

Andrew Carnegie

[ A CENTURY OF PHILANTHROPY ]

Carnegie Corporation *of* New York

A WORD FROM VARTAN GREGORIAN...

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Over nearly a century of history, Carnegie Corporation has devoted unremitting effort toward the two issues Andrew Carnegie considered of paramount importance: international peace and the advancement of education and knowledge. While these remain areas in need of great attention throughout our nation and the world, we have maintained a long tradition of striving to meet the challenges that are with us and of responding to the constant ebb and flow of issues and ideas. While preparing for new challenges, in this timeline we focus on the long record of accomplishments of Carnegie Corporation of New York.

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1911–1960 ]

*Carnegie*



# 1911

Andrew Carnegie, having founded five organizations in the United States and three in the United Kingdom, established

**Carnegie Corporation of New York** as a grantmaking institution dedicated to doing good “in perpetuity.” The Corporation was the largest single philanthropic trust ever established up to that time. Since 1911 it has, with its \$135 million endowment (equivalent to roughly \$2 billion today), made grants totaling more than \$1.35 billion to “promote the advancement and diffusion of knowledge and understanding.”



ANDREW CARNEGIE, HIS WIFE AND DAUGHTER AND MEMBERS OF CARNEGIE CORPORATION'S FIRST BOARD OF TRUSTEES.

Continuing work he had begun 25 years earlier, Andrew Carnegie, the first president of Carnegie Corporation of New York, initiated a program to fund **library construction and development** across the U.S. Over time, \$56 million was spent to create 1,681 libraries in the U.S. and 828 in other parts of the world.

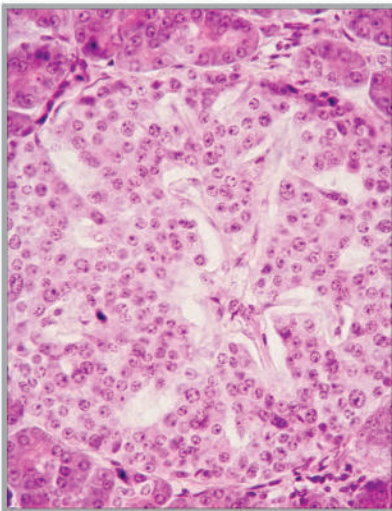
1918

Shocked to discover that teachers had less financial security than his former office clerks, Andrew Carnegie, through the Corporation, established **the Teachers Insurance and Annuity Association of America** with a \$1,000,000 grant. The association managed retirement accounts, which were jointly funded by teachers and their employers. Now called TIAA-CREF and independently managed, it is one of the world's largest insurance companies, with about \$300 billion in assets.

**The Americanization Studies** (“**Study of Methods of Americanization or Fusion of Native and Foreign-Born**”) were undertaken to help ease the assimilation of immigrants. The results went to the federal Bureau of Naturalization and of Education as a first step toward developing national immigration policy, and 10 volumes were published in 1921. Inconsistent with restrictive official immigration policies, they attracted little public attention until demand rose among scholars decades later.

1920

**The National Bureau of Economic Research [NBER]** was founded to promote a greater understanding of how the economy works. This private, nonprofit, nonpartisan research organization is dedicated to disseminating unbiased economic research among public policymakers, business professionals and the academic community.



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1923

The Nobel prize in Medicine for **the discovery of insulin** was awarded to Drs. Frederick Banting and J.J.R. Macleod, who conducted their groundbreaking experiments in a Carnegie Corporation-funded laboratory at the University of Toronto.

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1923

Following a study conducted by a group of prominent teachers, judges and lawyers—including Nobel Prize-winner Elihu Root, the second president of Carnegie Corporation—the **American Law Institute** was founded to promote the clarification and simplification of the law, to secure the better administration of justice and to encourage legal scholarship.



ELIHU ROOT

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1926

Dedicated to the belief that lifelong learning contributes to human fulfillment and positive social change, **the American Association for Adult Education** was established in Cleveland Ohio “to promote the development and improvement of adult education in the U.S.” The Corporation was the organization’s sole funder until 1940.

1927

**The Brookings Institution** began with the merger of the Institute for Government Research (IGR), the Institute of Economics, which was founded by Robert Somers Brookings—with the support of a \$1 million grant from the Corporation—and a graduate school named for Brookings. Brookings scholars conduct nonpartisan research and analysis on a wide range of public policy issues.

