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THIRD ANNUAL REVIEW REPORT

(June 1, 1970 - May 31, 1971)

on

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to

INTERNATIONAL DEVELOPMENT STUDIES

THE FLETCHER SCHOOL OF LAW & DIPLOMACY

TUFTS UNIVERSITY

June 30, 1971

I. Summary

The International Development Studies Program at the Fletcher School of Law & Diplomacy, Tufts University was organized in early 1967 through the efforts of Professor Robert L. West and Dean Edmund A. Gullion. The first grant funds were provided in 1967 by The Ford Foundation in the amount of $500,000 over five years. Later, the grant was extended to a sixth year. A Section 211(d) grant of $700,000 to the Program was made on May 31, 1968 and a supplemental grant of $300,000 became effective on June 30, 1970. The Program has also received support from a number of small foundations and other sources for specific purposes and over an extended period of time.

The concern of the Program has been two-fold. First, on a set of problems involving the relationship of foreign assistance - trade, aid, and investment - to the process of economic and social development in the less-developed areas of the world. Secondly, on problems of the interrelationship of political, social, and economic development and modernization from the experience of the less-developed countries themselves, without reference to external assistance.

The Program is an interdisciplinary effort by a group of economists, lawyers, and political scientists, together with a number of junior scholars, to improve insights, measures, correlations, and analytical frameworks on the major problems of development and modernization. This effort proceeds in three ways. First, through research projects which are designed to combine recent theoretical approaches with operational research conditions in the less-developed countries. Secondly, by introducing new materials and approaches into the curriculum of the School, and through the training of young scholars, advances in research and knowledge can be obtained, which then can be shared

through the third effort of consultancies and services provided by the Program to overseas institutions and scholars, as well as to those in the United States. The Program represents a modest effort in scale to develop new techniques and methods of analyzing the vast complex of problems of development and modernization.

II. Grant Objectives

The objectives of this grant are to enable the Fletcher School:

1. to increase the competence of its International Development Studies Program through curricular innovation and new teaching resources and to use such facilities to train a cadre of professional personnel with specialized knowledge, understanding and experience in Title IX and related activities;

2. to conduct studies and research in the area of economic, political, and social development and modernization including those particularly associated with AID Title IX activities;

3. to analyze and evaluate the use of development assistance in relation to political and social modernization;

4. to solve problems associated with AID's Title IX responsibilities. It is presumed that this capability will be utilized by AID and by developing countries in research, training and consultative activities.

III. Major Accomplishments for the Year

The year began with the signing of a supplemental 211(d) grant of $300,000 to complete the five-year funding total of $1,000,000 originally envisaged in 1967 by the International Development Studies Program. As presently financed, the Program extends from June 1, 1968 - May 31, 1973.

III. A. Development of Teaching Competence

Three additional courses in the development area were introduced into the curriculum and first offered in the School in the fall semester 1970. These were:

LAW 285 LAW AND DEVELOPMENT. The definition of law, its evolution and relationship to the development process. Personal, criminal and commercial law. Conflict resolution and the influence of the bureaucracy on the economy (planning, public finance, import and export regulation, land reform, etc.) and on political decision-making (public liberties, civil rights, and public order, etc.) Concentration on different topics will vary from year to year. Fall semester. Professor Robert Meagher

ECONOMICS 286 METHODS OF COMPARATIVE ECONOMIC ANALYSIS. Comparative study of changes occurring in economic structures in the process of development and inspection of competing hypotheses regarding the factors associated with growth. Analysis of governmental policies affecting structural change in developing economies, and the influence of economic change on social and political structures. Examination within a quantitative framework of comparative changes in technology, capital formation, and market structure and influences on productivity, income distribution and factor proportions. The analysis employed in this course to study changes in economic structures is the same as the analysis employed to study changes in political structures in Politics 286. Fall semester. Professor Robert West

POLITICS 286 METHODS OF COMPARATIVE ANALYSIS OF POLITICAL SYSTEMS. An introduction to the field of comparative politics. Consideration of institutional, structural-functional and socio-cultural approaches to the analysis of politcal systems. Identification of the linkages among structures, institutional arrangements and behavior. The analysis employed in this course to study changes in political structures is the same as the analysis employed to study changes in economic structures in Economics 286. Spring semester. Associate Professor Arpad von Lazar

Three other courses in the development areas were offered during the year as a result of the presence of Visiting Research Associates at the School. These were:

ECONOMICS 287 COMPARATIVE ECONOMIC ANALYSIS: SEMINAR ON NON-ORTHODOX VIEWS OF CAPITALIST DEVELOPMENT IN THE THIRD WORLD. This course will inspect non-orthodox and neo-Marxist analyses of capitalist development in less-developed areas. Concepts and processes of economic domination (resource, market, financial controls) in the relationships

between the advanced and the peripheral economies, as well as the resulting social and political implication will be examined. The roles of trade and public and private investment will be considered. The interrelationships between the economic process and social change will be assessed in terms of their impact on social structures. The case study approach for selected countries and industries will be used in the last part of the semester. Participants will be expected to write a paper on a research topic. Spring semester. Mr. Michel Chirman

