library project .................................................. 750,000

To improve the quality and effectiveness of graduate education while reducing the time-to-degree and attrition rates in selected departments of the humanities and related social sciences ................................................. 630,000

Council of Graduate Schools, Washington, D.C.:

Toward costs of planning a transnational study of current issues in doctoral education .................. 20,000

Council on Library Resources, Washington, D.C.:

For use as general support .................................................. 350,000

Denison University, Granville, Ohio:

Toward costs of participation in the Journal Storage Project as a test site .................................. 15,000

Duke University, Durham, North Carolina:

In support of seminars which treat the historical and cultural sources of significant contemporary developments ..................................................... 350,000
HIGHER EDUCATION
AND SCHOLARSHIP
(continued) Appropriated

Duke University,
Durham, North Carolina:
(continued)

Matching endowment and term support of the joint Program in Latin American Studies with the University of North Carolina at Chapel Hill .................. 285,000

Earlham College,
Richmond, Indiana:

In support of planning to improve educational effectiveness and to gain financial efficiencies ............... 50,000

Fisk University,
Nashville, Tennessee:

Toward support of curriculum changes and enhancement of institutional capacity to make more efficient use of human resources ........................................ 24,700

Grinnell College,
Grinnell, Iowa:

In support of planning for information technology demonstration projects ........................................ 14,500

Hamilton College,
Clinton, New York:

To improve educational effectiveness and to gain financial efficiencies in collaboration with Colgate University ......................................................... 850,000

Harvard University,
Cambridge, Massachusetts:

To improve the quality and effectiveness of graduate education while reducing the time-to-degree and attrition rates in selected departments of the humanities and related social sciences ........................................ 630,000
HIGHER EDUCATION
AND SCHOLARSHIP
(continued)

Harvard University,
Cambridge, Massachusetts:
(continued)

In support of seminars which treat the historical and
cultural sources of significant contemporary develop-
ments .......................................................... 300,000

In support of a study of the connections among basic
science, technological change, and economic growth,
and their implications for research universities ...... 220,000

For use by Dumbarton Oaks in support of its Byzantine
Hagiography Database project ............................... 100,000

For use by the Institute for International Develop-
ment for a study of change at liberal arts colleges .... 50,000

In partial support of a study of central administrative
costs at a research university .............................. 40,000

For use by the W. E. B. Du Bois Institute for Afro-
American Research in support of the Black Periodical
Literature Project ........................................... 35,000

For use by the W. E. B. Du Bois Institute for Afro-
American Research to support completion of a data-
base of the slave trade from West Africa to the Western
hemisphere ................................................... 15,000

Harvey Mudd College,
Claremont, California:

To improve educational effectiveness and to gain fi-
nancial efficiencies in collaboration with other Clare-
mont colleges ..................................................... 1,340,000

Haverford College,
Haverford, Pennsylvania:

Toward costs of participation in the Journal Storage
Project as a test site ........................................... 15,000
HIGHER EDUCATION
AND SCHOLARSHIP
(continued)

Henry Francis Du Pont Winterthur Museum,
Winterthur, Delaware:

Matching endowment of the positions of Manuscripts
Librarian and Rare Books Librarian ...................... 600,000

Historical Society of Pennsylvania,
Philadelphia, Pennsylvania:

Toward costs of cataloguing and conserving library
collections .................................................... 300,000

Johns Hopkins University,
Baltimore, Maryland:

Toward costs of strengthening doctoral training in
Latin American sociology ................................ 454,000

Toward support of Project Muse, an effort to make
available online the humanities journals currently
published and distributed by the Johns Hopkins
University Press ..................................................... 400,000

In support of seminars in literature and history for
graduate students preparing to write their dissertations ..................................................... 47,000

For use, in collaboration with the Association of
Caribbean Historians, toward costs of establishing a
series of translations of monographs in Caribbean
history .............................................................. 35,000

Johnson C. Smith University,
Charlotte, North Carolina:

To support a project to enhance the quality of inter-
disciplinary courses and the general capacity for more
efficient use of human and financial resources .......... 100,000

Kalamazoo College,
Kalamazoo, Michigan:

To improve educational effectiveness and to gain fi-
nancial efficiencies ............................................ 450,000
HIGHER EDUCATION
AND SCHOLARSHIP
(continued)

Appropriated

Kenyon College,
Gambier, Ohio:

In support of a pilot study of trends in applications,
admissions, and enrollment ......................... 25,000

For planning of shared academic resources with Deni-
son University and The College of Wooster ....... 24,000

Lancaster University,
Lancaster, England:

For use by the Centre for the Study of Education and
Training in support of a comparative study of the aca-
demic professions in England, Germany, the Nether-
lands, and Sweden ................................. 160,000

Latin American Scholarship Program of
American Universities,
Cambridge, Massachusetts:

Toward costs of training programs and follow-up sup-
port for Latin American scholars in the use of elec-
tronic communication as a tool for research and
scholarly communication ............................ 300,000

Library of Congress,
Washington, D.C.:

Toward costs of preparing an electronic version of vol-
umes 1–49 of The Handbook of Latin American
Studies .................................................. 27,000

Marine Biological Laboratory,
Woods Hole, Massachusetts:

To plan a semester’s program of environmental studies
for undergraduates from selected liberal arts colleges
and small universities ............................... 265,000
Massachusetts Institute of Technology, Cambridge, Massachusetts:

To establish an electronic journal, *The Chicago Journal of Theoretical Computer Science* .................. 150,000

Toward costs of a study of the issues of accountability and accreditation in American higher education ...... 44,500

Middlebury College, Middlebury, Vermont:

To expand the use of technology in language teaching, and to foster collaboration among selected liberal arts colleges ........................................ 1,300,000

In support of a pilot project to expand the use of technology in language teaching, and to foster collaboration among selected liberal arts colleges .................. 200,000

Muhlenberg College, Allentown, Pennsylvania:

To improve educational effectiveness and to gain financial efficiencies ........................................... 300,000

National Humanities Center, Research Triangle Park, North Carolina:

In support of the preparation of a volume of essays on structural changes in the humanities over the last twenty-five years ........................................... 225,000

Toward costs of a conference on the role of the humanities in higher education ................................. 30,000

New Jersey Historical Society, Newark, New Jersey:

Toward costs of undertaking a strategic plan for its library ......................................................... 50,000
HIGHER EDUCATION
AND SCHOLARSHIP
(continued)  

New York Public Library,
New York, New York:

Toward costs of automating the bibliographic records of the serial titles in the Library’s research collections ........................................ 1,000,000

New York State Archives Partnership Trust,
Albany, New York:

Toward costs of the preservation of the records of New York’s colonial and state governments .......... 50,000

New York University,
New York, New York:

Toward implementation of the Fully Integrated Library Multi-media Information System, and for an evaluation of its use ........................................ 650,000

In support of seminars in literature and history for graduate students preparing to write their dissertations ........................................ 36,000

Niels Bohr Archive,
Copenhagen, Denmark:

In support of entering its holdings into the database of the International Catalog of Sources .................. 50,000

Northwestern University,
Evanston, Illinois:

In support of studies of the economics of dissemination of scholarly learning ............................ 340,000

In support of seminars which treat the historical and cultural sources of significant contemporary developments ........................................ 200,000
Princeton University,
Princeton, New Jersey:

To improve the quality and effectiveness of graduate education while reducing the time-to-degree and attrition rates in selected departments of the humanities and related social sciences .................................................. 630,000

Toward continued support of a research project on the economics of the electronic library of the future ...... 290,000

For a study of the effects of attending community colleges on students' educational and economic attainment .................................................. 255,000

For a study of the effects of participation in intercollegiate athletics on students in selected institutions .................................................. 235,000

In support of the pilot phase of a long-term study of faculty retirement, to be carried out in collaboration with TIAA-CREF .................................................. 75,000

For use by the Council of Ivy Group Presidents in support of initial data collection and related research for a proposed study of athletic programs at academically strong institutions .................................................. 50,000

Toward the costs of planning a study of the integration of student-athletes into the institutional life of universities .................................................. 50,000

Research Libraries Group, Inc.,
Mountain View, California:

Toward costs of instituting operational economies and of broadening services .................................................. 600,000

Rutgers University,
New Brunswick, New Jersey:

For use by the Center for Electronic Texts in the Humanities .................................................. 300,000
Stanford University,  
Stanford, California:  

To improve the quality and effectiveness of graduate education while reducing the time-to-degree and attrition rates in selected departments of the humanities and related social sciences ........................................ 630,000

In support of seminars which treat the historical and cultural sources of significant contemporary developments ............................................... 200,000

Supreme Court Historical Society,  
Washington, D.C.:  

Matching grant toward editorial costs of The Documentary History of the Supreme Court, 1789–1800 .............................................. 130,000

Swarthmore College,  
Swarthmore, Pennsylvania:  

Toward costs of participation in the Journal Storage Project as a test site ......................................................... 15,000

Talladega College,  
Talladega, Alabama:  

Toward support of curriculum changes and enhancement of institutional capacity to make more efficient use of human resources ........................................... 300,000

Tougaloo College,  
Tougaloo, Mississippi:  

Toward support of curriculum changes and enhancement of institutional capacity to make more efficient use of human resources ........................................... 290,000
Universidad de Costa Rica,  
San José, Costa Rica:  

For development of its library ........................................... 300,000

University of California at Berkeley,  
Berkeley, California:  

To create a system for electronic publication of scholarly journals and monographs in the humanities ........................................... 750,000

To improve the quality and effectiveness of graduate education while reducing the time-to-degree and attrition rates in selected departments of the humanities and related social sciences ........................................... 630,000

Toward costs of strengthening doctoral training in Latin American sociology ........................................... 455,000

In support of its program in Middle Eastern Studies, with particular attention to maintaining the capacity for language instruction ........................................... 410,000

Toward costs of developing a research network and linked electronic library systems with five Chilean research libraries ........................................... 300,000

In support of seminars which treat the historical and cultural sources of significant contemporary developments ........................................... 200,000

University of California at Los Angeles,  
Los Angeles, California:  

Toward costs of strengthening doctoral training in Latin American sociology ........................................... 450,000

For use by the Graduate School of Education to support the initial phase of a study of innovating universities ........................................... 15,000
University of California at San Diego, La Jolla, California:

In support of seminars in literature and history for graduate students preparing to write their dissertations .............................................. 36,000

University of Chicago, Chicago, Illinois:

To improve the quality and effectiveness of graduate education while reducing the time-to-degree and attrition rates in selected departments of the humanities and related social sciences ................................................. 630,000

In support of its program in Middle Eastern Studies, with particular attention to maintaining the capacity for language instruction ................................................. 450,000

In support of seminars which treat the historical and cultural sources of significant contemporary developments ................................................. 350,000

In support of a summer program of intensive language instruction in Arabic, to be conducted jointly with Northwestern University .................................................. 285,000

University of Florida, Gainesville, Florida:

In support of a project to digitize and promote scholarly use of Caribbean newspapers published between 1844 and 1979 ................................................. 140,000

University of Michigan, Ann Arbor, Michigan:

Toward costs of bitmapping and OCR scanning of the contents of the backfiles of ten journals in economics and history that are part of the Journal Storage Project ................................................. 1,500,000
HIGHER EDUCATION AND SCHOLARSHIP
(continued)

University of Michigan, Ann Arbor, Michigan:
(continued)

In support of the pilot phase of the Journal Storage Project designed to make back issues of core journals available in electronic form for use by faculty and students at selected college and university libraries …… 700,000

To improve the quality and effectiveness of graduate education while reducing the time-to-degree and attrition rates in selected departments of the humanities and related social sciences ............................... 630,000