1932

The first **Carnegie Corporation Inquiry into Poverty and Development in Southern Africa** published the *Poor White Study*, which was intended to improve the status of nearly 300,000 impoverished Afrikaners. Its unintended consequence was that it helped create the rationale for establishing apartheid government. After decades of withholding support for projects in South Africa, the Corporation began funding challenges to apartheid in the courts, which contributed significantly to the country’s eventual transition to democracy.

1938

The Corporation enlisted Swedish economist Gunnar Myrdal to undertake a two-year landmark study of the condition of the Negro in America. The resulting book, *An American Dilemma* (1944) was cited in the Supreme Court's 1954 decision in *Brown v. the Board of Education*, which ended "separate but equal" education for black children; it also served as a moral wake-up call prior to the civil rights movement.



VICTORS IN *BROWN V. THE BOARD OF EDUCATION* (L TO R): ATTORNEYS GEORGE E.C. HAYES, THURGOOD MARSHALL AND JAMES NABRIT, JR.

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1947

**The Educational Testing Service (ETS)** was founded to act as a single national organization devoted exclusively to educational testing and research, providing a means of measuring academic merit irrespective of social or economic background.

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JOSEPH STALIN IN RED SQUARE

1948

**The Russian Research Center** was established at Harvard University to foster the comprehensive understanding and multidisciplinary study of Russia and the Soviet Union. Prior to the existence of the CIA, the Center provided a way for the United States to become informed about the USSR in its role as a new world power.

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1956

**The Foundation Center** was set up to support and improve philanthropy by promoting public understanding of the field and by providing information, research and training to help grant makers and grant seekers succeed.

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1959

Two years after Sputnik raised fears about the quality of U.S. education, *American High School Today: A First Report to Interested Citizens* was published to garner support for public schools. Author James B. Conant, former president of Harvard, claimed the comprehensive high school, offering a greater variety of courses including languages and vocational training, would best prepare a diverse student body for the future.



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1960

The Center for Cognitive Studies at Harvard was funded as a home base for scholars in modern cognitive psychology—a movement that aimed to return the discipline to a study of thinking and the mind rather than strict behaviorism, which would have a significant impact on early childhood education.

The College-Level Examination Program (CLEP) of the College Entrance Examination Board was created to provide students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate courses. This first attempt to award college credit for life experience is now recognized by 2,900 institutions.

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1961–1984 ]

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**1963** } **The Educational Resources Center of the Bank Street College of Education** was founded to support the education of students handicapped by poverty and/or segregation, consistent with the Corporation's major commitment to social justice for minorities, women and especially children. In 2001, Bank Street became part of the Corporation's reform initiative, Teachers for a New Era.

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**1964** } The 15-member **Carnegie Commission on Educational Television** was established to study the role of noncommercial TV in society. In 1967, it published the landmark report, *Public Television: A Program for Action*, which concluded that the American people needed an educational television system. The report's recommendations were adopted in the Public Broadcasting Act of 1967. A subsequent grant of \$1 million to PBS started an ongoing trend of Corporation support for national and local educational television and radio.

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**1965** } **Head Start** was launched as part of the war on poverty, providing preschool children of low-income families with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs. Carnegie Corporation-supported work in early childhood cognitive development greatly influenced the decision.

1966 } *The Chronicle of Higher Education*

was launched with Carnegie Corporation support. It was an immediate critical success and by its 40th anniversary had reached a circulation of 83,000. In 1981 the same publishing group began *Education Week* and in 1989 added the monthly *Teacher Magazine*.

1967 } **The Carnegie Commission on Higher Education**

headed by Clark Kerr produced over 170 books and reports targeting six policy areas: social justice; high skills and new knowledge; quality and integrity of programs; governance; resources available to higher education; and purposes and performance of institutions.

1969 } **Sesame Street** debuted on PBS. Based on the results of a Carnegie Corporation-funded study she had conducted to determine whether television could be used to

educate small children, Joan Ganz Cooney, then a producer of public affairs programs for National Educational Television, proposed a new kind of children's program and formed the Children's Television Workshop to produce it, with further Corporation support. Within two months, more than six million children were watching.



JOAN GANZ COONEY

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1970

**National Public Radio** was created as a private, nonprofit organization to provide leadership in national newsgathering and production and offer the first permanent nationwide interconnection of noncommercial stations. Originally made up of 90 public radio stations, today it claims 800 independently operated, noncommercial stations and 26 million listeners.