ECONOMICS 288 SEMINAR ON INTERNATIONAL TECHNOLOGICAL TRANSFER AND ECONOMIC DEVELOPMENT. The relationship of technology transfer to the economic development and growth of the receiving countries. What technology is transferred? What net contribution does the flow of technology make to economic growth, and at what net benefit to the industrialized country? What are the determinants of the flow of technology? Case studies of actual transfers will be examined and student papers will evaluate these experiences. Fall semester Research Associate Leslie Grayson

DIPLOMACY 284 INTERCULTURAL COMMUNICATIONS. Examination of the conceptual resources of academic disciplines pertinent to understanding intercultural communication. Contrasting patterns of social perception as key variables in intercultural communication. The social and cultural basis for differing perception patterns; the "national character" or model personality approach. Language and perception. Concepts and techniques for anticipating and predicting foreign public relations to policy initiatives and overseas programs. Fall semester. Research Associate Glen Fisher

The addition of the first three courses to the curriculum completes the schedule of curriculum revisions to reflect a developmental input, as contemplated when the program began.

For the second year running, the Program formulated an educational program for six mid-career AID officers under Title IX - Civic Participation auspices. These officers were integrated into the regular course structure of the School with the exception of a special seminar which was established for them and ran the entire school year. The special seminar was concerned with the integration of the theoretical academic material of their regular courses with the applied operational material of their field experiences.

The six AID officers successfully completed the second running of the Title IX course during the year, and several were also able to fulfill the requirements for a Master's Degree. The AID officers were fully integrated into the School and not only made a very positive contribution to the teaching and research programs, but also were a resource of very cogent operational information. This group of officers completes the two-year cycle of a special program requested in 1969 by the AID Training Office. Hereafter, AID mid-career officers will be admitted to the School in the same way as other Fletcher students and will follow whatever course of studies is best adapted to the individual needs of the officers.

At the request of the AID officers and with the concurrence of the AID Training Office and the Civic Participation Division, a special second-semester seminar on the Social/Psychological aspects of the Development Process was offered to the AID officers. Guest lecturers included: Dr. David Apter, Professor of Government, Yale University; Dr. Donald Warwick, Professor of Social Relations, Harvard University; Dr. Denis Goulet, of the Center for the Study of Social Change, Cambridge; and Mr. Stephen Rhinesmith, McBer & Co., Cambridge. Emphasis was given to the practical social and psychological problems involved in the development process in the less-developed countries, as well as to individual case studies by the AID officers. A longer, more detailed report on this course and other aspects of the subject is being made to the AID Office of Training.

In connection with the above and in terms of future curriculum development, the IDS Program faculty had, during the second part of the year, a number of exploratory sessions with the faculty of the Heller School of Social Work of Brandeis University, examining the possibility of joint course offerings in the

area of the development of social policy in less-developed countries. Such topics as health and welfare administration, unemployment insurance, social security, population control, housing authorities, and the like were considered as some of the material that might be utilized in the design of a comparative field of social welfare studies.

Of major assistance to the teaching and research elements of the program was the presence of Jonathan Silverstone as Visiting Professor of International Law. On assignment from the Agency to the School for the year, Professor Silverstone shared Professor Meagher's course load during the first semester, and assumed Professor Meagher's full teaching duties the second semester, which allowed Professor Meagher to conduct the field research on Law and Development.

Three courses in the Law and Development field were offered during the year, but more importantly, was the intensive investigation undertaken of this field by Professors Meagher and Silverstone. First, through the medium of a new course, views on the subject were exchanged, ideas were explored, and the literature was examined. Of particular value was the continuous exchange between Professors Meagher and Silverstone to formulate a new and expanded approach to the subject.

Briefly, the new course adds to the field of law and development an examination of municipal law and domestic institutions to complement subject matter in international law. (The international law materials and courses are concentrated in the area of the law of cooperation, i.e., aid, trade, investment.)

The new course gives a methodological basis for examining the role of law in the development process. Particular laws and institutions are examined from the decision-making process through rule making, administration, sanctions

and dispute settlement. Development theory from economics, politics is also approached as a process.

One of the principal efforts of the School and the Program from its inception has been to restructure the curricular focus, not only to reflect the growing concern with the problems of less-developed countries, but to revitalize the content of graduate education in international affairs through the utilization of new analytical methods and advances in the disciplines, in order to introduce more sophisticated approaches to the questions of growth, development, modernization, and socio-political change. The task was to do this without disrupting the core areas of the School's curriculum which have been tested over the years and represent the basis of international studies.

The following table shows the number of courses offered in each discipline at the Fletcher School during the school year 1970-71 and the number of courses pertaining to the development process. Approximately 44% of all courses pertain to development or have particular reference to less-developed countries.