In support of its program in Middle Eastern Studies, with particular attention to maintaining the capacity for language instruction ........................................... 450,000

In support of seminars which treat the historical and cultural sources of significant contemporary developments ........................................... 300,000

In support of a program aimed at improving doctoral education while reducing time-to-degree and rates of attrition in the Department of the History of Art .... 90,000

University of New Mexico, Albuquerque, New Mexico:

For use by the Latin American Database toward costs of creating an online database comprised of selected full-text and statistical economic information from Latin American and Caribbean countries .............. 200,000

University of North Carolina at Chapel Hill, Chapel Hill, North Carolina:

Matching endowment and term support of the joint Program in Latin American Studies with Duke University ......................................................... 250,000

In support of seminars which treat the historical and cultural sources of significant contemporary developments ........................................... 100,000
HIGHER EDUCATION
AND SCHOLARSHIP
(continued)  

University of North Carolina at Chapel Hill, Chapel Hill, North Carolina:
(continued)

For editorial costs of the *Atlas of the Greek and Roman World* ........................................ 100,000

In support of seminars in literature and history for graduate students preparing to write their dissertations .................................................. 35,000

University of Pennsylvania, Philadelphia, Pennsylvania:

To improve the quality and effectiveness of graduate education while reducing the time-to-degree and attrition rates in selected departments of the humanities and related social sciences ........................................... 630,000

In support of research on the institutions which graduate disproportionately large numbers of African-American men and women who have majored in the physical sciences, mathematics, the humanities, and certain social sciences ........................................... 57,000

University of Texas at Austin, Austin, Texas:

For development of its Latin American Network Information Center ........................................ 500,000

Toward costs of strengthening doctoral training in Latin American sociology ........................................... 405,000

University of the South, Sewanee, Tennessee:

In support of planning to improve educational effectiveness and to gain financial efficiencies ........................................... 25,000

University of Toronto, Toronto, Canada:

Matching grant toward editorial costs of the *Dictionary of Old English* ........................................... 300,000
Vanderbilt University, Nashville, Tennessee:

In support of seminars in literature and history for graduate students preparing to write their dissertations ........................................... 31,000

Washington and Lee University, Lexington, Virginia:

In support of planning to improve educational effectiveness and to gain financial efficiencies through collaboration ..................................... 20,000

Wheaton College, Norton, Massachusetts:

To improve educational effectiveness and to gain financial efficiencies .................................. 325,000

Whitman College, Walla Walla, Washington:

In support of planning to improve educational effectiveness and to gain financial efficiencies ............ 54,000

Williams College, Williamstown, Massachusetts:

For research on the economics of higher education, with emphasis on studies of financial aid, access, and choice ................................................. 550,000

Toward costs of participation in the Journal Storage Project as a test site ................................ 15,000

Woodrow Wilson National Fellowship Foundation, Princeton, New Jersey:

In support of the Mellon Fellowships ......................... 4,500,000

Yale University, New Haven, Connecticut:

Endowment of the position of Music Librarian ...... 2,000,000
Yale University, New Haven, Connecticut:

In support of the Consortium for Language Teaching and Learning ........................................ 900,000

To improve the quality and effectiveness of graduate education while reducing the time-to-degree and attrition rates in selected departments of the humanities and related social sciences ........................................ 630,000

Total—Higher Education and Scholarship ........................................ $45,683,700
POPULATION

American University in Cairo, New York, New York:

In support of a program in Middle Eastern population studies ........................................... $ 325,000

For use by its Social Research Centre in support of activities related to the International Conference on Population and Development in Cairo .................. 30,000

American University of Beirut, New York, New York:

In support of a program in Middle Eastern population studies ............................................... 150,000

Australian National University, Canberra, Australia:

To assess the contribution of anthropological demography to selected domains of population studies ..... 45,000

Brown University, Providence, Rhode Island:

For research and training in the demography of developing countries ........................................... 525,000

George Mason University, Fairfax, Virginia:

To establish connections to international computer networks for selected reproductive biology and demographic centers in developing countries ............. 500,000

International Rescue Committee, Inc., New York, New York:

For use, by its Women’s Commission for Refugee Women and Children, toward activities related to the provision of family planning and reproductive health services in refugee settings ........................................... 150,000
International Union for the Scientific Study of Population, Liège, Belgium:

In support of a program in Middle Eastern population studies ........................................ 50,000

International Women's Health Coalition, New York, New York:

Toward costs of its research and policy activities in reproductive health .................................. 350,000

Johns Hopkins University, Baltimore, Maryland:

For research and training in the demography of developing countries .................................... 420,000

Pennsylvania State University, University Park, Pennsylvania:

For research and training in the demography of developing countries ........................................ 465,000

In support of a visiting fellowship in anthropological demography ......................................... 45,000

Population Council, New York, New York:

Matching endowment grant ................................................... 3,000,000

For use by its Research Division ........................................... 900,000

In support of a program in Middle Eastern population studies .................................................. 390,000

In support of the Navrongo research program ....... 165,000

To strengthen its capacity to rebuild its capital base ............................................................... 100,000
POPULATION
(continued)  Appropriated

Population Reference Bureau, Washington, D.C.:

To strengthen its capacities for research and analysis in demography and population policy ................. 400,000

Princeton University, Princeton, New Jersey:

For research and training in the demography of developing countries ................................................. 390,000

In support of a visiting fellowship in anthropological demography ......................................................... 50,000

RAND Corporation, Santa Monica, California:

For research and training in the demography of Central America ......................................................... 240,000

Université de Montréal, Montréal, Canada:

For research and training in the demography of francophone Africa .................................................... 330,000

United Nations, New York, New York:

For use by the Population Information Network of its Population Division, toward costs of placing key population publications on the Internet ................................. 180,000

Universidad de Costa Rica, San José, Costa Rica:

For research and training in the demography of Central America ......................................................... 85,000

University of California at Berkeley, Berkeley, California:

For research and training in the demography of developing countries .................................................... 300,000
University of California at Irvine, Irvine, California:

In support of a visiting fellowship in anthropological demography ........................................ 42,000

University of Chicago, Chicago, Illinois:

For research and training in the demography of developing countries .................................................. 300,000

University of Maryland at College Park, College Park, Maryland:

For use by its Center on Population, Gender, and Social Inequality to assess research needs in the area of gender and population policy ...................................................... 30,000

University of Michigan, Ann Arbor, Michigan:

For research and training in the demography of developing countries, and in support of a program to encourage minority students to undertake graduate studies in demography .................................................... 435,000

In support of a visiting fellowship in anthropological demography ...................................................... 50,000

University of North Carolina at Chapel Hill, Chapel Hill, North Carolina:

For research and training in the demography of developing countries, and in support of a program to encourage minority students to undertake graduate studies in demography .................................................... 570,000

In support of a visiting fellowship in anthropological demography ...................................................... 50,000
University of Pennsylvania,
Philadelphia, Pennsylvania:

For research and training in the demography of developing countries, and in support of a program to encourage minority students to undertake graduate studies in demography .............................................. 600,000

University of Texas at Austin,
Austin, Texas:

For research and training in the demography of developing countries, and in support of a program to encourage minority students to undertake graduate studies in demography ................................................ 420,000

In support of a visiting fellowship in anthropological demography ................................................................. 50,000

University of Washington,
Seattle, Washington:

For research and training in the demography of developing countries, and in support of a program to encourage minority students to undertake graduate studies in demography ........................................ 495,000

Total—Population ............................................................ $12,627,000
PUBLIC AFFAIRS

Agricultural University of Gödöllö, Gödöllö, Hungary:

Toward costs of further development of its Academy of Trade and Enterprise and its Institute of Management Education in Budapest $ 300,000

Asian Pacific American Legal Center of Southern California, Los Angeles, California:

To support its dispute mediation activities 30,000

Aspen Institute, New York, New York:

For completion of the National Taxonomy of Exempt Entities coding and verification project 90,000

Brown University, Providence, Rhode Island:

For use by the Education Alliance to support activities for school district superintendents working with limited-English-proficient populations 150,000

California State University at Long Beach, Long Beach, California:

In support of programs on immigrant education 615,000

California Tomorrow, San Francisco, California:

In support of programs on immigrant education 615,000

Case Western Reserve University, Cleveland, Ohio:

Toward costs of business training programs in Eastern Europe 429,000

Center for Applied Linguistics, Washington, D.C.:

In support of programs on immigrant education 640,000
**PUBLIC AFFAIRS**
(continued)  

**Center for Strategic and International Studies,**  
Washington, D.C.:

- For use by its Government Relations Program ... 350,000
- For a cooperative program with the Fund for Corporate Initiatives ................................ 83,000

**Citizens Democracy Corps, Inc.,**  
Washington, D.C.:

- In support of the Hungarian Higher Education Project ........................................ 50,000

**City University of Bellevue,**  
Bellevue, Washington:

- Toward costs of management training and library support activities in Slovakia ........ 100,000

**City University of New York,**  
New York, New York:

- Toward costs of programs to advance business training and development in Eastern Europe .... 137,000

**Civic Education Project, Inc.,**  
New Haven, Connecticut:

- Toward a study of the effectiveness of book and journal donation programs in Eastern Europe .......... 50,000

**College of Finance and Accounting,**  
Budapest, Hungary:

- Toward costs of programs to advance business training and development in Eastern Europe .......... 50,000

**Columbia University,**  
New York, New York:

- Matching grant toward costs of establishing, in cooperation with the University of Warsaw, the Central and East European Economic Research Center at the University of Warsaw ................................ 300,000
Comenius University, Bratislava, Slovakia:

Toward costs of improving the university-wide electronic network ........................................ 60,000

Cornell University, Ithaca, New York:

Toward costs of programs to advance business training and development in Eastern Europe .......... 400,000

Council on Foreign Relations, Inc., New York, New York:

To enhance minority participation in international affairs ...................................................... 215,000

For use by its study group on "Sovereignty and a New World Politics" .................................. 100,000

Council on Ocean Law, Washington, D.C.:

Toward costs of its 1994 program ......................... 20,000

Foundation for Teaching Economics, Davis, California:

Toward costs of a workshop on economics in the Czech Republic ........................................... 50,000

Fund for Arts and Culture in Central and Eastern Europe, McLean, Virginia:

For general support ........................................ 25,000

George Mason University, Fairfax, Virginia:

Toward support of the Program for Economic and Management Reform in the Czech Republic ...... 20,000
PUBLIC AFFAIRS
(continued)  

Appropriated

Georgetown University,
Washington, D.C.:

In support of the summer business consulting program run by the Students for Eastern/Central European Development (SEED) ........................................... 25,000

Georgia State University,
Atlanta, Georgia:

Toward costs of business training programs in Eastern Europe ........................................... 200,000

Harvard University,
Cambridge, Massachusetts:

In support of Harvard Law School’s conference “Touching the Future: Reordering the Issues Forty Years After Brown” ........................................... 10,000

Hungarian Academy of Sciences,
Budapest, Hungary:

Toward costs of improving library operations and safeguarding the integrity of library collections ...... 43,000

Immigration and Refugee Services of America,
Washington, D.C.:

To increase minority participation in the immigration and refugee fields ........................................... 75,000

Independent Sector,
Washington, D.C.:

For completion of the National Taxonomy of Exempt Entities coding and verification project ............... 325,000

Institute for EastWest Studies, Inc.,
New York, New York:

Toward costs of programs to advance business training and development in Eastern Europe .................. 123,000
Institute for EastWest Studies, Inc., New York, New York:

Toward costs of a meeting on Slovakia’s privatization plan prior to its submission to the Slovak Parliament .................................................. 14,000

Intercultural Development Research Association, San Antonio, Texas:

In support of programs on immigrant education ..... 506,000

Jagiellonian University, Krakow, Poland:

Toward costs of coordinated library automation at fourteen institutions of higher learning in Krakow .. 1,200,000

Johns Hopkins University, Baltimore, Maryland:

For use by the Latin American Studies Program in support of activities related to a meeting on “Transitional Processes in the Caribbean,” in Havana, Cuba ................................................................. 20,000

Joint Center for Political and Economic Studies, Washington, D.C.:

To support a study of minority participation in international affairs ............................. 40,000

Leadership Education for Asian Pacifics, Inc., Los Angeles, California:

For policy research on Asian Pacific immigrants in the United States ................................................. 225,000

MBA Enterprise Corps, Chapel Hill, North Carolina:

Toward costs of its program in Eastern Europe ....... 200,000
Michigan State University, East Lansing, Michigan:
For research on the adaptation of the children of recent immigrants ........................................ 130,000

Multicultural Education, Training & Advocacy, Inc., Somerville, Massachusetts:
Toward costs of an analysis of state-level school-to-work plans and the needs of immigrant and limited-English-proficient students, and to support META’s continued work with immigrant parents in Massachusetts ........................................ 50,000

National Coalition of Advocates for Students, Boston, Massachusetts:
In support of activities in immigrant education .......... 300,000

National Library of Poland, Warsaw, Poland:
Toward costs of library automation ..................... 880,000

New School for Social Research, New York, New York:
Toward costs of its East and Central Europe Journal Donation program .................................... 50,000

New York Community Trust, New York, New York:
For use by the Fund for New Citizens in support of its initiative to assist immigrants and related organizations in New York City ........................................ 50,000

New York Immigration Coalition, New York, New York:
Toward costs of its project “Improving Newcomer Access to City Services” ........................................ 50,000
PUBLIC AFFAIRS
(continued) 

Appropriated

Nonprofit Coordinating Committee of New York, New York, New York:

For a study of monitoring and early warning systems for troubled nonprofit institutions ......................... 38,000
For general support ...................................................... 30,000

Polish-American Small Business Advisory Foundation, Warsaw, Poland:

Toward costs of business training programs in Eastern Europe ................................................................. 194,000

Pontificia Universidad Católica de Chile, Santiago, Chile:

To support research and training activities ....................... 150,000

Pontificia Universidade Católica do Rio de Janeiro, Rio de Janeiro, Brazil:

To support research and training activities ....................... 280,000

Princeton University, Princeton, New Jersey:

In support of a study of majority-minority electoral politics ................................................................. 94,000

Pubwatch, New York, New York:

Toward costs of a guide to book publishing for distribution in Eastern Europe ................................. 25,000

Purdue University, West Lafayette, Indiana:

For developing, at the agricultural universities of Warsaw, Krakow, and Poznan, Poland, the capacity to provide effective extension services ......................... 458,000
Research Foundation of the City University of New York, New York, New York:

For use by the Inter-University Program for Latino Research at Hunter College to support its project “The Global Society and the Latino Community” ................................................................. 60,000

Resources Development Foundation, New York, New York:

Toward costs of a municipal public finance program in Hungary ......................................................... 240,000

Rutgers University, New Brunswick, New Jersey:

Toward costs of programs to advance business training and development in Eastern Europe .................. 150,000

Small Enterprise Economic Development Foundation, Budapest, Hungary:

Toward costs of programs to advance business training and development in Eastern Europe .............. 159,000

Sociedade Brasileira de Instrução, Rio de Janeiro, Brazil:

To support research and training activities .................. 250,000

Teachers College, Columbia University, New York, New York:

For use by the National Center for Restructuring Education, Schools and Teaching toward costs of its program “Diversity and Excellence in Public Education” ................................................................. 2,200,000
PUBLIC AFFAIRS
(continued)  

Appropriated

Twenty-First Century Foundation, Washington, D.C.:

Toward costs of creating a "Foundation for the Support of Local Democracy" in Slovakia ................... 25,000

Universidad de Chile, Santiago, Chile:

For use by the Centro de Economia Aplicada and Magister en Gestión y Políticos Públicos to support research and training activities ......................... 320,000

University of Cape Town Fund, Inc., New York, New York:

In support of efforts to develop a new higher education policy in South Africa ................................. 40,000

University of Durban-Westville, Durban, South Africa:

To strengthen library holdings .............................. 75,000

University of Fort Hare, Alice, South Africa:

To strengthen library holdings .............................. 75,000

University of Gdansk, Gdansk, Poland:

In support of expenses of the Interuniversity Library Consortium for the Implementation of vTLS ........... 35,000

In support of the participation of Polish librarians in the vTLS Users’ Group meetings .................... 12,000

University of Hartford, West Hartford, Connecticut:

Toward costs of business training programs in Eastern Europe .................................................. 492,000
University of Horticulture and Food Industry, Budapest, Hungary:

Toward costs of further automating its library, improving the national advisory network in horticulture and agriculture, and establishing an origin-protection system for the Eger wine-producing region .......... 200,000

University of Iowa, Iowa City, Iowa:

For use by the Emerging Free Market Economy Program ................................................................. 24,000

University of Limerick, Limerick, Ireland:

For use, in cooperation with Cornell University, the Agricultural University of Gödöllő (Hungary), and Teagasc (the Irish government’s extension authority), in providing technical assistance and training in agriculture, agricultural economics, and rural development in Hungary ............................................. 787,000

University of Maryland at Baltimore County, Baltimore, Maryland:

In support of programs on immigrant education ..... 433,000

University of Minnesota, St. Paul, Minnesota:

Toward costs of business training programs in Eastern Europe .............................. 275,000

University of Pittsburgh, Pittsburgh, Pennsylvania:

Toward costs of business training programs in Eastern Europe .............................. 566,000
PUBLIC AFFAIRS
(continued)  Appropriated

University of the North,
Sovenga, South Africa:

   To strengthen library holdings ......................... 75,000

University of the Western Cape,
Bellville, South Africa:

   To strengthen library holdings .......................... 75,000

University of Transkei,
Umtata, South Africa:

   To strengthen library holdings ......................... 75,000

University of Veterinary Science,
Budapest, Hungary:

   Toward costs of computer equipment .................... 16,000

University of Warsaw,
Warsaw, Poland:

   Toward costs of library automation ..................... 290,000

Total—Public Affairs                      $17,613,000
LITERACY

Algebra Project, Inc.,
Cambridge, Massachusetts:

In support of core operations .................................. $1,000,000

Toward costs of research visits to Algebra Project
sites ................................................................. 18,400

Classroom, Inc.,
New York, New York:

Toward costs of documenting the use of its banking
simulation exercises and for teacher training ............ 46,450

Institute for Research on Learning,
Palo Alto, California:

In support of the development and evaluation of the
Fifth Dimension, a program promoting literacy ...... 477,000

Russell Sage Foundation,
New York, New York:

Toward costs of its Literacy Program ....................... 180,000

Stanford University,
Stanford, California:

In support of research on teacher education in the Fos-
tering a Community of Learners project .................. 1,000,000

In support of an evaluation of the Fostering a Com-
munity of Learners project ................................... 725,000

In support of a study of the dissemination of the Fos-
tering a Community of Learners ......................... 675,000

University of Arizona,
Tucson, Arizona:

In support of the development and evaluation of the
Fifth Dimension, a program promoting literacy ...... 304,000
LITERACY

(continued) Appropriated

University of California at Berkeley, Berkeley, California:

In support of the Fostering a Community of Learners project ........................................ 1,325,000

University of California at San Diego, La Jolla, California:

In support of the development and evaluation of the Fifth Dimension, a program promoting literacy ...... 746,000

University of California at Santa Barbara, Santa Barbara, California:

In support of the development and evaluation of the Fifth Dimension, a program promoting literacy ...... 649,000

University of Southern California, Los Angeles, California:

In support of the development and evaluation of the Fifth Dimension, a program promoting literacy ...... 72,000

Vanderbilt University, Nashville, Tennessee:

In support of development of curricular units for use in Fostering a Community of Learners classrooms .. 900,000

Total—Literacy $8,117,850
### CONTRIBUTIONS

**Appropriated**

Association of Governing Boards of Universities and Colleges,  
Washington, D.C.:

For general support .................................... $ 30,000

Eastside Improvement Society, Inc.,  
New York, New York:

For general support .................................... 25,000

Foundation Center,  
New York, New York:

For general support .................................... 30,000

Fountain House, Inc.,  
New York, New York:

For general support .................................... 50,000

National Center for Nonprofit Boards,  
Washington, D.C.:

For general support .................................... 20,000

Volunteer Consulting Group, Inc.,  
New York, New York

For general support .................................... 25,000

**Total—Contributions** $ 180,000

**Grand Total** $119,480,950
Financial Statements
REPORT OF INDEPENDENT ACCOUNTANTS

To the Board of Trustees of
The Andrew W. Mellon Foundation

In our opinion, the accompanying balance sheet and the related statement of income, expenses and changes in principal balance present fairly, in all material respects, the financial position of The Andrew W. Mellon Foundation at December 31, 1994 and 1993, and its income, expenses and changes in principal balance for the years then ended, in conformity with generally accepted accounting principles. These financial statements are the responsibility of the Foundation’s management; our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits of these statements in accordance with generally accepted auditing standards which 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, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for the opinion expressed above.

As discussed in Note 2 to the financial statements, the Foundation changed its method of investment valuation in the year ended December 31, 1993.

Price Waterhouse
New York, New York
March 30, 1995
### Balance Sheet

#### ASSETS

<table>
<thead>
<tr>
<th></th>
<th>December 31, 1994 (In thousands)</th>
<th>December 31, 1993 (In thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketable securities</td>
<td>$1,812,860</td>
<td>$2,003,206</td>
</tr>
<tr>
<td>Interest in coal properties</td>
<td>100,000</td>
<td>106,000</td>
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<tr>
<td>Limited liquidity investments</td>
<td>236,447</td>
<td>150,549</td>
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<tr>
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<td></td>
<td>2,149,307</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,259,755</td>
</tr>
<tr>
<td>Cash</td>
<td>366</td>
<td>801</td>
</tr>
<tr>
<td>Dividend and interest income receivable</td>
<td>12,314</td>
<td>11,856</td>
</tr>
<tr>
<td>Coal property income receivable</td>
<td>3,916</td>
<td>569</td>
</tr>
<tr>
<td>Receivable from unsettled securities sales</td>
<td>10,041</td>
<td>18,817</td>
</tr>
<tr>
<td>Federal tax refund receivable</td>
<td>4,222</td>
<td>4,229</td>
</tr>
<tr>
<td>Property, at cost less accumulated depreciation of $1,361 and $1,162 at December 31, 1994 and 1993, respectively</td>
<td>11,157</td>
<td>9,358</td>
</tr>
<tr>
<td>Total assets</td>
<td>$2,191,323</td>
<td>$2,305,385</td>
</tr>
</tbody>
</table>

#### LIABILITIES AND PRINCIPAL BALANCE

<table>
<thead>
<tr>
<th></th>
<th>1994 (In thousands)</th>
<th>1993 (In thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants payable</td>
<td>$53,804</td>
<td>$41,401</td>
</tr>
<tr>
<td>Deferred federal excise tax</td>
<td>2,053</td>
<td>5,308</td>
</tr>
<tr>
<td>Payable from unsettled securities purchases</td>
<td>27,741</td>
<td>24,979</td>
</tr>
<tr>
<td>Accrued expenses</td>
<td>2,280</td>
<td>2,327</td>
</tr>
<tr>
<td>Total liabilities</td>
<td>85,878</td>
<td>74,015</td>
</tr>
<tr>
<td>Principal balance</td>
<td>2,105,445</td>
<td>2,231,370</td>
</tr>
<tr>
<td>Total liabilities and principal balance</td>
<td>$2,191,323</td>
<td>$2,305,385</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements.
Statement of Income, Expenses and Changes in Principal Balance