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1971

The American Association of Colleges and Universities launched the **Project on the Status and Education of Women**, which aimed to make the education world aware of federal regulations and statutes concerning women's educational equality.

1972

**The Earl Warren Legal Training Program** was launched by the NAACP Legal Defense and Educational Fund to promote the training of black lawyers. Now a separate not-for-profit corporation, the program provides assistance to African-American law students dedicated to civil rights and public interest work.

# 1972

Following the recommendations of the Carnegie Commission for Higher Education, the federal government instituted Basic Educational Opportunity Grants, now known as **Pell Grants**, to offer tuition assistance to college students on the basis of need. In 2006, the program provided over \$13 billion in grants to more than five million low-income postsecondary students.

Carnegie Corporation undertook a new strategy to protect the rights of minorities and secure social change via the courts, giving support to the **Native American Rights Fund, the Puerto Rican Legal Defense and Education Fund (PRLDEF) and the Mexican American Legal Defense Fund (MALDEF)** to attain greater equality while building minority leadership.

**Carnegie Council on Children** was established to research social, economic and educational influences on child development and related public policy. Its report, *All Our Children: The American Family Under Pressure*, raised public awareness of the impact of larger social forces on children's lives and the growing problem of inequality of income and circumstance in American society.

# 1973

## Children's Defense Fund

was established

as an independent organization to work toward betterment of children's lives, particularly poor and minority children and those with disabilities.

A private, nonprofit research and advocacy organization, CDF worked closely with the Corporation for over 25 years, taking the lead on such legislative landmarks as the 1975 Education for All Handicapped Children Act (IDEA), 1988 Family Support Act and the 1977 Children's Health Insurance Program (CHIP).



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1974

The television program **NOVA** was created with start-up funds from the Corporation and the American Association for the Advancement of Science. It became the most-watched science television series in the world, and is now the longest running.



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1975

Carnegie Corporation resumed open support for projects in **South Africa**, including grants to a *U.S.-South Africa Leader Exchange Program*, training of blacks for civil participation and aid to mixed race South African Institutions.

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1977

The Carnegie Commission on the **Future of Public Broadcasting** was formed in response to PBS and NPR requests. In 1979 the commission published the report *A Public Trust* with recommendations for reshaping the country's public broadcasting system.



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1978 ] In an era of anti-apartheid activism, the **Centre for Applied Legal Studies** was set up in Witwatersrand University, South Africa to manage public interest law projects challenging apartheid policies in the courts. These projects had a sustained impact on post-apartheid life.

1982 ] Based at the University of Cape Town, the **Second Carnegie Inquiry into Poverty & Development in Southern Africa** was conducted over a period of eight years. Intended to reveal what life under apartheid really meant, it found most black South Africans endured a far more acute level of poverty than that suffered by the Afrikaners whose conditions had been examined 50 years earlier. The findings were disseminated widely throughout South Africa and internationally, and many people involved in the inquiry went on to assume leadership positions in the post-apartheid government.

1983 ] Noting the escalating dangers of confrontation between nations with nuclear arsenals, the Corporation began the **Avoiding Nuclear War** program to help fill the gaps in knowledge about the U.S.-Soviet relationship and nuclear policy. The program fostered independent research, policy analysis and dissemination among scientists and policymakers and supported public education about the nuclear threat.

1984 ] In response to the federally sponsored study, *A Nation at Risk*, the Carnegie Commission on Education and the Economy reaffirmed the role of the teacher as the “best hope” for ensuring educational excellence. Its major publication, *A Nation Prepared* (1986) led to the establishment of the **National Board for Professional Teaching Standards**.





**1985–Present** }

*Carnegie*



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**1985** } Under the leadership of President David Hamburg, Carnegie Corporation provided the grant that launched **the Aspen Institute nonpartisan congressional retreat program**, established to educate lawmakers about U.S.-Soviet relations. The following decade, funding was provided to inaugurate a similar education reform program. More than 300 members of Congress have participated in these annual programs, which the Corporation and other foundations continue to support. Currently, the Aspen Institute has 24 policy programs and partnerships and receives support from over 244 foundations.

