This map shows the location of Institute graduates who were stationed a
eight years after the graduation of AIFT's first class in June, 1947. It is a rec
accomplishment in training Americans from every state in the Union for intern-
business careers.

More than 83 percent of those shown on the map are in the employ of p
business — the balance being in government service. Not shown are the more
500 other AIFT graduates who are embarked on foreign trade careers, all
based in the United States.

The realistic curriculum of the American Institute for Foreign Trade, et.

LOCATION OF INSTITUTE GRADUATES ABOARD

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>4</td>
</tr>
<tr>
<td>Argentina</td>
<td>19</td>
</tr>
<tr>
<td>Aruba, N.W. I.</td>
<td>2</td>
</tr>
<tr>
<td>Austria</td>
<td>1</td>
</tr>
<tr>
<td>Belgian Congo</td>
<td>1</td>
</tr>
<tr>
<td>Belgium</td>
<td>3</td>
</tr>
<tr>
<td>Bolivia</td>
<td>1</td>
</tr>
<tr>
<td>Brazil</td>
<td>48</td>
</tr>
<tr>
<td>Canada</td>
<td>16</td>
</tr>
<tr>
<td>Canal Zone</td>
<td>2</td>
</tr>
<tr>
<td>Chile</td>
<td>6</td>
</tr>
<tr>
<td>Colombia</td>
<td>30</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>4</td>
</tr>
<tr>
<td>Cuba</td>
<td>19</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>7</td>
</tr>
<tr>
<td>Ecuador</td>
<td>3</td>
</tr>
<tr>
<td>El Salvador</td>
<td>1</td>
</tr>
<tr>
<td>England</td>
<td>4</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>1</td>
</tr>
<tr>
<td>Formosa</td>
<td>1</td>
</tr>
<tr>
<td>France</td>
<td>11</td>
</tr>
<tr>
<td>French Morocco</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>4</td>
</tr>
<tr>
<td>Gold Coast</td>
<td>1</td>
</tr>
<tr>
<td>Greenland</td>
<td>1</td>
</tr>
<tr>
<td>Guayana</td>
<td>1</td>
</tr>
<tr>
<td>Guatemala</td>
<td>2</td>
</tr>
<tr>
<td>Hawaii</td>
<td>6</td>
</tr>
<tr>
<td>Honduras</td>
<td>4</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>4</td>
</tr>
<tr>
<td>Indonesia</td>
<td>1</td>
</tr>
<tr>
<td>Iran</td>
<td>1</td>
</tr>
<tr>
<td>Italy</td>
<td>3</td>
</tr>
<tr>
<td>Jamaica</td>
<td>2</td>
</tr>
<tr>
<td>Japan</td>
<td>12</td>
</tr>
<tr>
<td>Korea</td>
<td>1</td>
</tr>
<tr>
<td>Lebanon</td>
<td>2</td>
</tr>
<tr>
<td>Mexico</td>
<td>25</td>
</tr>
<tr>
<td>Netherlands</td>
<td>2</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>1</td>
</tr>
<tr>
<td>Okinawa</td>
<td>1</td>
</tr>
<tr>
<td>Panama</td>
<td>13</td>
</tr>
<tr>
<td>Paraguay</td>
<td>1</td>
</tr>
<tr>
<td>Peru</td>
<td>22</td>
</tr>
<tr>
<td>Philippines</td>
<td>13</td>
</tr>
<tr>
<td>Portugal</td>
<td>1</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>21</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>1</td>
</tr>
<tr>
<td>Singapore</td>
<td>2</td>
</tr>
<tr>
<td>South Africa</td>
<td>4</td>
</tr>
<tr>
<td>Spain</td>
<td>1</td>
</tr>
<tr>
<td>Switzerland</td>
<td>2</td>
</tr>
<tr>
<td>Thailand</td>
<td>1</td>
</tr>
<tr>
<td>Trinidad</td>
<td>1</td>
</tr>
<tr>
<td>Turkey</td>
<td>2</td>
</tr>
<tr>
<td>Uruguay</td>
<td>1</td>
</tr>
<tr>
<td>Venezuela</td>
<td>52</td>
</tr>
<tr>
<td>Virgin Islands</td>
<td>1</td>
</tr>
<tr>
<td>Traveling</td>
<td>33</td>
</tr>
</tbody>
</table>

TOTAL: 448 Countries: 62

As of May 1, 1955
ment!

languages, studies in the Latin American, Western European and Far Eastern areas,
the business administration of foreign trade, is designed to prepare students to
successful representatives, not only of their employers, but of democracy itself.

There is no set pattern to AIFT's students. Their backgrounds include engineer-
accounting, journalism, marketing, industrial relations, law, banking, agriculture,
vertising, liberal arts, pharmacy, traffic management. Some are fresh from college
cture rooms; others have had years of valuable experience.

Although it is a small school, its favorable impact on world affairs can be
erful and widespread — how widespread, this map suggests.

THE AMERICAN INSTITUTE FOR FOREIGN TRADE
THE NEW IDEA IN EDUCATION

Students at the American Institute for Foreign Trade benefit from a dynamic new idea in education which gives them a practical, hard-hitting training course to help fulfill a specific career objective. The course is intensive. Insofar as practicable, non-essentials are eliminated, so that all of the student's time and effort may be devoted to matters of real value to him. In this manner, rapid progress can be made without sacrificing thoroughness.

Provision is made for qualified students to carry on research under faculty guidance. The center of gravity is learning, rather than teaching, since the primary responsibility for achievement rests with the student.

The American Institute for Foreign Trade has successfully filled a long-standing need for people realistically trained for work in foreign trade, and in this way has helped to promote international understanding.
THE
AMERICAN INSTITUTE
FOR FOREIGN TRADE
A Non-Profit Institution

Thunderbird Field I
Phoenix, Arizona
Telephone YEllowstone 7-9257

May, 1955
AIMS OF THE INSTITUTE

To serve its students by preparing them, through intensive education, to engage usefully and productively in international commerce and associated activities.

To serve business and the government by providing a source of trained personnel interested in and qualified for positions connected with foreign trade and foreign service.