Academic Year 1970 - 1971

Field		Total All Courses	Total courses pertaining to Development
Division I -	International Law and Org.	15	7
Division II -	Diplomatic History and International Political Relations	22	4
Division III -	International Economic Relations	17	10
Division IV -	Political Institutions and Systems	14	9
		68	30

This effort by the Program to extend and strengthen instruction on the development process has now attained a plateau that we will wish to sustain in future years. There will be other additions to the curriculum over the years, but the appropriate relative magnitude of the input has now been established. The impact of this input is measured far beyond the study programs of the eighteen students per year admitted into the Program. In a survey which was done for the academic year 1970-1971, it was found that of a total of first and second year enrollments of 149, 70%, or 104 students, had taken one or more courses in the development area and 36%, or 54 students, had taken three or more courses relating to the development process during that year. Thus, the spread effect of the addition of developmental studies to the School is demonstrated and its importance is shown to be far greater than the limited direct intake of the Program.

The demand on the Program by students for admission, and even for expansion of the Program, remain very high. Whenever a vacancy occurred, there have been many more applicants than could be accommodated. Twelve private students and six AID officers were admitted in the Fall semester of 1970, bringing new admissions up to the Program ceiling of 18.

In April, 1971, 140 applications specifically for the International Development Studies Program were reviewed and another 18 were selected for admission in September, 1971.

For the research assignment abroad, which is an integral part of the IDS Program between the academic years of this two-year program, ten assignments were made for 1970 in Nigeria, Ghana, India, Panama, Colombia, Peru, Thailand, Singapore, and two in the Philippines. The subjects of research were selected to contribute to the research goals of the Program and to generate future teaching

materials and case studies; a list of completed studies for 1970-1971 is attached. For the year 1971, another eight research assignments were under way by the end of May, 1971, in the Philippines, Japan, Trinidad, Nigeria, Congo, Rwanda, Ethiopia, and Tunisia.

B. Research Programs

In its research program, the IDS Program has concentrated its efforts on questions of political, economic, and social development and modernization of less-developed countries and, more specifically, on the interrelationship of external assistance to change, growth, and development.

There are four clusters of research activity which have particularly concerned this Program. One principal activity deserving of emphasis in this report is the area of Law and Development. Professor Meagher was engaged in field investigation of seven countries - Ethiopia, Uganda, Tanzania, India, Malaysia, Singapore, and Indonesia - to collect data and materials for teaching in the new course in Law and Development discussed above.

A second part of Professor Meagher's trip was involved in discussing his approach to law and development with a number of Asian and African law schools. Hopefully, these discussions will lead to joint activities in research, new curricula and, eventually, an ability on the part of the countries within which these institutions are located to find people in their own country to deal with these areas of work.

A second area of research concern, as reported on last year, is the building of an analytical framework to study the linkages between national economic development and change in political structures. Professors West and von Lazar are continuing to develop materials, study various aspects of the

framework, and test some of the measures and relationships. This research is being assisted by Research Associates, Dr. Arthur H. House with investigation of the interest-group basis of political processes in the Congo (Kinshasa) and Dr. Stanley W. Driskell through study of the rural level-of-living indicators in Tanzania. Comparative studies of economic policies and cultural influences, by Consultants Leslie E. Grayson and Mya Maung also contributed to this area of research in 1970-1971. A presentation of the analytical framework and examples of its application to evaluation of selected policies and kinds of foreign assistance projects is being prepared for circulation in draft during the coming year.

Another continuing research cluster is the field of Civic Development. Professor Haviland is engaged in the drafting of a manuscript on the role of civic development in selected less-developed countries. He is currently working on the development of communications systems in relation to the development process, what pluralistic institutions exist and communication patterns exist both horizontally and vertically. He is also concerned with the role of private interest groups - such as, business, labor, women, students, etc. - in the civic development process. Professor Haviland is being assisted by Research Associate Dr. Joel Jutkowitz in a study undertaken in Chile of educational reforms in the school system, including the input of civic development material and the effect of such on the understanding of political development in Chile.

A fourth area of research interest is into the field of multinational cooperative developmental assistance as a coordinate channel of effort. Professors Robert F. Meagher, Robert L. West, and William Barnes are those chiefly concerned with this research. They have been assisted here by

Consultant Michel Chirman and by Research Associate Roy Hill, who is presently completing a study on the Legal Aspects of the Mekong Basin Development. In addition, Associate Professor W. Scott Thompson has begun the write up of his field research in the Philippines and Thailand on the effects of external assistance on the foreign policies of those two countries.

By the end of the reporting period, field research was well in progress on eight separate projects. The write-up phase of these projects is scheduled to begin during the coming year, with results becoming available at various times to the end of the present grant in June, 1973.

Two published books resulted from the Program during the year. Professor von Lazar's Latin American Politics: A Primer was published by Allyn & Bacon, 1971, and Dr. Mya Maung, Consultant to IDS, has authored Burma and Pakistan: A Comparative Study of Development, which was published by Praeger in early 1971.

In addition to the above, Professor von Lazar has completed work on "Electoral Procedures and Political Parties in Chile," (to be published in Studies in Comparative International Development, Fall, 1971). Also, he has completed work on "Chilean Christian Democracy and Communitarianism: The Dilemma of Ideology and Political Action" (to be published in early 1972.)