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**1986** } **The Carnegie Council on Adolescent Development** was established to direct public attention to this critical growth stage. Its publication, *Turning Points: Preparing American Youth for the 21st Century*, focused national attention on the developmental needs and growing cognitive abilities of young adolescents and the critical importance of creating schools to maximize their positive transitions, close relationships and full participation in society. Middle school reform was in part an outgrowth of this report.

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**1989** } With the Corporation's support, **the American Association for the Advancement of Science** issued two groundbreaking reports: *Science for All Americans* and *Benchmarks for Science Literacy* (1993). Recognizing that the science taught in the nation's schools does not adequately prepare students for a high-technology world, the reports recommended a common core of learning in science, mathematics and technology for all citizens.

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**1990** } The Corporation initiated a series of grants to bring together experts concerned with post-Soviet nuclear nonproliferation. The **Committee on Reducing the Nuclear Danger** was formed first, followed by **the Prevention of Proliferation Task Force** (funded through grants to the Brookings Institution), whose report influenced development of the 1991 Nunn-Lugar Cooperative Threat Reduction Program. By 2004 this program had brought about the deactivation of almost 8,000 nuclear warheads, missiles, bombers and other deadly weapons and delivery systems.



1991

**The Task Force on Meeting the Needs of Young Children** was created to devise a coherent strategy to ensure that children

are provided with a healthy start. The report, *Starting Points: Meeting the Needs of Our Youngest Children* (1994), offered comprehensive recommendations—from preparation for responsible parenthood and improved preventive care, to stronger community support for families.



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1993

**The Moscow Center** was established by the Carnegie Endowment for International Peace with funding from the Corporation, to support Russia's economic recovery and strengthening of its national identity. Intellectual collaboration among scholars and policy experts in Russia and other post-Soviet states as well as other nations, emphasized objective domestic and foreign policy analysis.

1997

The final report of **the Carnegie Commission on Preventing Deadly Conflict** was issued. Since 1994, the commission had supported independent research and discussion among scholars, policymakers, and informed members of the public on interstate and intrastate conflicts, and was largely responsible for the UN's adoption of the "culture of prevention." Funded projects included research on reconciliation between group rights and individual rights, analyses of the media's role and efforts to inform those living in conflict-prone areas about conflict resolution. The final report lists 59 Commission publications, including books, reports and articles and a collection of essays on leadership by Jimmy Carter, Mikhail Gorbachev, George Bush, Desmond Tutu and Boutros Boutros-Ghali.

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**1999** ] **The Carnegie Scholars** program was established, resuming the Corporation's historic support for individual scholarship for the first time in thirty years. Up to 20 fellowships, with grants of up to \$100,000 for one to two years of research, are awarded annually.

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**Carnegie Commemorative Grants to Urban Public Libraries:** The Corporation awarded \$15 million in commemorative grants marking the centennial of Andrew Carnegie's gifts to establish public libraries across the United States. The grants, ranging from \$500,000 to \$1 million per library, were used to



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revitalize services and collections. In 2000, a \$1 million grant was awarded to the National Endowment for the Humanities to provide 800 small and rural libraries across the country with the Library of America great books series. In 2003 the Corporation also made grants of \$4.5 million to three New York City public library systems in honor of the men, women and children killed in the September 11<sup>th</sup> 2001 terrorist attacks.

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The **Higher Education in the Former Soviet Union (HEFSU)** initiative was launched in response to the deterioration of Russian academia due to diminished governmental funding following the collapse of the Soviet Union. HEFSU's objectives were to strengthen research, scholarship and publications in the social sciences and the humanities, create research fellowship opportunities for post-Soviet scholars in Russia, Eurasia and in the United States and provide training to build up the administrative capacity of institutions of higher learning.

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# 1999

To bridge the knowledge gap regarding the UN's contribution to world peace and progress, the Corporation funded the **United Nations Intellectual History**

**Project** at the request of Secretary-General Kofi Annan. Comprising a series of oral histories and scholarly books, the project aims to build public awareness of the UN as an incubator of world-changing ideas in such areas as finance, gender roles, poverty elimination and human rights. Funding was also provided by the Ford, Rockefeller, MacArthur, Dag Hammarskjöld and UN foundations and by several donor countries.

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# 2000

The Corporation provided funding to **facilitate resolution of water and related security issues**, including concerns about water demand and supply, frequently a source of tension in South Asia, particularly in India and Pakistan. This joint project of Johns Hopkins University and the research group Global Environment and Energy in the 21<sup>st</sup> Century employed unofficial Track II diplomacy to work toward cooperation on water needs in the region.