To serve international understanding by fostering constructive, sympathetic and mutually satisfactory business relations between the peoples of the various countries.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>39</td>
</tr>
<tr>
<td>Administration</td>
<td>11</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>41</td>
</tr>
<tr>
<td>Area Study Department</td>
<td>48</td>
</tr>
<tr>
<td>Awards</td>
<td>26</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>9</td>
</tr>
<tr>
<td>Calendar</td>
<td>6</td>
</tr>
<tr>
<td>Campus and Buildings</td>
<td>27</td>
</tr>
<tr>
<td>Career Objectives</td>
<td>21</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>44</td>
</tr>
<tr>
<td>Draft Deferment</td>
<td>38</td>
</tr>
<tr>
<td>Employment for Students</td>
<td>37</td>
</tr>
<tr>
<td>Extracurricular Activities</td>
<td>30</td>
</tr>
<tr>
<td>Fees and Student Aid</td>
<td>34</td>
</tr>
<tr>
<td>Foreign Trade Department</td>
<td>50</td>
</tr>
<tr>
<td>General Information</td>
<td>27</td>
</tr>
<tr>
<td>History and Purpose</td>
<td>19</td>
</tr>
<tr>
<td>Instruction for Wives</td>
<td>29</td>
</tr>
<tr>
<td>Instruction Staff</td>
<td>12</td>
</tr>
<tr>
<td>Key Man Course</td>
<td>45</td>
</tr>
<tr>
<td>Language Department</td>
<td>53</td>
</tr>
<tr>
<td>Living Accommodations</td>
<td>32</td>
</tr>
<tr>
<td>Medical Services</td>
<td>28</td>
</tr>
<tr>
<td>National Advisory Council</td>
<td>7</td>
</tr>
<tr>
<td>Placement of Graduates</td>
<td>23</td>
</tr>
<tr>
<td>Recreation and Sports</td>
<td>30</td>
</tr>
<tr>
<td>Scholarships and Loan Funds</td>
<td>36</td>
</tr>
<tr>
<td>Scholarship Standards</td>
<td>39</td>
</tr>
<tr>
<td>Student Life</td>
<td>29</td>
</tr>
<tr>
<td>Veterans</td>
<td>37</td>
</tr>
<tr>
<td>Fall Semester 1955</td>
<td>Fall Semester 1956</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>September 12, Monday</strong></td>
<td><strong>September 10, Monday</strong></td>
</tr>
<tr>
<td>Semester starts</td>
<td>Semester starts</td>
</tr>
<tr>
<td><strong>October 5, Wednesday</strong></td>
<td><strong>October 3, Wednesday</strong></td>
</tr>
<tr>
<td>Last day for changes in schedule</td>
<td>Last day for changes of schedule</td>
</tr>
<tr>
<td><strong>November 4, Friday</strong></td>
<td><strong>November 2, Friday</strong></td>
</tr>
<tr>
<td>Mid-semester progress reports</td>
<td>Mid-semester progress reports</td>
</tr>
<tr>
<td><strong>November 23, Wednesday, 3 p.m.</strong></td>
<td><strong>November 21, Wednesday, 3 p.m.</strong></td>
</tr>
<tr>
<td>Thanksgiving vacation starts</td>
<td>Thanksgiving vacation starts</td>
</tr>
<tr>
<td><strong>November 28, Monday, 8 a.m.</strong></td>
<td><strong>November 26, Monday, 8 a.m.</strong></td>
</tr>
<tr>
<td>Thanksgiving vacation ends</td>
<td>Thanksgiving vacation ends</td>
</tr>
<tr>
<td><strong>December 14, Wednesday, 3 p.m.</strong></td>
<td><strong>December 14, Friday, 3 p.m.</strong></td>
</tr>
<tr>
<td>Christmas vacation starts</td>
<td>Christmas vacation starts</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1956</strong></td>
<td><strong>1957</strong></td>
</tr>
<tr>
<td><strong>January 3, Tuesday, 8 a.m.</strong></td>
<td><strong>January 3, Thursday, 8 a.m.</strong></td>
</tr>
<tr>
<td>Christmas vacation ends</td>
<td>Christmas vacation ends</td>
</tr>
<tr>
<td><strong>January 20, Friday</strong></td>
<td><strong>January 18, Friday</strong></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Last day of classes</td>
</tr>
<tr>
<td><strong>January 22, 24, 25, 26</strong></td>
<td><strong>January 21, 22, 23, 24</strong></td>
</tr>
<tr>
<td>Examinations</td>
<td>Examinations</td>
</tr>
<tr>
<td><strong>January 27, Friday</strong></td>
<td><strong>January 25, Friday</strong></td>
</tr>
<tr>
<td>Commencement</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester 1956</th>
<th>Spring Semester 1957</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 1, Wednesday</strong></td>
<td><strong>January 30, Wednesday</strong></td>
</tr>
<tr>
<td>Semester starts</td>
<td>Semester starts</td>
</tr>
<tr>
<td><strong>February 24, Friday</strong></td>
<td><strong>February 22, Friday</strong></td>
</tr>
<tr>
<td>Last day for changes in schedule</td>
<td>Last day for changes in schedule</td>
</tr>
<tr>
<td><strong>March 28, Wednesday</strong></td>
<td><strong>March 22, Friday</strong></td>
</tr>
<tr>
<td>Mid-semester progress reports</td>
<td>Mid-semester progress reports</td>
</tr>
<tr>
<td><strong>March 28, Wednesday, 3 p.m.</strong></td>
<td><strong>April 17, Wednesday, 3 p.m.</strong></td>
</tr>
<tr>
<td>Easter vacation starts</td>
<td>Easter vacation starts</td>
</tr>
<tr>
<td><strong>April 3, Tuesday, 8 a.m.</strong></td>
<td><strong>April 23, Tuesday</strong></td>
</tr>
<tr>
<td>Easter vacation ends</td>
<td>Easter vacation ends</td>
</tr>
<tr>
<td><strong>May 25, Friday</strong></td>
<td><strong>May 24, Friday</strong></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Last day of classes</td>
</tr>
<tr>
<td><strong>May 28, 29, 30, 31</strong></td>
<td><strong>May 27, 28, 29, 30</strong></td>
</tr>
<tr>
<td>Examinations</td>
<td>Examinations</td>
</tr>
<tr>
<td><strong>June 1, Friday</strong></td>
<td><strong>May 31, Friday</strong></td>
</tr>
<tr>
<td>Commencement</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

**Note:** New students are admitted at the beginning of each semester.
ORGANIZATION

The National Advisory Council

BRUCE BARTON New York, N. Y.
Chairman of the Board, Batten, Barton, Durstine & Osborn

WILLIAM L. CLAYTON Houston, Texas
Former Under Secretary of State for Economic Affairs

RALPH P. COUSINS, Maj. Gen., USA-RET. Los Angeles, California
Vice President, Founders’ Insurance Company

LEWIS W. DOUGLAS Sonoita, Arizona
Former United States Ambassador to Great Britain

FINLEY PETER DUNNE, Jr. Washington, D. C.

J. N. HARBER, M.D., Retired Phoenix, Arizona

FRED J. KELLY Washington, D. C.
U. S. Office of Education

THE RT. REV. ARTHUR B. KINSEYING II Phoenix, Arizona
Episcopal Bishop of Arizona

JOHN H. MACMILLAN, Jr. Minneapolis, Minnesota
President, Cargill, Inc.

THOMAS A. MORGAN New York, N. Y.
Retired Chairman of the Board, The Sperry Corp.

FLOYD B. ODLUM New York, N. Y.
Chairman of the Board, The Atlas Corp.

EDWARD EWING PRATT New York, N. Y.
Professor of Foreign Trade, New York University

HOWARD PYLE Washington, D. C.
Administrative Assistant to The President of the United States

C. R. SMITH Washington, D. C.
Chairman of the Board, American Airlines
LOWELL THOMAS
Author and Commentator
Pawling, New York

W. STOUDER THOMPSON
Troy, Ohio

BRAYTON WILBUR
President, Wilbur-Ellis Co.
San Francisco, California

MRS. BARTON K. YOUNT
Phoenix, Arizona
Board of Directors

ALFRED KNIGHT Phoenix, Arizona
   Acting Chairman of the Board, A.I.F.T.
   Chairman of the Board, Rust-Proofing, Inc.