For the years ended December 31,

<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>1993</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income from investments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>$37,961</td>
<td>$39,929</td>
</tr>
<tr>
<td>Dividends</td>
<td>30,011</td>
<td>31,267</td>
</tr>
<tr>
<td>Income from coal properties</td>
<td>14,309</td>
<td>6,729</td>
</tr>
<tr>
<td>Income from limited liquidity investments</td>
<td>2,489</td>
<td>2,644</td>
</tr>
<tr>
<td></td>
<td><strong>84,770</strong></td>
<td><strong>80,569</strong></td>
</tr>
<tr>
<td>Less: Investment expenses</td>
<td>(9,049)</td>
<td>(7,579)</td>
</tr>
<tr>
<td>Depletion of coal properties</td>
<td>(6,000)</td>
<td>(5,000)</td>
</tr>
<tr>
<td></td>
<td><strong>69,721</strong></td>
<td><strong>67,990</strong></td>
</tr>
<tr>
<td>Expenses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program grants and contributions (net of cancellations or refunds of prior-year grants)</td>
<td>118,022</td>
<td>89,061</td>
</tr>
<tr>
<td>Salaries, pensions, and benefits</td>
<td>4,739</td>
<td>4,315</td>
</tr>
<tr>
<td>Other administrative and office expenses</td>
<td>3,012</td>
<td>2,510</td>
</tr>
<tr>
<td>Provision for federal excise tax</td>
<td>1,652</td>
<td>(1,857)</td>
</tr>
<tr>
<td></td>
<td><strong>127,425</strong></td>
<td><strong>94,029</strong></td>
</tr>
<tr>
<td>Deficit of income over expenses</td>
<td>(57,704)</td>
<td>(26,039)</td>
</tr>
<tr>
<td>Net gain realized on sales of investments</td>
<td>91,282</td>
<td>147,767</td>
</tr>
<tr>
<td>Increase (Decrease) in unrealized appreciation of investments, net of deferred federal excise tax</td>
<td>(159,503)</td>
<td>51,644</td>
</tr>
<tr>
<td>Cumulative effect of change in accounting method for investments, net of taxes</td>
<td></td>
<td>318,467</td>
</tr>
<tr>
<td>Change in principal balance</td>
<td>(125,925)</td>
<td>491,839</td>
</tr>
<tr>
<td>Principal balance at beginning of year</td>
<td>2,231,370</td>
<td>1,739,531</td>
</tr>
<tr>
<td>Principal balance at end of year</td>
<td><strong>$2,105,445</strong></td>
<td><strong>$2,231,370</strong></td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements.
NOTE 1—SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

The financial statements of The Andrew W. Mellon Foundation (the Foundation) have been prepared on an accrual basis. Certain prior year amounts have been reclassified to conform with current year presentation. The significant accounting policies followed are described below.

Investments:

Investments in marketable securities are stated at market value. Market value is determined using daily closing last trade prices, where available, for all tradeable instruments on any global stock exchange. Realized gains and losses on investments in securities are calculated based on the first-in, first-out identification method.

The value of the coal properties is determined based on an estimate of the remaining coal reserves and anticipated future incomes. The coal properties are recorded at their estimated current value of $100 million at December 31, 1994 and $106 million at December 31, 1993. The cost of these properties, adjusted for accumulated depletion, was $897 thousand at December 31, 1994 and $946 thousand at December 31, 1993.

Limited liquidity investments, which were carried at cost, are primarily made under agreements to participate in limited partnerships. Due to their nature, the market value of these investments is not readily determinable.

Grants:

The Foundation records grants in full as expenses when approved by the Trustees.

Federal Excise Tax:

The Foundation qualifies as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and, accordingly, is not subject to federal income taxes. However, the Foundation is subject to a federal excise tax. The Foundation follows the policy of providing for federal excise tax on net appreciation (both realized and unrealized) on investments. The deferred federal excise tax in the accompanying financial statements represents tax provided on net unrealized appreciation on investments.

Property:

Property is primarily buildings which are depreciated over their useful lives, generally twenty-five years.

Expenses:

Investment expenses are the costs of portfolio management, including fees for investment management, custody, and advisory services. Other administrative and office expenses include all costs of operating the Foundation offices, including maintenance and depreciation.
NOTE 2—CHANGE IN ACCOUNTING PRINCIPLE:

In 1993 the Foundation changed its method of accounting for investments in marketable securities and its interest in coal properties from the cost basis to the current value basis.

The cumulative effect of these changes reflected in the Statement of Income, Expenses and Changes in Principal Balance for the year ended December 31, 1993, comprises:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount (In thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in accounting for coal properties</td>
<td>110,039</td>
</tr>
<tr>
<td>Change in accounting for marketable securities, net of deferred federal excise taxes of $4,267</td>
<td>209,074</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>319,113</strong></td>
</tr>
</tbody>
</table>

NOTE 3—INVESTMENTS:

Marketable securities held at December 31, 1994 and 1993 are summarized as follows:

<table>
<thead>
<tr>
<th>December 31, 1994</th>
<th>December 31, 1993</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Market Value</strong></td>
<td><strong>Market Value</strong></td>
</tr>
<tr>
<td>(In thousands)</td>
<td>(In thousands)</td>
</tr>
<tr>
<td><strong>Equities</strong></td>
<td><strong>Equities</strong></td>
</tr>
<tr>
<td>$1,193,793</td>
<td>$1,256,824</td>
</tr>
<tr>
<td><strong>Fixed Income</strong></td>
<td><strong>Fixed Income</strong></td>
</tr>
<tr>
<td>498,581</td>
<td>548,199</td>
</tr>
<tr>
<td><strong>Short-term</strong></td>
<td><strong>Short-term</strong></td>
</tr>
<tr>
<td>121,094</td>
<td>195,996</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td><strong>Other</strong></td>
</tr>
<tr>
<td>(608)</td>
<td>2,187</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>$1,812,860</td>
<td>$2,003,206</td>
</tr>
</tbody>
</table>

Pursuant to its limited partnership agreements, the Foundation is committed to contribute approximately $137 million as of December 31, 1994 in additional capital over the next ten years. Unpaid commitments at December 31, 1993 were $127 million.