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**2000** } **The Partnership for Higher Education in Africa** was established, with Carnegie Corporation and the Ford, MacArthur and Rockefeller foundations as charter members. The Partnership, whose mission is to work together to improve the educational capacity of selected African universities, announced a goal of providing \$100 million in five years and then exceeded that by an additional \$50 million to build core capacity and support special initiatives. In 2005 the Partnership was renewed with an expanded commitment of \$200 million in additional support over the next five years. The Hewlett, Mellon and Kresge foundations joined the partnership as contributors.



MAKERERE UNIVERSITY

Stephen Shames

2000

The first **Science and Technology Adviser to the Secretary of State** was appointed to enhance the role of science and technology within the State Department, offer accurate advice on emerging issues in the field and help shape policy by providing a science and technology global perspective. This appointment fulfilled a concept proposed years earlier in the concluding report of the Carnegie Commission on Science, Technology and Government, a document that had made major recommendations to the Administration and Congress in four key policy areas: the economy, defense, the environment and science education.

**Schools for a New Society** was funded with \$40 million in Carnegie Corporation support, \$20 million from the Bill & Melinda Gates Foundation and local matching funds in seven cities to put system-wide high school reform on the agenda of urban districts nationwide and to advance knowledge about the changes needed to substantially increase the graduation rates of our nation's urban high schools. At the same time, Carnegie Corporation, the Gates Foundation and the Open Society Institute also partnered in launching the New Century High Schools initiative in New York City to demonstrate system-wide support for new models of effective high performing high schools for inner-city students.



Jason Mazza, New Visions for Public Schools



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**2000** } **The Social Dimensions of Inequality Study:** Carnegie Corporation partnered with the Russell Sage Foundation to conduct research on income inequality and its social consequences, including a growing impact on family well-being, educational quality and opportunity, health care and coverage, legal services and criminal justice, political participation and representation, banking and credit, neighborhoods and housing, environmental quality and access to computers and the Internet. The study affirmed that most basic social benefits remain out of reach to the economically disadvantaged, adversely affecting the advancement of society at large.

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Carnegie Corporation joined with the MacArthur Foundation to support the **International Commission on Intervention and State Sovereignty**. Launched by Canadian Foreign Affairs Minister Lloyd Axworthy, this project of the Canadian government was created to engage the world's leaders in an effort to bring officials, scholars and researchers together and stimulate new scholarship on the "right of humanitarian intervention": the question of when, if ever, it is appropriate for states to take coercive—in particular military—action, against another state for the purpose of protecting people at risk in that other state.

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**2001** } In partnership with the MacArthur Foundation and the Russian Ministry of Education and Science, Carnegie Corporation funded **Centers for Advanced Study and Education (CASEs)** to enable universities in Russia to create vibrant academic hubs for

scholars in the social sciences and humanities and to promote interaction with academic communities in the West. An outgrowth of the Corporation's strategy for improving Higher Education in the Former Soviet Union, nine CASEs in Russia and four CASE-like centers in other former Soviet states carry out an array of activities including local and regional seminars, collaborative research projects, faculty exchanges, library support and publication of research papers.



2001

## Enhancing Women's Opportunities in Higher Education in Africa:

As part of its work on strengthening African universities, the Corporation established scholarship programs serving female undergraduates in South Africa, Tanzania, Uganda, Nigeria and Ghana as well as gender equity efforts within select universities receiving funds for capacity building. This two-pronged strategy is intended to help individual women while inculcating support for women students, professors, administrators and staff into the culture of African universities. More than 2,250 undergraduates received such aid from the Corporation between 2001 and 2007.

**The James B. Hunt, Jr., Institute for Educational Leadership and Policy** was founded to promote education reform by helping governors, along with other leaders in the field, to develop, implement and sustain their education agendas. In addition to Carnegie Corporation, it is funded by the Atlantic Philanthropies and the Wallace, Bill & Melinda Gates and Broad foundations, among others. The Institute provides consultative services and convenes symposia on education issues led by experts in policy and practice.

**The Andrew Carnegie Medal of Philanthropy** was inaugurated, to be awarded every two years to outstanding individuals who, in the spirit of Andrew Carnegie, have dedicated their private wealth to the public good.