WALTER R. BIMSON Phoenix, Arizona
   Chairman of the Board, Valley National Bank

ROLAND D. FELTMAN Scottsdale, Arizona
   Retired President, Feltman & Curme

DANIEL C. GAINNEY Scottsdale, Arizona and Owatonna, Minn.
   President, Josten Manufacturing Company

GRADY GAMMAGE Tempe, Arizona
   President, Arizona State College, Tempe

BARRY GOLDFWATER Phoenix, Arizona
   President, Goldwater's, Inc.
   Member, United States Senate

HUGH C. GRUWELL Phoenix, Arizona
   President, First National Bank of Arizona

WALTER HARNISCHFEGER Milwaukee, Wisconsin
   President, Harnischfeger Corporation

G. R. HERBERGER Scottsdale, Arizona
   Chairman of the Board, G. R. Herberger's, Inc.

MELVIN S. JACOBUS San Francisco, California
   Partner, J. J. Jacobus & Co.

EDWARD B. JULIBER Phoenix, Arizona
   Vice President, Phoenix Title & Trust Co.

BENTON M. LEE Phoenix, Arizona
   Resident Manager, Dean Witter & Co.

PAUL W. LITCHFIELD Akron, Ohio
   Chairman of the Board, Goodyear Tire and Rubber Co.

JOHN J. LOUIS Chicago, Illinois
   Partner, Needham, Louis and Brorby, Inc.
JOHN B. MILLS
Investments
Phoenix, Arizona

A. LEE MOORE
A. L. Moore and Sons
Phoenix, Arizona

EDWARD V. O'MALLEY
President, O'Malley Lumber Co.
Phoenix, Arizona

JAN OOSTERMEYER
Retired President, Shell Chemical Co.
Phoenix, Arizona

EUGENE C. PULLIAM
Phoenix, Arizona, and Indianapolis, Ind.
President, Phoenix Newspapers, Inc.

RAYMOND RUBICAM
Scottsdale, Arizona and New York, N. Y.
Retired Chairman of the Board, Young & Rubicam, Inc.

HENRY B. SARGENT
President, Arizona Public Service Co.
Phoenix, Arizona

CARL A. SAUER
President of the Institute
Phoenix, Arizona

FRANK L. SNELL
Partner, Snell & Wilmer
Phoenix, Arizona

VERNON E. SOLT
Manager, J. C. Penney Co. of Glendale, Arizona
Glendale, Arizona
Administration

CARL A. SAUER, University of Minnesota, 1923; M.A., University of Southern California, 1935.

President

Foreign Office and Washington Representative, Marshall Field and Co., Chicago, 1926-30; Department Manager, Broadway Department Store, Los Angeles, 1930-35; Chairman, Foreign Language Department, Ventura Junior College, Ventura, Calif., 1936-42; Director, CentroColombo-Americano, Bogotá, Colombia, 1942-43; Department of State, 1943-49 as Acting Chief, Division of Libraries and Institutes; Assistant to the President, American Institute for Foreign Trade, 1950-51; Dean and Vice President, 1951-53; President, 1953—.


Vice President

Instructor, Pennsylvania Military College and Pennsylvania Military Preparatory School, 1936-38; Assistant Registrar, Pennsylvania Military College, 1936-39; Adjutant, 1938-40; Director of Public Relations, 1939-40; Treasurer, 1940-42; Army of the United States, 1942-45; Treasurer, Pennsylvania Military College, 1945-47; Vice President and Bursar, 1947-53; Member of Board of Trustees, 1947—; Member of Executive Committee of Board of Trustees, 1949-53; Vice President, American Institute for Foreign Trade, 1933—.

BERGER ERICKSON, Texas Christian University.

Treasurer and Business Manager

Administrative Assistant to Construction Quartermaster, U.S. Army, Alexandria, Va., 1940-41; Administrative Assistant to Chief of Supply and Maintenance, USAAF Training Command, 1941-46; Business Manager, American Institute for Foreign Trade, 1946—; Treasurer, 1951—.

MABEL ERICKSON, Texas Christian University.

Registrar

Secretary to Chief of War Organization and Movements Division, USAAF, 1941-42; Secretary to Commanding General, USAAF Training Command, 1942-46; Secretary to President, American Institute for Foreign Trade, 1946-51: Registrar, 1951—.

WILLIAM S. SHATERIAN, Columbia University (College and Law School).

Assistant to the President

Member, New York Bar; National City Bank of New York, Overseas Division, 1917-45; Instructor, N.Y. Chapter, American Institute of Banking, 1925-47; author: Export-Import Banking; American Institute for Foreign Trade, 1947—.
RUTH JANET RICHARDSON, Russell Sage College; Katharine Gibbs School. Administrative Assistant.

Public Relations
EMILY C. BROWN, A.B., Ohio State University, 1930. Director of Public Relations

Placement
DONALD M. JOHNSON, A.B., University of the South, 1948; B.F.T., American Institute for Foreign Trade, 1951. Director of Placement

Executive Regional Manager of Mexico and Central America for the Harry Ferguson Division of Massey-Harris-Ferguson, Ltd., 1951-1953; A.I.F.T., 1954—.

Library
LORA JEANNE WHEELER, B.A., University of Utah, 1944; B.S., School of Library Science, Columbia University, 1945. Librarian

Circulation Librarian, University of Utah, 1945-48; Reference Librarian, University of Utah Library, 1948-53; Librarian, American Institute for Foreign Trade, 1953—.

Infirmary
PHILIP E. RICE, A.M., M.D., University of Michigan, 1929, 1932. Physician

JEAN MYERS, R.N., Brandon General Hospital, Brandon, Manitoba, Canada. Resident Nurse

Instructional Staff
EMILY C. BROWN, A.B., Ohio State University, 1930; M.A., Arizona State College, Tempe, 1955. Assistant Professor of Area Studies

Member of editorial staff, The Panama-American, Panama, R. de P., 1934-36; Member of editorial staff, The Arizona Daily Star, Tucson, 1937-42; Army of the United States, 1942-45; Staff Correspondent, United Press, Southeast Asia, 1946-49; American Institute for Foreign Trade, 1950—.

CHARLES W. BUFORD, B.A., University of Richmond, 1915. Associate Professor of Foreign Trade

National City Bank of New York, Overseas Division, 1916-1955; Petrograd and Moscow, 1917; Belgium, 1921-1933, Man-
ager, Brussels and Antwerp, Branches, 1926-1933; Overseas Division, European Operations, New York, 1933-1955; Assistant Vice President, 1941-1955; U.S. Army, 1918-1919; American Institute for Foreign Trade, 1955—.

JOHN DAVID CAMPBELL, B.A., Williams College, 1913.

Associate Professor of Marketing

Swift and Co., Sales Force, 1913-1917; Overseas Division, 1919-1937: Paris, Liverpool, London; as Managing Director, Genoa, Rome, Antwerp; Assistant to the Vice President and Instructor in the Swift and Co. Trainee Program, 1938-1942; Manager, Swift and Co. Plants in Texas, 1942-1947; Managing Director Export Division, 1947-1956: Director and Officer, Swift and Co. Foreign Corporations; U.S. Army, 1917-1919; American Institute for Foreign Trade, 1956—.