Two completed research efforts were sent in multiple copies to AID/ Washington during the reporting year. These were a "Course Outline for Title IX," September, 1970, and "Proposed AID Program for Civic Education," August, 1970.

Two other studies which were completed with assistance from the Program were: "Ghanian Industrial Strategy: Some Problems for the 1970's," by Consultant Leslie E. Grayson, and "Perception, Reasoning, and Foreign Affairs," by Visiting Research Associate Glen H. Fisher.

III. C. Other Services

With the presence of Jonathan Silverstone as a Visiting Professor, the Program was able to keep in close touch with AID/Washington during the year.

The outside assistance of the Program and its faculty was requested, on one occasion, by AID during the past year. On the initiative of the AID Training Office, Professor Haviland participated in an AID sponsored conference in Panama on training in relation to civic development. Also, Professor West participated in the AID-supported joint workshop on technology and economic development conducted by the Congo Government and the National Academy of Sciences.

There was close coordination and consultative work done between the Program and the Inter-American Social Development Institute throughout the year. Further consultations will occur during the fall of 1971. The sum of these consultations has been to aid ISDI to identify its interests and to clarify its mission.

The area of greatest involvement in outside services during the past year was the result of an arrangement organized to facilitate assistance on behalf of the International Development Studies Program and the Graduate Institute of International Studies in Geneva to the Institute of International Relations at the University of the West Indies in Trinidad. Professors Robert West and Arpad von Lazar visited Trinidad in January, 1971 for the purpose of discussing the arrangements for assistance to the Institute in the area of development studies.

Other requests for assistance in designing or strengthening development research and training programs were addressed to the IDS Program during the year, notably by institutions contemplating the establishment of development institutes in several West African countries. In April, 1971, Professor West began a five-month tenure as Visiting Professor of Development Economics at the Graduate

Institute of International Studies in Geneva. During that time, Professor West also travelled to the Congo, Cameroons, and Nigeria for the purpose of exploring means of responding to requests for assistance to nascent institutes of development studies in each country. This work of establishing institutional links between the Fletcher School, the University of Geneva, and African universities will continue during the coming year.

Professor Meagher collaborated with Columbia Law School on work in two projects: Joint Ventures in Fishing in the Indian Ocean and The Investment Climate in Singapore as viewed by Japan and Hong Kong. Professor Meagher also lectured at a conference on Law and Society in India, as well as at the Law Schcols of Singapore and Addis Ababa.

D. Involvement of Other University Resources

The pattern on the use of other University resources by the Program of International Development Studies has not changed a great deal from the position given in the previous report. The Fletcher School is continuing to absorb an increasing portion of IDS faculty salaries each year. Dean Gullion's Annual Report to the President of Tufts University is appended to this report as Annex 5.

IV. Expenditures (Report of Expenditures Attached as Annex I)

As was stated in the previous report, it is next to impossible to provide an attribution of effort or accomplishment to one fund source or another, when the costs of the Program are supported from several sources. The following are, therefore, only the most general estimates.

Expenditures under the Section 211(d) grant for the year are not an ade-

quate reflection of the effort to pursue and fulfill the grant purposes. Other resources - Ford Foundation, Fletcher School, and other private foundation grants - were also employed to meet these objectives. Thus, while approximately sixty percent (60%) of the resources used were from the 211(d) grant, ninety percent (90%) of the Program's effort went to fulfill the grant objectives.

On the instructional side, approximately fifty-five percent (55%) of the funds expended came from the 211(d) grant and the remainder from other sources. In the research area, it was approximately fifty percent (50%) from the 211(d) grant. On consultative and other service arrangements, about thirty percent (30%) came from the 211(d) grant.

There were no significant deviations from the budget. Inflationary pressures have pushed costs considerably higher during the past year. It is also evident that some of these costs mean an attendant rise in the student fellowship and assistance costs. We anticipate the need sometime during the coming year to request a grant amendment to shift amounts between line items of the original grant schedule as a recognition of higher costs in certain areas.

No international travel costs were charged to the AID grant, and no equipment costing over $100 was purchased by the Program from 211(d) funds.

V. Work Plan for the Coming Year

All Professors in the Program will be teaching two or more courses during the coming year, as well as advising a group of graduate students in their fields and supervising the doctoral programs of a second group of students.

No further additions to the curriculum are presently planned, but the Program does envisage the employment of one more Research Associate and two short-term

Consultants during the year.

It is planned that all four projects undertaken by present Research Associates will be in the final draft stage before the end of the year. Of the research projects undertaken by the senior staff members, at least two will be in the first draft review stage.

It is expected that considerable outside consultative activities will develop over the types of assistance which can be rendered to newly forming Institutes of Development Studies, particularly in Africa.

A facilitative relationship between The Fletcher School and the Inter-American Social Development Institute (ISDI) will be actively explored.

The Program of International Development Studies will be conducting a review of all its activities during the coming year in an effort to re-examine and restate its projects and directions. Much time and effort will be spent by all members of the Program in formulating projections of the Program beyond 1973.