Evered Nelson



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2001

**Teachers for a New Era** was founded with \$40 million, matched locally, to stimulate bold reforms in current teacher education models and to develop state-of-the-art schools of education beginning at eleven participating institutions (ten universities and one stand-alone graduate program). The three major design principles of TNE are: Decisions driven by evidence; engagement with the arts and sciences; and teaching as an academically taught clinical practice profession.



FUTURE TEACHERS FROM THE UNIVERSITY OF VIRGINIA.

Richard Lord

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**Caltech/MIT Voting Technology Project:** The Corporation funded a joint research project of the Massachusetts Institute of Technology and the California Institute of Technology aimed at developing new voting technologies that would lead to a secure and affordable uniform voting system. The resulting report called for investment by the federal government in research and development of voting equipment technologies as well as an independent agency to oversee performance and testing. The 2002 Help America Vote Act (HAVA) is largely an outgrowth of this project.

2002

**Revitalizing African Libraries:** Recognizing that most African libraries were underfunded and incapable of providing modern services, Carnegie Corporation undertook a program to establish and revamp public libraries in South Africa and to strengthen libraries in selected universities there as well as in Uganda, Tanzania, Ghana and Nigeria. As a result, model public libraries have been created in the South African cities of Johannesburg, Pietermaritzburg and Capetown, and in Tshwane (previously known as Praetoria), the National Library has become a center of excellence. Government investment has increased and services to patrons have expanded significantly in these cities, while university libraries have also upgraded their technology with Corporation support.

Supporting immigrant integration, **the Four Freedoms Fund** is a collaboration of Carnegie Corporation, the Open Society Institute, the Evelyn and Walter Haas, Jr. Fund, the J. M. Kaplan Fund, and the Ford, Joyce, John S. and James L. Knight and Western Union foundations. The Fund has made it possible for grants totaling tens of millions of dollars to be distributed to advocacy groups supporting immigrants' rights and promoting integration of immigrants into their communities.



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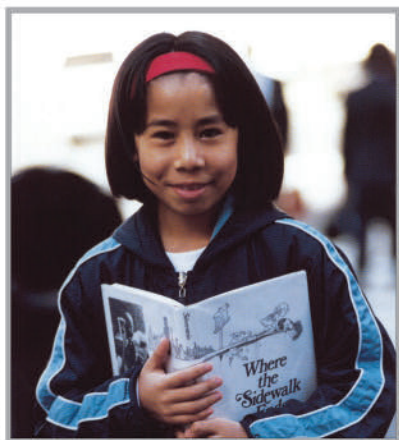
**2003** } The U.S. Department of State established the **Jefferson Science Fellows Program**, to engage the American science, technology and engineering communities in the formulation and implementation of U.S. foreign policy. Tenured academic scientists and engineers from U.S. institutions of higher learning are eligible, and each Fellow spends one year advising the U.S. Department of State or the U.S. Agency for International Development (USAID) on rapidly advancing areas of science and technology. The program represents an important partnership among Carnegie Corporation, the MacArthur Foundation, the U.S. academic community, professional scientific societies and the Department of State.

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In partnership with the Center for Information and Research on Civic Learning and Engagement (CIRCLE) at the University of Maryland, Carnegie Corporation published the report, *The Civic Mission of Schools*, as part of an effort to restore civics to the K-12 curriculum. The Corporation has also funded advocacy efforts toward this goal on the local and national levels.

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**2004** } The **Carnegie Advisory Council on Reading to Learn**, formed to promote better literacy practices beyond grade three and to help close the performance gaps in intermediate and adolescent literacy, produced a report to the Corporation titled, *Reading Next: A Vision for*



Aimee Sisco

*Action and Research in Middle and High School Literacy*. This publication informed educators, policymakers and the general public about the country's literacy crisis, and aimed to build the necessary research, policy and practices to ensure adequate ongoing literacy development for all students in the middle and high school years. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*, another report to the Corporation, was published in 2007.

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2005

## The Carnegie-Knight Initiative on the Future of Journalism Education

was launched with the goal of revitalizing journalism education through curriculum enrichment, news training and experimentation and public leadership opportunities for participating journalism school deans. By 2008, journalism schools at 12 major research universities were members of the Carnegie-Knight Initiative.