Assistant Professor of Spanish

Teacher in Antigua and Chimaltenango, 1943-45; Instructor in Colegio Guatemala, 1945-46; Treasurer, Facultad de Humanidades, Escuela de Verano, Universidad de San Carlos, 1947; Chairman, Intermediate Spanish, Universidad de San Carlos, Summer, 1950-1951; American Institute for Foreign Trade, 1948—.

GUILHERME DE CASTRO E SILVA, Graduate in Law, Faculdade de Direito, Universidade do Brasil, Rio de Janeiro, 1938; Certificate in Literature and Phonetics, Instituto Brasil-Estados Unidos, 1944-45; Certificate in English studies, Indiana University, 1945.

Assistant Professor of Portuguese.


OPHELIA DE CASTRO E SILVA, Bacharel em Ciencias e Letras, College Notre Dame de Sion, Rio de Janeiro, Brasil, 1940.

Assistant in Instruction in Portuguese.

Tutoring in French, Rio de Janeiro, 1945-47; Library staff, American Institute for Foreign Trade, 1949—; in charge of library, Summer Sessions, 1951 and 1952, and February-May 1953; tutoring in Portuguese, American Institute for Foreign Trade, fall semester, 1953-54; Assistant in Instruction, 1954—.

Assistant Professor of Languages and Linguistics
Teacher of English and Languages, Highland Park, N.J., 1933-38; Senior High School, Grand Island, Nebraska, 1938-41; U.S.M.C.R., 1941-45; Regional Director of Radio Publicity, Veteran's Administration, 1945-48; Radio Publicist and Travel Agency Director, Station KMVI and Maui Travel Center, Hawaii, 1948-49; Instructor, Territorial Adult Education Service, Hawaii, 1948-49; Instructor in English, Colorado College, 1949-51; Instructor in Spanish, French, World Literature, University of Colorado, 1952-55; American Institute for Foreign Trade, 1955—.

SUZANNE E. DIAMOND, Baccalauréat, Faculté de Bordeaux, 1925; B.A., James Millikin University, 1927; M.A., University of Illinois, 1929. Additional graduate study at the University of Illinois, 1930-31, Oklahoma A. and M. College, 1939-42, the University of Texas, 1942-43, Stanford University, 1949-51.

Assistant Professor of French.
Student assistant, Millikin University, 1925-27; Graduate Assistant, University of Illinois, 1927-31; Instructor and Hostess, French Workshop, Summers 1939, 1941, Instructor, Spanish Workshop, Summer 1942, Assistant in French, 1940-41, in Spanish, 1941-42, Oklahoma A. and M. College; Tutor in Spanish, University of Texas, 1942-43; Instructor and Head of Language Department, Corpus Christi, Texas, 1943-47; Instructor and French House Hostess, Stanford University, 1949-51; Instructor in French, Army Language School, Monterey, California, July 1951-1956; American Institute for Foreign Trade, 1956—.


Associate Professor of Marketing


Assistant Professor of Spanish
Army of United States, 1942-1946; Tutor for Physical Education Department, University of Kansas, 1950-51; Assistant in Instruction, Department of Romance Languages, University of Kansas, 1950; American Institute for Foreign Trade, 1952—.

Assistant Professor of Spanish; Instructor in Foreign Trade
Instructor for American Institute of Banking, 1927; Representative for Tomás y Cía., leather exporters, Lima, Peru, 1928-37; Inspiration Copper Co., Miami, Arizona, 1937-42; Army of the United States, 1942-45; American Institute for Foreign Trade, 1946—.

RAQUEL F. de GAONA, University of Oklahoma, 1927-1929; Mills College, California, Summer 1945; Certificate of Aptitude and Permanence as teacher in public high schools in Mexico, 1944.

Instructor in Spanish
Private classes in English and Spanish, Mexico, 1933-1947; Teacher of English, Secretaria de Educación Pública, México, 1937-1947; Head Counsellor for Girls, Camp Wildwood, N.Y., summer 1949; American Institute for Foreign Trade, 1950—.


Associate Professor of Spanish
Instructor in Psychology and Education, Colegio Morellos, Aguascalientes, Mexico, and Instructor in Economic Problems of Mexico, Universidad Obrera de México, 1931-1941; Head of the section of labor statistics, Secretaría de la Economía Nacional, México, 1936-1940; private classes in Spanish, Mexico City, 1940-1946; Assistant in Instruction, and Instructor in Spanish, Yale University, 1947-1950; Profesor en Fonética, Escuela de Verano, Universidad de México, 1953, 1954; American Institute for Foreign Trade, 1950—. Author: La Enseñanza de los Sonidos de la Lengua Española.

WILLIAM D. HACKER, B.S., California Institute of Technology, 1931; M.B.A., Harvard University Graduate School of Business Administration, 1933.

Visiting Lecturer in Management and Human Relations
Research Assistant, Harvard University Graduate School of Business Administration, 1933-34; Assistant Secretary-Treasurer, Alloy Casting Association, 1934-38; Export Manager, American Lead Pencil Co., 1938-47; Sales Manager, Venus Pencil Co., Ltd., Toronto, Canada, 1940-42; Contract & Procurement Officer, New York Ordnance District, Army of the United States, 1942-45; Sales Manager, American Lead Pencil Co., 1946-50; Vice President, Venus Pencil Co. de México, S.A., 1947-50; President, International Sewing Machine Co., Inc., 1950-51; Sales Management Consulting Practice, Los Angeles, 1951—; American Institute for Foreign Trade, 1952—.
FRANK ROBERT JACKLE, B.S., Missouri State College, Springfield, 1931; M.A., University of Missouri, 1935; additional graduate study, Universidad Nacional de México, 1936, University of Missouri, 1937, 1938, 1939.

Associate Professor of Spanish and Communications

Teacher of Spanish, Mathematics and English, Lamar and Joplin, Mo., high schools, 1931-38; Central High School, Tulsa, Okla., 1938-39; Director, Cultural Institute, San José, Costa Rica, 1945-46; Teacher of Spanish and Director of Languages, Will Rogers High School, Tulsa, Okla., 1939-43, 1946-49; American Institute for Foreign Trade, 1949—.

ROSS F. JONES, LL.B., LL.M., University of Kansas City, 1926, 1930.

Associate Professor of Commercial Law

Professor of Law, Corporations, Contracts and Torts, University of Kansas City 1931-35; Assistant Prosecuting Attorney, Jackson County, Kansas City, Missouri; Lecturer, Military Law and Statistics, Harvard University Graduate School of Business Administration, 1942-44; Lecturer on Military Law, M.I.T. and New York University, 1942; special lecture courses in Military Law, Brown University, Amherst College, Bowdoin College; President, Gregg School of Commerce, Phoenix, Arizona, 1945-50; Member, law firm, Jones, Henderson & Trew; Attorney General, the State of Arizona, 1953-55; American Institute for Foreign Trade, 1952—. Member, Missouri, Kansas City, Arizona, Maricopa County and American Bar Associations; Major, United States Air Forces, Retired.