VI. Budget (1971-1972)

Professional Salaries & Corollaries		$142,000
Consultant/Visitors		20,000
Secretarial Salaries & Corollaries		20,000
Acquisitions, Equipment, Supplies		8,000
Travel		1,000
Student Assistantships & Fellowships		46,000
	TOTAL	$237,000

Annex 1

REPORT OF EXPENDITURES

AID Grant AID/csd 1929

	June 1, 1970 to May 31, 1971
Professional Staff: Salaries and Corollaries	$113,777
Consultants & Visitors: Salaries and Corollaries	17,912
Secretarial: Salaries and Corollaries	20,835
Acquisitions, Equipment Supplies and Services	18,957
Travel	1,999
Student Assistantships & Fellowships	38,097
TOTAL	$211,577

ANNEX 2

Grant Recapitulation

	Total Grant	Expended to May 31, 1971	Balance	1971-1972 Budget
Professional Salaries and corollaries	$580,000	$317,370	$262,621	$142,000
Consultants/Visitors Salaries & corollaries	93,000	47,371	45,629	20,000
Secretarial Salaries and corollaries	90,000	43,543	46,457	20,000
Acquisitions, equipment, supplies & services	40,000	27,887	12,113	8,000
Travel	25,000	3,999	21,001	1,000
Student Assistantships and Fellowships	172,000	103,883	68,117	46,000
TOTAL	$1,000,000	$544,062	455,938	237,000

Annex 3

Personnel of the International Development Studies Program 1970-1971

Senior Faculty Members

Dr. H. Field Haviland, Professor of Political Development and Research Coordinator of the IDS Program
Dr. Robert F. Meagher, Professor of International Law
Dr. Arpad von Lazar, Associate Professor of International Politics
Dr. W. Scott Thompson, Associate Professor of International Politics and Research Associate
Dr. Robert L. West, Professor of International Economics and Chairman of the IDS Program

Research Associates

Dr. S. W. Driskell
Mr. Roy A. Hill, J.D.
Dr. Arthur H. House
Dr. Joel M. Jutkowitz

Consultants

Mr. Michel Chirman
Dr. Mya Maung
Dr. Leslie Grayson

Graduate Students and Mid-career Officers

First Year	Second Year
Mr. P.E. Balakrishnan	Mr. Terrence J. Brown
Mr. Juan M. Baraona	Mr. Robert F. Ichord Jr.
Mr. Michael J. Connolly	Mr. Charles D. Jeffrey
Miss Cathryn Craven	Mr. Robert D. MacDougall, Jr.
Mr. John T. Holmes	Mr. Richard E. Merritt
Mr. Charles P. Humphreys	Mr. John G. Munson
Mr. Benoit Luabeya-Kabeya	Mr. Rogelio Novey
Mr. Nicolas Imboden	Miss Susan L. Pearson
Mr. Philip R. Melkye	Mr. James W. Woodard
Mr. James R. Tanenbaum	
Mr. Kevin Cleaver	

Title IX Participants

Mr. Hugh L. Dwelley
Mr. Gerald F. Gower
Mr. Norbert F. Kockler
Mr. Glenwood P. Roane
Mr. Keith W. Sherper
Mr. Paul G. Vitale

Administrative Director: Mr. Robert F. Stephens

Annex 4

LIST OF PUBLICATIONS 1970-1971

Arpad von Lazar, "Case of Chile," Political Conflict in Latin America, ed. by B. Burnett and U. Johnson (Wadsworth, 1970), 2nd edition.

----------, "Community Development in the Dominican Republic: Summary Reflections on Four Case Studies," Journal of Community Development Society, Vol. 1, No. 2, (Fall, 1970) - with J. C. Hammock.

---------- , Latin American Politics: A Primer, (Boston: Allyn & Bacon, Inc., 1971).

----------, "National Integration and Insurgency in Venezuela: An Exercise in Causation," Western Political Quarterly, (March, 1971) - with V. A. Beadle.

----------, et. al., eds., "Notes on Overall Scope and Strategies of Community Development," Community Development in Latin America and the U. S., (New York: Center for Inter-American Relations, 1971).

Mya Maung, Burma and Pakistan: A Comparative Study of Development, Praeger Publishers Inc., 1971.

W. Scott Thompson, "Parameters on Soviet Policy in Africa," Soviet Policy in Developing Countries, ed. by W. Raymond Duncan (Ginn Blaisdell, 1970).

UNPUBLISHED WORKS

Glen H. Fisher, "Perception, Reasoning, and Foreign Affairs."

Leslie E. Grayson, "Ghanian Industrial Strategy: Some Problems for the 1970's."

Brown, Terrence J., "Labor Force Formation and Employment in Ghana, 1956-1968."

Ichord, Robert F., Jr., "Student Politics, Higher Education and Political Change in the Philippines."

Jeffrey, Charles D., "Community Development and the National Agricultural Policies: The Case of Colombia."

Merritt, Richard E., "The Contribution of the Community Development Program in the Extension Service to Agricultural Development at the Bloc-Level in the Gujarat State of India."

Munson, John G., "Educational Community Development in Peru."

MacDougall, Robert D. Jr., "The Philippine Sugar Industry in Philippine-American Relations."