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**Academic Leadership Awards:** The Corporation established a program awarding \$500,000 to institutions of higher education in honor of their presidents. Honorees have demonstrated an abiding commitment to liberal arts and have initiated and supported curricular innovations, including development of interdisciplinary and multidisciplinary programs to bridge the gulf between the theoretical and the practical. In addition, the award recognizes leadership that actively supports K-12 school reform and community outreach.

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### **African Bandwidth Initiative:**

An investment of over \$5 million by the Partnership for Higher Education in Africa made it possible for a consortium of African universities to obtain many times the amount of Internet bandwidth originally available to them. The Partnership commissioned the African Virtual University to consolidate bandwidth for twelve universities in six countries and negotiated its acquisition from satellite companies at a significantly lower cost, while increasing the quality of bandwidth received.



Stephen Shames



2006

**The United Nations Peacebuilding Commission** seeks to fill a critical gap within the UN by coordinating international and interagency efforts to create

sustainable political and economic institutions in states emerg-



Corbis

ing from conflict. Established with Corporation support, the Commission aims to provide an integrated approach to post-conflict peacebuilding strategies and to facilitate dialogue among key actors.

**Track II Diplomacy:** Building upon its Cold War era achievement of an informal communications network among Soviet and American leaders, the Corporation played a major role in supporting a series of unofficial diplomatic dialogues with representatives of the United States, the Democratic Peoples Republic of Korea and other regional powers. These talks ultimately led to improved bilateral relations and a decisive breakthrough for the resumption of the nuclear six-party talks, according to North Korea's ambassador to the United Nations. Earlier Track II talks with Pakistan and India aimed to persuade the two nuclear powers to work together to establish security, and in 2008, in the absence of official interaction, informal dialogues were initiated with representatives of Iran.

2007

Efforts to **revitalize New Orleans' intellectual infrastructure in the wake of Hurricane Katrina** received \$14 million from Carnegie Corporation. Underscoring the importance of education to the city's economic recovery, grants were awarded to Dillard, Tulane and Xavier universities in support of faculty research and struggling students; to Teach for America to increase the number of teachers working in public schools; to the Louisiana Recovery School District for city school system planning and to Broadmoor Improvement Association to rebuild the Rosa F. Keller Library as a center for community life.

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2007

The **Carnegie China Program** was established by the Carnegie Endowment for International Peace with \$3 million in support from Carnegie Corporation and others. Based on its highly successful Carnegie Moscow Center and located in Beijing, the Endowment is creating a global think tank. The China Program's mission is to advance research on the impact of globalization on foreign policy and promote scholarly exchange between China, the U.S. and other countries.

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The Corporation provided \$10 million in a second phase of its **New Century High Schools** initiative to better prepare more than 30,000 New York City students for college and meaningful employment through school leadership development and more academically rigorous curriculum. The grant was awarded to New Visions for Public Schools, a not-for-profit organization working in partnership with the New York City Department of Education to build on the Corporation-led earlier work in urban high school reform. College progress of all New Century graduates was to be tracked and the data used for ongoing assessment and improvement of the schools.

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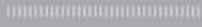
2008

Underscoring the importance of indigenous science, technology and engineering capacity to the reduction of poverty and to economic and social development in Africa, Carnegie Corporation supported the establishment of the **Africa Regional Initiative in Science and Education (RISE)** to help increase the number of well-trained university faculty capable of teaching the next generation of African scientists and engineers.

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To provide a source of reliable, objective information about our increasingly complex society, Carnegie Corporation provided \$3 million to launch the **State of the USA, Inc.** (SUSA). This nonprofit organization was created to assemble high-quality measures and data that can be used to assess the progress of the United States, and to display those measures—as a public service—on its continually updated web site. Available to nongovernmental organizations, the media, policy makers, business leaders, foundations, scientists, educators and citizens, this data is meant to help ensure that decision makers at all levels are responsive, accountable and effective.

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**A**s we plan for the future of Carnegie Corporation, it is our intention that our grantmaking remain in harmony with our historical mission and legacy, and that our work proceed with a greater than ever degree of integration and collaboration among all the Corporation's programs. Although in the future the forces of globalization may continue pulling humanity apart even as they push world markets and economies closer together, Andrew Carnegie's vision of a world of potentialities—the potential for peace, for shared knowledge, for education and democracy to enlighten the lives of men, women and children everywhere—is one that Carnegie Corporation of New York will continue to envision as well.



**Vartan Gregorian**  
President, Carnegie Corporation of New York







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