Instructor in Spanish


Instructor in Portuguese and Spanish

Translator of Portuguese, Spanish, French and Italian, and secretary to the Translating Department, National City Bank of New York, 1920-48; private classes in Spanish, National

GERARD R. RICHTER, University of Berlin, (Economics, Finance, Foreign Trade), 1925-1926.

Professor of Foreign Trade


Director Department of Area Studies and Professor of Area Studies and International Relations

U.S. Trade Commissioner, Paraguay and Bolivia, 1918-20; Commercial Attaché, Rio de Janeiro, 1920-26; Chief, Crude Rubber Survey of the Amazon Valley, 1923-26; Economic Adviser, Government of Cuba, 1926-27; export business and international advertising, 1927-31; Chief of Training, S.S.B., 1936-41; Asst. Chief, Division of Cultural Relations, and Acting Chief, American Republics Area Division, U.S. Department of State, 1941-46; faculty, Universities of Wyoming, Kansas and Texas, and Claremont Graduate School; President, American Institute for Foreign Trade, 1949-51; American Institute for Foreign Trade, 1946—. Author: This New World: The Civilization of Latin America; Latin America: A Descriptive Survey; The Manila Galleon, and other works.


Associate Professor of Spanish

Teacher of Spanish, Miami, Arizona, High School, 1935-38; Coordinator of Inter-American Training, under U.S. Department of State, Purdue University, 1943-46; American Institute for Foreign Trade, 1946—

HOWARD W. TESSEN, A.B., A.M., Oberlin College, 1927, 1929; M.A., Ph.D., Yale University, 1942, 1947; additional graduate study, Linguistic Institute, University of Michigan, 1950, 1953.

Director, Department of Languages, and Professor of Languages and Linguistics

Instructor in Spanish, Oberlin College, 1927-29; and Yale University, 1942-43; 1947-48; Instructor, English Language Institute, University of Michigan, 1943, 1950; Director of English
Program, Escuela Nacional de Antropología, Mexico City, 1943-44; Director of Courses, English Language Institute in Mexico, 1944-46; Director of Latin American Programs, Overseas Training Service, Inc., Goshen, N.Y., 1948-1949; Language Consultant, Socony-Vacuum Oil Co. of Venezuela, 1949-52; American Institute for Foreign Trade, 1947—.

PAUL M. WILSON, B.S., Indiana State Teachers College, 1937; M.A., Ohio State University, 1948.

Associate Professor of Accounting and Secretary to the Faculty

Teacher of accounting, Ohio Public Schools, 1939-47; auditor, Defense Plant Corporation, Ashtabula, Ohio; Instructor in Business Law, Phoenix College (night school), 1950-51; American Institute for Foreign Trade, 1947—.

Business Department

BERGER ERICKSON, Texas Christian University
Business Manager, Treasurer

PAUL O. DEUELL, Bohnke-Walker Business College
Bookkeeper

CLARA L. VEIT
Cashier

PAUL WIECHERT
Manager of Dining Hall

FRED G. GYGER
Superintendent of Buildings and Grounds

AMANDA HENDERSON
Housekeeper

CHARLES BRALEY
Storekeeper

Secretarial Staff

DOROTHY I. COKER, University of Arizona
Secretary to the Director of Placement

NELLIE M. KIRKPATRICK, George Washington University
Secretary to the Department of Languages

PAT MOHAMMED, Arizona School of Commerce, Renick's Commercial School.
Secretary to the Business Manager

MARTHA L. SNYDER, International Business College.
Secretary to the Registrar
HISTORY AND PURPOSE

The American Institute for Foreign Trade was founded in April, 1946, by the late Lieutenant General Barton Kyle Yount (1884-1949) and Finley Peter Dunne, Jr., in association with a group of public-spirited citizens of Phoenix, Arizona. The purpose of its founders was to create a national center of higher education where young men and women might prepare themselves for careers in international commerce, either as employees of world-minded business concerns, or in the government service.

The founders' belief was that the strongest kind of international understanding comes about when goods and services are actively exchanged and the peoples of different countries meet on the common ground of amicable business and personal relations. Under these conditions, every person who does business abroad carries important responsibilities. It seemed to the founders, therefore, that men and women planning to enter foreign trade should have specialized training; and that a school providing such training would be making a significant contribution to world stability.

These beliefs remain the guiding principle of the Institute.

The American Institute for Foreign Trade was formally chartered as a nonprofit Arizona corporation on April 8, 1946, with General Yount as President and Dunne as Secretary-Treasurer. In June of that year, in view of the potential benefits to the United States, the War Assets Administration gave the new school title to Thunderbird Field, a former pilot training center sixteen miles northwest of Phoenix. At the same time a capital fund was made available in the form of unsecured loans, granted as a public service by the Bankers Trust Company, the Chase National Bank, the Bank of Douglas, the First National Bank of Arizona, the Valley National Bank and the directors of the Institute. The first announcements of the program were issued late in June. During the summer, more than 3,000 letters of inquiry were received from prospective students. Both in organizing its faculty and in devising its courses of study, the Institute received much welcome assistance from the United States Office of Education, from many others in the field of education, and from some thirty leading corporations and financial houses which freely discussed their worldwide personnel problems and the kind of training they considered most valuable.

The Three-Part Curriculum

The basic program evolved that spring and summer embraced the same three divisions as the present curriculum: foreign languages, area studies and the business administration of foreign trade. These
were chosen as the most important tools for the person who would make a success in world business and government relations. It was decided to limit the languages and accompanying area studies at first to Latin America, but to add other languages and appropriate area studies as time went on. The business administration curriculum included exporting and importing, money and banking in the international field, marketing and merchandising at home and abroad, industrial relations and accounting. In addition, courses in international relations were provided.

The Institute opened its doors on October 1, 1946. The first class was graduated on June 15, 1947.

**Foreign Trade as a Career**

Foreign trade, in the Institute’s concept, is a broad term, embracing much more than trade as such. It includes the engineer building a factory in Brazil, the young executive in a foreign branch of an American bank, the salesman of truck tires in India, the general manager of a soft-drink bottling plant in the Philippines, the director of an advertising agency’s branch in the Caribbean, the labor relations manager in an oil company’s installation in Venezuela, the teacher in a cultural institute in South America, the export manager in New York or San Francisco or Chicago, the foreign freight forwarder, the employee of the international airline or ocean steamship company. The scope of the Institute’s program also extends to preparation for careers in various branches of the United States Foreign Service.

The opportunities for advancement in a foreign trade career are often exceptional; but these opportunities imply special obligations. The person who would engage successfully in foreign trade must generally be more adaptable than one shaping a career in domestic business. He should be well prepared in languages, and have a developed ability to appreciate points of view, tastes and traditions which are different from his own. His outlook should be broad, indeed global in scope. At the same time, he needs a solid professional ability, whether in business administration or in one of the other arts, sciences or technologies.