Novey, Rogelio, "Panama: Reform, 'Revolution' and the New Militarists."

Pearson, Susan L., "An Analysis of Public Housing in Singapore."

Woodard, James, "Nation Building in Nigeria: The Consequences of the Civil War on Political and Social Development in Nigeria."

Report to the President

Fletcher School of Law and Diplomacy

Summary

The past year, 1970-71, was one of the leanest in history for American education and particularly for graduate schools of foreign affairs. The Fletcher School ran an estimated deficit of $150,000* on a budget of $1,620,000 and, given a continuance of adverse economic trends, faced difficult times and agonizing reappraisals. In these circumstances we consider that the most notable achievement of our year was raising the record sum of $2,140,000 in new money and with it the prospect that we shall be able to operate in the black for the next three to five years.

Our principal continuing problems are these:

a. Meagre endowment income ($99,000 as opposed to $120,000 projected) and excessive dependence on hand-to-mouth grant financing;

b. A low level of fellowship funding which is not competitive and which threatens student quality;

c. A critical shortage of space which prevents us from doing what we must do to improve both our academic and financial status;

d. A level of understanding between Fletcher and the Tufts community which, while improving, still leaves much to be desired.

The principal achievements of the year in addition to fund-raising included:

a. Major strides in carrying out our unique curriculum design, through the introduction of new studies in Civilization and Foreign Affairs and in International Security Studies; and reorganization of the Division of International Economic Relations:

b. Five promising full-time and two part-time Faculty appointments representing decisive progress in the renewal of an acclaimed Faculty

c. Four distinguished appointments to the Board of Visitors, including a new Chairman, Mr. Charles Francis Adams;

d. Improved relations among Faculty, students and administration, and a productive year for our operating committees, which included expanded student representation;

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* To which the University has added $75,000 to write off deficits incurred in past years.

e. A useful year of co-curricular activities, including unusually successful high-level briefings for the student body in Washington;

f. Improved relations with the University, particularly at the top management level and in respect to budget planning.

The most dramatic event of the Fletcher year had to be the fire-bombing of March 21 which destroyed the offices of the Dean and Associate Dean and caused general damage estimated at $75,000. This attack may have had some ad hominem aspects but it was also one of a series of assaults on institutes involved in foreign affairs including international relations centers at Harvard, Brandeis and Columbia and on the West Coast. While the episode was certainly conspicuous, it was oddly irrelevant to our real concerns as listed above. It did serve to knit the Tufts community closer together and it did evoke widespread expressions of sympathy and some material support.

Curriculum

During the year the School made decisive progress in execution of its current curriculum development plan conceived in 1964 and elaborated since then in consultation with Faculty and students.

In brief, we decided in 1964 to retain a four (formerly three) division program offering work in International Law and Organization, Diplomatic History and International Political Relations, International Economic Relations, and Political Institutions and Systems (added in 1965). Degree candidates must do work in three of the four divisions. In these four divisions, we listed last year some seventy-five courses, eleven of them for the first time.*

Within this framework, we selected areas for additional emphasis according to our notion of the probable persistence of problems during the lifetimes of our students. On this principle, we have been building up our offerings and studies in International Development, Communications ("Public Diplomacy"), International Security and Peacekeeping, and International Business Affairs. More recently it has seemed to us that education for foreign affairs was becoming too prone to professionalism, seduced by short-term "practical" solutions and confused by various numbers games. The students, on the other hand, appear to be seeking, perhaps unconsciously, for some older, more enduring verities.

Last year we made two break-throughs in our campaign for curriculum. Two major grants from the Luce Foundation and the National Endowment for the Humanities made it possible for us to draw much more deeply on the humanities for a new field of study to be called Civilization and Foreign Affairs. It aims to produce practitioners and teachers of foreign affairs who will be better qualified because they will be better versed in the arts, ideas and value systems which have expressed societies and shaped their perceptions of their external interests.

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* Includes so-called "300" and "400" research courses and some courses not given during a particular semester.

Another significant grant from the Scaife Family Charitable Trust enables us to develop further our instruction in the field of International Security and Peace Preservation.

A further significant development was the major revision of our offerings in Economics which will strengthen the preparation of students in quantitative methods and in micro- and macro-economics.

Other Programs

The International Development Studies program (IDS) chaired by Professor Robert L. West operated well in its fourth year. In addition to instruction in its two-year MALD program (which normally includes a five- or six-month internship abroad for each of its thirty-two students), it also offered a special one-time, one-year program in political development for six AID mid-career officers. The IDS group, including its Research Associates, carried out extensive and productive research and consultancy programs in this country and in Africa, Asia, and Latin America. IDS also concluded arrangements to facilitate mutual assistance among the Fletcher School, the Graduate Institute of Higher International Studies at Geneva, and the Institute of International Relations of the University of the West Indies at Trinidad.