As a result of its investing strategies, the Foundation is a party to a variety of financial instruments. These financial instruments may include equity, fixed income, and foreign currency futures and options contracts, foreign currency forwards, and interest rate cap and floor contracts. Much of the Foundation’s off-balance-sheet exposure represents strategies that are designed to reduce the interest rate and market risk inherent in portions of the Foundation’s investment program. Changes in the market values of these financial instruments are recognized currently in the statement of income.

Through certain investment managers the Foundation purchases and sells forward currency contracts whereby the Foundation agrees to exchange one currency for another on an agreed-upon date at an agreed-upon exchange rate to minimize the exposure of certain of its marketable securities to adverse fluctuations in financial and currency markets. As of December 31, 1994 and 1993, the Foundation had forward currency contracts with notional amounts totaling $50 million and $48 million, respectively. The category “Other” at December 31, 1994 includes approximately $50 million both in assets and liabilities related to open foreign currency contracts, which are carried at market value.
The Foundation purchases below-market put options on the S&P 500 index in order to provide protection for a portion of its portfolio held in securities which are represented in the index. This strategy is financed in part by selling above-market call options on the S&P 500 index. The category "Other" at December 31, 1994 includes assets of approximately $1.3 million, representing 5,000 S&P 500 put option contracts purchased, expiring in March and June, 1995, with strike prices of $420 and $400, respectively, and liabilities of approximately $0.3 million, representing 5,000 S&P 500 call option contracts sold, expiring in March and June, 1995, with strike prices of $500 and $515, respectively.

Financial instruments such as those described involve, to varying degrees, elements of market risk and credit risk in excess of the amounts recorded on the balance sheet. Market risk represents the potential loss the Foundation faces due to the decrease in the value of financial instruments. Credit risk represents the maximum potential loss the Foundation faces due to possible non-performance by obligors and counterparties of the terms of their contracts.

Management does not anticipate that losses, if any, resulting from its market or credit risks would materially affect the financial position and statement of income, expenses and changes in principal balance of the Foundation.

Through a securities lending program managed by its investment custodian, the Foundation loans certain stocks and bonds included in its investment portfolio. The Foundation's investment custodian has indemnified the program against counterparty risk. The Foundation's gross securities loaned to certain borrowers at December 31, 1994 amounted to approximately $356 million.

NOTE 4—FEDERAL EXCISE TAX:

The Internal Revenue Code imposes an excise tax on private foundations equal to 2% of net investment income (principally interest, dividends, and net realized capital gains, less expenses incurred in the production of investment income). This tax is reduced to 1% when a foundation meets certain distribution requirements under Section 4940(e) of the Internal Revenue Code. The Foundation qualified for the 1% tax rate in 1994 and 1993.

The provision for federal excise tax consists of a current and deferred provision. The 1994 current provision on net investment income at 1% was $1,652 thousand. The change in unrealized appreciation reflected on the Statement of Income, Expenses and Changes in Principal Balance includes a provision for deferred taxes based on net unrealized appreciation on investments at 2%. The decrease in unrealized appreciation in 1994 resulted in a reduction of the deferred federal excise tax liability of $3,255 thousand. The current tax provision in 1993 was a credit of $1,857 thousand comprising a charge of $2,160 thousand on 1993 net income and a credit of $4,017 thousand for a refund due of 1991 and 1992 taxes. The 1993 provision for deferred federal excise tax of $5,308 included tax provided on the unrealized appreciation of investments included in the cumulative effect of the accounting change in 1993 and the increase in unrealized appreciation in 1993.

The balance sheet at December 31, 1994 reflects a refund receivable for federal excise tax comprising approximately $2.3 million for estimated taxes paid at a 2% rate in 1994 and $1.9 million from the 1991 refund requested.
NOTE 5—GRANTS AND CONTRIBUTIONS:

Activity by major program area is presented below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(In thousands)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservation and the</td>
<td>$ 1,688</td>
<td>$ 9,989</td>
<td>$ 9,412</td>
<td>$ 2,265</td>
</tr>
<tr>
<td>Environment ........</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Programs .......</td>
<td>8,138</td>
<td>25,270</td>
<td>16,771</td>
<td>16,637</td>
</tr>
<tr>
<td>Higher Education and</td>
<td>24,626</td>
<td>45,684</td>
<td>48,854</td>
<td>21,456</td>
</tr>
<tr>
<td>Scholarship .............</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population ..............</td>
<td>635</td>
<td>12,627</td>
<td>9,530</td>
<td>3,732</td>
</tr>
<tr>
<td>Public Affairs ...........</td>
<td>4,864</td>
<td>17,613</td>
<td>17,469</td>
<td>5,008</td>
</tr>
<tr>
<td>Literacy .................</td>
<td></td>
<td>8,118</td>
<td>3,412</td>
<td>4,706</td>
</tr>
<tr>
<td>Grant Totals ............</td>
<td>$39,951</td>
<td>$119,301</td>
<td>$105,448</td>
<td>$53,804</td>
</tr>
<tr>
<td>Contributions ............</td>
<td></td>
<td>180</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Totals .................</td>
<td>$39,951</td>
<td>$119,481</td>
<td>$105,628</td>
<td>$53,804</td>
</tr>
</tbody>
</table>

Prior-year grants refunded or cancelled were approximately $1,459 thousand in 1994 and $362 thousand in 1993. In the table, unpaid grants at January 1, 1994 are restated to reflect the cancellation of unpaid grants.