The training afforded by the Institute does not narrow the fields in which its graduates may apply their abilities; it adds a whole new field — that of international commerce. Clearly, the creation of the ideal practitioner of private enterprise here and abroad requires a long process of experience and seasoning, as well as education. Such experience gained in practical operations is, however, more easily gained, and produces results in a shorter time, when there is a foundation of prior training of a high order, such as that provided by the American Institute for Foreign Trade.
Career Objectives

Training at the American Institute for Foreign Trade is directed towards ultimate assignment abroad in an administrative position. A company hiring an Institute graduate expects him to participate in a domestic training program and to demonstrate his willingness to accept and discharge responsibility before he receives his foreign assignment.

A student entering the Institute is not always aware of the variety of opportunities awaiting him in the field of foreign trade or government service abroad. To get the most out of his year's training, he is encouraged to reach his ultimate career objective decision early in the school year. To this end, he is given the best possible individual counselling and is urged to take full advantage of the research material available on world areas, on companies engaged in international trade, and on government agencies.

The career objective decision embraces a series of choices for which the following course outlines are presented. In addition to deciding whether he prefers business or government employment, the student should also decide which general geographic area most attracts him. Four broad categories of career objectives have been worked out and are described below.

Latin America—Business. At present, the greatest number of opportunities for the young American seeking a foreign trade career are with American companies operating in Latin America. Approximately 70 percent of the graduates of AIFT now in foreign countries are in that area. Among business careers in foreign trade the following are the principal fields: sales, banking, accounting, and production. In order to give the student a professional background in these fields, the student headed towards a business career in Latin America is advised to take the following subjects:

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language (Spanish or Portuguese)</td>
</tr>
<tr>
<td>Latin America Area Studies</td>
</tr>
<tr>
<td>Foreign Trade 200, 300</td>
</tr>
<tr>
<td>Marketing or Accounting</td>
</tr>
<tr>
<td>Salesmanship</td>
</tr>
<tr>
<td>Analysis of Financial Statements</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Advertising</td>
</tr>
<tr>
<td>Commercial Law</td>
</tr>
<tr>
<td>Business Communications</td>
</tr>
</tbody>
</table>

Basic Course

Suggested Electives

Far East or Western Europe—Business. The general categories of business careers mentioned above obtain for the Far East or
Western Europe also. Opportunities, however, are more limited, notably in Western Europe. A student interested in the Far East will find opportunities available with the banks, oil and rubber companies, and, to a limited degree, with import-export houses and manufacturers of consumer goods.

A student preparing himself for Western Europe or the Middle East will take French. It is strongly recommended that a student preparing himself for the Far East also take French. There is a linguistics course, however, for students specializing in this area: Approach to Language Learning. A Far East student may elect to take that course rather than French, Spanish, or Portuguese.

A suggested program for the Far East or Western Europe — Business, incorporating study of a language, follows:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Language</th>
<th>Far East or Western Europe Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Trade 200, 300</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Marketing or Accounting</td>
<td>5 or 6</td>
<td></td>
</tr>
</tbody>
</table>

- Salesmanship 3
- Analysis of Financial Statements 3
- Management 2
- Advertising 2
- Commercial Law 2
- Business Communications 2
- Language Learning 3

The alternate program substituting Language Learning for a regular language course, follows:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Language Learning</th>
<th>Far East Area Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Trade 200,300</td>
<td>5</td>
<td>Basic Course</td>
</tr>
<tr>
<td>Marketing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

- Salesmanship 3
- Management 2
- Advertising 2
- Commercial Law 2
- Business Communications 2

**Government Service Abroad.** This field of specialization contemplates employment by those civilian agencies of the Federal Government which are concerned with foreign problems, or with international organizations of an official or semi-public character, such as
the United Nations or its various affiliates. The former category includes the Department of State, the U.S. Information Agency, and other government agencies.

The course of studies should emphasize area and language studies and presupposes some previous acquaintance with those disciplines.

Any work taken in the Foreign Trade Department should have a bearing on possible utilization in the field of economic reporting.

For the average student, the following arrangement of courses is suggested:

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language (Spanish, Portuguese, or French)</td>
</tr>
<tr>
<td>Area Studies (Latin America, Far East, Western Europe)</td>
</tr>
<tr>
<td>International Relations</td>
</tr>
</tbody>
</table>

Basic Course

Alternative or additional work may be taken in the form of directed research in Area studies or in pertinent Foreign Trade courses.

Foreign Trade—Domestic. This specialization is designed for those who plan a career in foreign trade which will not involve assignment to a foreign country. Occupations include employment in the home office of an export department, the freight or passenger offices of an overseas shipping company or airline, the foreign trade department of a chamber of commerce, and the foreign department of a financial house. Although in all of these employments familiarity with a foreign language is highly desirable, it is not essential to success in many positions. The suggested course outline follows:

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Study (depending on major area interest)</td>
</tr>
<tr>
<td>Foreign Trade 200, 300</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Salesmanship</td>
</tr>
<tr>
<td>Management</td>
</tr>
<tr>
<td>Advertising</td>
</tr>
<tr>
<td>Commercial Law</td>
</tr>
<tr>
<td>Business Communications</td>
</tr>
<tr>
<td>Additional Area Studies</td>
</tr>
</tbody>
</table>

Basic Course

Suggested Electives

Placement of Graduates

The American Institute for Foreign Trade maintains an active Placement Office which is in contact with the leading American busi-
ness firms in international commerce and with the various U.S. government agencies hiring personnel for service abroad. Every effort is made by the Placement Office to put students in contact with the firms in which they are interested and to provide the type of employment for which they are best suited by experience or training. Placement services are available to students at the completion of the one-year course.

Each academic year, approximately 40 leading business firms and U.S. Government agencies send representatives to Thunderbird to interview prospective graduates. In addition, the Placement Office is in correspondence with other firms interested in employing AIFT graduates. Interviews are arranged for graduates at the headquarters offices of the various companies and in some cases applicants may be flown east for interviews at the expense of the companies.

Students, however, are expected to cooperate with the Placement Office by compiling lists of firms in which they are interested, writing individual letters of application, preparing resumes and providing photographs for application forms.

There is a particular demand for students with technical, semi-technical, and accounting backgrounds. Those holding engineering or other professional degrees command a high priority in placement.

Opportunities for women graduates are limited in comparison to those available for men graduates. Employment with U.S. Government agencies is one field open to women graduates. In addition, registered nurses, dieticians and school teachers are in demand.

Although employers express greatest interest in graduates in the 25 to 35-year-old age bracket, opportunities for older and experienced men may develop.

Each student is handled individually and the Placement Office provides as much assistance as possible in helping him secure employment in the foreign field. The Institute cannot, however, guarantee satisfactory assignments for any of its students.

Students on probation or under suspension from the Institute are not eligible to make use of the Institute's Placement services.

**Results**

The effectiveness of the AIFT training program has been demonstrated by the ever-increasing interest of American business in graduates of the school.

Of the little more than 1500 graduates of the American Institute for Foreign Trade, approximately 450 are now overseas in key positions with U.S. business firms or government agencies. At least an equal number hold domestic posts in foreign trade or are in training for eventual assignment overseas.
The American Institute for Foreign Trade has successfully filled a long-standing need for people realistically trained for work in foreign trade, and in this way helps promote international understanding. Nor should it be overlooked that those who go into domestic business have likewise found value in the school’s intensive courses in commercial techniques.