The Law and Population Programme, under the directorship of Professor Luke T. Lee, completed its first year. Although handicapped to some extent by external factors not under its control, considerable progress has been made and future prospects are encouraging. A successful meeting of the International Advisory Commission was conducted in Paris at the beginning of April. For the coming year we anticipate a significant expansion in staff and in revenue for the School, as well as high-grade research products. Mr. Edmund H. Kellogg, a distinguished expert in population matters, has recently been designated as Deputy Director. Plans are actively under way to renovate underutilized space at the east end of Goddard Hall, in the basement, to provide facilities for increased staff and amount of work for this program as well as other School needs.

The Latin American Teaching Fellowships program, which the School administers, has gained increasing private support and has become the largest private fellowship program in Latin America. In 1970-71 it fielded 31 Fellows (five Fletcher). The program operated in 35 universities in 9 Latin American countries. Next year some 45 students will work and teach in some 50 Latin American universities. Improvement in the program's financial situation has made it possible for it to contribute for the first time and significantly to the overhead expenses incurred in its behalf by the Fletcher School.

The School's cooperative arrangements with l'Institut Universitaire de Hautes Études Internationales (IHEI) at the University of Geneva continue to develop. More Fletcher Students were enrolled at IHEI last year, of which six were members of the Exchange. Two Geneva students attended Fletcher.

For the first time, The Fletcher School assigned one of its professors, Dr. Robert West, Professor of International Economic Relations and Chairman of the program in International Development Studies, as Visiting Professor of Development Economics, to teach and consult at Geneva during the spring term. If the program with the IHEI is to attain something like its planned potential, a broader base of funding will have to be secured.

In the fourth session of the Summer School, two courses were added and a distinguished Faculty enrolled (Professor Emeritus Ruhl Bartlett; Dr. Norman Fieleke, Vice President and Economist, Federal Reserve Bank, Boston; David Halberstam, Pulitzer Prize Correspondent; Harold Payson, Instructor; Associate Professor Barton Whaley; and Kenneth Young, former Ambassador to Thailand and President of the Asia Society).

Faculty

The year 1970-71 saw the retirement of Professors George Halm and John Spencer (International Economic Relations and International Law, respectively). Their remarkable contributions to the School and to their disciplines were acclaimed by faculty, students and alumni. The renewal of a distinguished but aging faculty has been a major concern of the School for the last five years. During the past year, we were able to make these promising full-time appointments: Allan W. Cameron, Assistant Dean and also Assistant Professor of International Politics; Benjamin J. Cohen, formerly of Princeton University, as Associate Professor of International Economic Relations; Alan K. Henrikson, formerly of Wellesley College, as Assistant Professor of Diplomatic History; Robert L. Pfaltzgraff, formerly of the University of Pennsylvania, as Associate Professor of International Politics; Rosemarie S. Rogers, of MIT, Associate Professor of International Politics. Arrangements were also made for part-time instruction by Willard R. Johnson, of MIT, in African Affairs; and Ernst Halperin, formerly of MIT, in Latin American Civilization.

Dr. Jacob Canter is retiring after two years of excellent service in the Murrow Center and nearly thirty years in Government service. The United States Information Agency has nominated as his successor Dr. Albert Harkness, Jr. currently Public Affairs Counsellor at Madrid, Spain. An eminent New York Times diplomatic correspondent, Benjamin Welles, completed a highly successful year as Correspondent-in-Residence and has returned to Washington. Everett Martin, of Newsweek, succeeded him and maintained a very high level. Dr. Glen Fisher, also of the United States Information Agency, taught a popular course in the Murrow Center last year and took advantage of his period in residence to complete a book shortly to be published.

Our Faculty appointments made in 1970-71 for the following academic year included one black adjunct professor and one woman, chosen not in relation to minority status but on merit.

At present we have highly important vacancies to fill in the post of permanent Director of the Murrow Center and the Luce Professorship in Civilization and Foreign Affairs. Search committees were active in both these cases. In the Murrow Center there is perhaps excessive dependence on part-time instructors and personnel detailed from Government or the media. This situation points up the urgency of improving the Center's financial base.

Administration

Allan W. Cameron, Fl '64, was appointed to succeed Peter Krogh, now Dean of the Georgetown School of Foreign Service, as Assistant Dean and Assistant Professor of International Politics. Larry Griggs, Fl '61, and Charles Shane, Fl '58, were promoted to Assistant Dean and Associate Dean, respectively.

The arrangement for Faculty/student cooperation in the committee structures of the School was expanded during 1970-71 to provide increased student representation with apparently productive and harmonious results.

On the University level, consultation and understanding were at an improved level through the various managerial meetings initiated by President Hallowell. More needs to be done at the faculty and student level and Fletcher is preparing to do its part.

Activities

The schedule for outside speakers at Fletcher was full and impressive. Successful high-level foreign policy briefing trips to New York and Washington were conducted.

In April the Murrow Center dedicated the Edward R. Murrow Room containing Mr. Murrow's library and memorabilia. On this occasion a number of eminent public men, journalists and media figures took part in panel presentations with students before a large audience. The occasion also marked the beginning of voluntary fund drives toward endowing the Center, launched by Mr. Fred Friendly, Mr. Don Wilson and a number of their associates and friends of Ed Murrow.

A new register of alumni was compiled and distributed. Alumni giving showed an appreciable but still unsatisfactory increase.