**Alumni Organization**

The Institute maintains an Alumni Office for the convenience of its alumni and students. The Alumni Office assembles accurate, up-to-date information on the activities of the widely scattered alumni. This information is made available through the Alumni Bulletin.

Active alumni chapters have been organized and are functioning in San Francisco, Chicago, New York, Phoenix, Sao Paulo, Brazil, and San Juan, Puerto Rico. Plans are under way for the formation of chapters in Mexico City; Havana, Cuba; Caracas, Barcelona and Maracaibo, Venezuela; Lima, Peru; Rio de Janeiro, Brazil; Buenos Aires, Argentina, and other foreign cities where substantial numbers of AIFT alumni are located.
AWARDS

The Barton Kyle Yount Memorial Award

Established in 1949 by colleagues and friends of General Yount, with the object of preserving the ideals for which he stood, the Barton Kyle Yount Memorial Award is given to a member of each graduating class of the Institute who is considered especially deserving from the standpoint of scholarship, character and accomplishment. The award is honorary, and does not carry a stipend.

The Wall Street Journal Award

A silver medal and a year's subscription to the Wall Street Journal are awarded at the end of the spring semester to a graduating senior who has been a member of an Accounting 300 class. The award is made on the basis of general excellence in analysis of financial statements and ability to interpret the statistical reporting as given in the Wall Street Journal.

The American Business Enlightenment Award

The imagination and generosity of Dr. Jonas H. Mayer, Vice President of the American Linen Supply Company, are responsible for the establishment of an annual award to an AIFT alumnus who through his own progress has reflected great credit on the cause of American business abroad. The award, established in 1951, carries no stipend.

The Alfred Knight Scholarship Award

This award is presented in the name of Alfred Knight, one of the founders and officers of the American Institute for Foreign Trade, who so well symbolizes the dignity and worth of sound scholarship.

It is conferred upon that member of each graduating class who best meets the ideals of the donor and the Institute for excellence in scholastic accomplishment. This award, established in 1954, carries no stipend.
GENERAL INFORMATION

Campus and Buildings

The American Institute for Foreign Trade occupies the buildings and grounds of one of the best-known of the Army Air Force's wartime primary pilot schools, Thunderbird Field I. It is situated approximately 16 miles northwest of Phoenix, Arizona. The Salt River Valley, of which Phoenix is the principal city, is recognized as one of the great winter resort areas of the country, famed for its agreeable climate and extensive recreational facilities. Paved highways connect the Institute with the city of Glendale, six miles away, and with Phoenix.

Paved roads also lead north into the forested mountain regions of Arizona and south to Nogales, Hermosillo, and Guaymas in the Mexican State of Sonora.

The entire property consists of 180 acres, of which the buildings occupy approximately forty acres of landscaped grounds, arranged to form the legendary Thunderbird design, which in American Indian lore signifies good fortune. The buildings are of the long, low ranch type characteristic of western architecture, with vine-covered galleries supported by rough-hewn cedar posts.

There are eight dormitory buildings, arranged so as to form three quadrangles of lawn and shrubbery. The Administration Building, facing the main gate, contains the administrative offices and the infirmary, with two wards and pharmacy. The largest of the buildings is the Dining and Recreation Building, containing the dining hall, kitchens, canteen, the main assembly hall and a large and reading room for students and faculty members. The Faculty Building fronts on an open area of cultivated ranch land with a panoramic view of the distant mountains.

There are 14 classrooms, a language laboratory, and 16 language listening rooms. The front wing of one of the two hangars houses the Library. The interior of the other hangar is used as a parking area.

The Library

The Library of the Institute is a series of connecting rooms, including a periodical room with exhibit cases and lounge chairs. An extensive map collection is housed in a special room.

The Library, seating 120 people, has been planned with the specific needs of the students and faculty in mind. The book collection of 9,000 volumes is concentrated principally on the various phases of business, commerce, international relations, transportation, and the history and background of life in Latin America, the Far East, and
Europe. There is also a large collection of Spanish, Portuguese, and French books. Emphasis is placed on current information. Ninety periodicals and nine newspapers, including important foreign publications, are received. In addition, the Library subscribes to several special business research services, and to government publications concerned with subject matter related to the curriculum.

An extensive vertical file is maintained, containing up-to-date material covering countries, industries, commodities, business firms and all other subjects pertaining to the curriculum. Books may also be secured through an inter-library loan agreement.

The Library is in contact with the information distribution services of the various nations of the world, as well as the U. S. Government, and with the various business houses in international commerce.

The librarian assists students in gathering additional material for the presentation of oral and written reports required in the various courses.

Material thus secured is eventually incorporated in the Library's permanent files and provides an ever-increasing wealth of resources at the students' disposal.

Medical Services

The Institute looks upon the physical well-being of its students as of major importance.

The Institute has a well-equipped infirmary under the direction of a physician, and with a registered nurse in regular attendance. Consultation hours with the nurse are held daily and the physician is available on call at all times to prescribe for patients. Treatment in case of emergency is available 24 hours per day.

Charges for the services of the physician and the nurse, at the infirmary, and for visits to the physician's office in Glendale, when directed by the nurse, are included in the tuition charge, which also covers limited hospitalization in the infirmary. The infirmary is not equipped to care for major illnesses or operations, nor can it provide prolonged hospitalization. Visits to the office of the physician in Glendale, unless specifically directed by the nurse, are at the expense of the individual.

Use of the regular infirmary service, as outlined above, is available without charge also to the wives of married students, in cases of minor illness or injury. Visits to the office of the physician by wives, however, are at their own expense. Charges are made for infirmary services to children.
Instruction for Wives

One of the distinctive features of the course of training at the Institute is the opportunity given wives of regularly enrolled students to take the courses offered in language and area studies. No tuition charge is made those who complete the work. A special fee of $25 must be placed on deposit at registration. This fee will be refunded upon completion of the course but must be forfeited if the wife drops out after the last day for changes of schedule. Work in addition to language and one area study sequence is charged for at the normal unit rate.

The rules governing attendance and scholastic standing apply to the wives enrolled in area or language courses for credit. No auditing of classes is permitted in the language courses. Successful completion of the area study and language sequences entitles the wife to a recognition certificate.

Firms sending married men abroad have come to evaluate highly the training given wives at Thunderbird. By their participation in the academic work, wives indicate their interest in their husbands’ careers and have proven themselves to be much more adaptable to situations encountered in foreign countries. Some business firms, which formerly limited their employment to single men, have now come to realize the important contribution which can be made by the AIFT-trained married couple.

Student Life

One of the unique characteristics of the Institute’s educational approach is the friendly informality of life and work at Thunderbird. It is doubtful whether there is any collegiate institution in the United States where relationships between students and faculty members are closer.

Students are urged to use Spanish, Portuguese, or French as the language of daily existence. Although entirely voluntarily and by no means uniformly followed, this tends to strengthen the bonds of friendship, as well as to help develop fluency.