On April 27 the Fletcher School held a symposium in which distinguished younger alumni who had graduated in the last ten years led the discussion of political and economic issues in foreign affairs. The proceedings are being disseminated and offered for publication.

Some improvements were made in the placement activities of the School and will continue to be made as the sellers' market which has prevailed for most of the past several years shows signs of weakening.

In the Edward R. Murrow Center of Public Diplomacy seven courses were given for an increase of three over the preceding year. There are now enough offerings in that area to comprise a reasonable concentration for degree candidates. The Center has completed initial work on an extensive series of Case Studies in Public Diplomacy with the aid of the Ford Foundation.

The language requirements of the School were modified to require diagnostic placement examinations in connection with admission and the attainment of an effective competence in a world language tested by objective examination as a prerequisite to degrees.

The School adopted a series of measures to monitor and improve its Ph.D. candidacy lists and maintain the quality of the degree.

Student Body

In 1970-71 the Fletcher School (i.e. through Tufts) awarded 79 one-year M.A.'s; 20 degrees of Master of Arts in Law and Diplomacy; and a record 16 Ph.D.'s. The figures for 1969-70 were 66 M.A.'s; 30 M.A.L.D.'s; and 13 Ph.D.'s.

Fletcher enrolled 103 students in the M.A. group in 1970 and there were 42 second-year students and 53 third-year students (cf. 110; 54; 52 in 1969-70). The entering class was slightly larger and the second-year group quite a bit smaller than we prefer but the variations in number are not in themselves considered very significant. The drop in the second-year group may reflect multiple causes -- campus unrest in the 1969-70 year, economic causes, an end to draft deferments, etc.

Of our students, 112 were U.S. men, 38 U.S. women, 47 foreign and 19 were in-service trainees. The latter from Government agencies, U.S. and foreign, attend Fletcher in accordance with its policy since the School's foundation and take the same program as the other students. Their average performance is significantly higher. These admissions may, however, be at a reduced level because of the conclusion of the special six-man AID trainee program.

Budget

At this writing final figures are not available but according to preliminary estimates, the Fletcher School closed its 1970-71 year with a budget deficit of $225,000. (See Annex A.)

In the course of University budget review undertaken in 1968, the School had promised to halve its deficit in 1969-70 and to eliminate it in 1970-71. The first goal was more than attained. The second goal was not reached, but it would have been if the large grants (NEH; Luce; Scaife) for which we were already negotiating in 1968 had come through, not in mid-1971, but in 1969 as our contacts with the donors had led us to believe would be the case. Moreover, our undertaking did not include fellowship funds, which are, of course, a fair charge but did not happen to be included in the target figure given us.

It should also be pointed out that this year's deficit includes $75,000 representing a write-off in this year of previous deficits, also not included in our target figure.

With respect to income, relatively little of Fletcher's income comes from fees and tuition. We raised the latter 13% to $2,600, beyond which it would have been impossible for us to go without pricing ourselves out of the market.

Endowment income in a bad year was about $100,000, or 20% below expectations. Our most hurtful shortfall was in funds for fellowships which, while never adequate, have fallen in seven years from 13% of our budget to around 6%. This circumstance can be blamed for the loss to us of certain high-grade applicants who have gone elsewhere.

Our principal expense is for instructional salaries (21% of budget). In 1970-71 average annual increases were held to 4% (and for senior personnel even less), a figure well below the rate of inflation in the Boston area.

The Fletcher School contribution to the overhead costs of the University continues at about the rate of 11%, or an estimated $173,500 (cf. our budget deficit of $225,000).

There is attached a seven-year comparison of Fletcher's finances (1964-1970/71) which, while not based on final or validated figures, is reasonably indicative in the areas described above.

Funding

In contrast to the prevailing budget picture, our funding forecast on the basis of firm commitments made toward the close of 1970-71 is much brighter and permits us to envisage balanced budgets for the next three to five years.

Our principal sources of revenue, given the small size of our alumni body and the relatively small scale of corporate giving to foreign affairs, must remain the government and foundations, both of which have curtailed gifts for international affairs in favor of domestic and urban programs.

Despite such unfavorable factors, plus inflation and a business recession, we had the best fund-raising year in our history and raised some $2,140,000, of which some was for the 1971 fiscal year, but most for sustaining funds in future years. (See Annex C.)

FY 71	$ 345,980
Endowment (Edward R. Murrow Center)	45,745
Major grants awarded in 71, largely for future years	1,625,000
For use in subsequent fiscal years	115,000
	$2,140,000

An estimated 60% to 70% of the large grants segregated above are believed to be "substitutable" for University "hard" monies, which is the primary source of our optimism for future years. We still see ourselves, however, condemned to the uncertainties of short-term financing unless we can successfully utilize an upcoming period of balanced budgets to concentrate upon endowment, including, very importantly, provision for increased space and an addition to our buildings.

This, then, will be the principal preoccupation of the next year. On the substantive side, our immediate targets are to increase our fellowship funds, to admit more than our share of the best qualified students, and to continue the good work of faculty renewal.

Edmund A. Gullion
Dean