Student life is enlivened by frequent dances and other all-campus social activities. The pleasant Arizona winter climate makes possible participation in all outdoor sports during the school year. During the milder months, the two swimming pools are the center of most recreational activity.

It has been said that education at Thunderbird is not only a sound professional preparation, but also an unforgettable experience in living. It is no accident that hundreds of friendships first formed at Thunderbird are flourishing today in scores of distant places in the world.
Conduct

Students at the Institute are preparing themselves for careers in which they are more than likely to be given responsibility far from supervision. Their employers and their country will be judged by the way they conduct themselves. They are therefore expected so to demonstrate self-control while here that the Institute may wholeheartedly recommend them as reliable, well-behaved people.

Considerable individual liberty is allowed, but the student must remember that he is one of a small, closely-integrated community, whose other members have the right to be free from unwarranted disturbance.

When a student exceeds the bounds of acceptable behavior, he will be warned. Repeated excess will result in his being asked to move off campus. This latter action will be automatically considered as placing a student on probation. In some instances, he may be asked to discontinue his course.

Recreation and Sports

Because of the excellent weather of this part of the country, most athletic activities take place out-of-doors. The facilities of the Institute include a softball diamond, volleyball court, badminton court, soccer and touch football field, tennis courts, and a basketball court. In addition, there are two swimming pools, situated in the central quadrangle, that are usable for the greater part of the school year. One of the hangars is equipped with locker and shower rooms. Supplementing the facilities at Thunderbird campus, the surrounding countryside offers excellent opportunity for horseback riding, golf and hunting. Students make use also of the winter sports areas in northern Arizona.

Extracurricular Activities

Lectures and Forums. Each semester a number of authorities on the various phases of United States foreign trade, and on the principal trade areas, visit the campus to give lectures or conduct forums. These meetings serve to keep the student body in close touch with the ever-changing developments in our relations with other nations.

Motion Pictures. Films are shown regularly to supplement the language, area, and foreign trade courses. Recreational features in Spanish are shown weekly by motion picture theatres in Glendale and Phoenix. Recreational features in English are shown on campus.

Programs and Dances. A series of entertainments and dances is sponsored annually by the various clubs and social organizations. It is suggested that students bring costumes and musical instruments, if they have them, to participate in these events.
Publications. The Institute's student annual, The Thunderbird, is published every May. It is edited completely by a student staff.

Clubs. Campus clubs include the Marketing Club, affiliated with the American Marketing Association; Delta Phi Epsilon, the national foreign trade fraternity; the Speakeasy Club, organized to help students develop poise and fluency in public speaking; the Foreign Club, which is concerned with the social and cultural aspects of living abroad, and the Thunderbird Women's Club, composed of women students and wives, which sponsors programs to inform themselves on the practical aspects of foreign living. The Women's Club also sponsors the campus cooperative nursery and allied programs.

Language Choruses. Organized Spanish, Portuguese, and French choruses meet weekly for practice sessions. They are called on from time to time for public performances and appearance on radio and television programs. The Christmas pageant, Las Posadas, is the annual presentation of the combined language choruses.

Special Instructions

The Post Office address for students is:

c/o The American Institute for Foreign Trade
P. O. Box 191
Phoenix, Arizona

Packages shipped by express or freight, however, should be addressed c/o The American Institute for Foreign Trade, Glendale, Arizona (no post office box number), rather than Phoenix.

Clothing. The winter climate in the Valley of the Sun is mild, but a student is advised to bring warm clothing since the temperature drops during the night and early morning hours. For the fall and spring months, students should have light summer clothing.

Road Directions. For the benefit of those arriving by automobile, the best means of reaching Thunderbird Field is to proceed to Glendale, Arizona, approximately eight miles west of Phoenix on Route 70, then turn north on Lateral 18 (also named North Central Avenue in Glendale; North 59th Avenue north of the Glendale city limits). Proceed north on Lateral 18 for approximately six miles. One mile after crossing the canal, AIFT is on your right.

Transportation. When you have determined the date, time, and method of arrival in Phoenix, please notify the Registrar and you will be advised of transportation arrangements from Phoenix to Thunderbird.

Pets

Students are not permitted to have dogs on the campus. Other pets are subject to the approval of the Institute.
LIVING ACCOMMODATIONS

The Unmarried Students' Dormitories

Unmarried students are housed in large, pleasant rooms, open on both sides for light and air. The occupancy of each room is limited to a maximum of six students. The rooms are approximately 29 by 24 feet in size. Each room has its private bath and its own heating and air-conditioning units.

The Institute provides beds, mattresses, pillows, straight chairs, study tables, study lamps, and drapes. Students should supply their own blankets, sheets, pillowcases, and other linens. Rugs and any extra chairs or lamps they may desire should be brought.

Cooking is not permitted in these quarters.

The following diagram shows a typical arrangement of unmarried students' quarters.

The lodging charge for single students is $75 per semester. Board for single students is $275 per semester.

Linen Service

Linen service is available through the American Linen Supply Company. Cost of a bundle of two sheets, one pillowcase, and two towels is 60 cents. This price is subject to change.

Women Students

Women students are housed either in the large dormitory rooms, described above, or in double rooms in the married quarters areas (see page 33 for description of these rooms).
The Married Students' Dormitories

Married students and their wives are housed in dormitory buildings flanking the center quadrangle. These two buildings provide 64 rooms, each of which is 13 by 13 feet, plus a small alcove containing closets. Each married couple occupies one room and shares a bath with the occupants of the adjacent room.

Each of the rooms is equipped with two single beds, one desk, two straight chairs, a study lamp, two mattresses, two pillows and drapes. Each couple should bring their own blankets and linen (see page 32 for linen service). Rugs and any additional furnishings desired must be furnished by the student. Despite the small dimensions, these rooms are usually made into very attractive living quarters.

Cooking is not permitted in these quarters.

The following diagram shows an arrangement of married students' quarters.

The lodging charge for married students resident on Thunderbird campus with their wives is $150 per couple, per semester. Board for married couples is at the rate of $275 per person per semester.

Family Housing

There are limited accommodations available on the Thunderbird campus for married students with children. Since there is a great demand for these quarters, priority is determined in all cases by the date of the $20 deposit requested in the official acceptance letter.

These quarters, 29 by 24 feet in size, are partitioned into the various living areas by means of storage cabinets (see page 32 for floor plan). Three-burner gas plates and ice boxes are provided. Students desiring electric refrigeration or regulation-type stoves should provide their own equipment.

Rental for these quarters is $50 per month.

The Institute provides beds, mattresses, pillows, straight chairs, tables, a study lamp, and drapes. Blankets and additional furnishings should be provided by the student.
FEES AND STUDENT AID*

**Tuition.** The charge for tuition is $400 per semester, plus the comprehensive fee.

For this amount the student is permitted up to 20 semester hours of instruction, though the normal minimum load to meet graduation requirements is 16 hours per semester. Students who, by successful petition to the Faculty Executive Committee, are permitted to carry more than 20 hours will be charged at the rate of $25 per semester hour for the excess.

A student completing his graduation requirements in two semesters will be charged at the semester rate regardless of any imbalance of work carried (e.g., 21 hours during the first semester and 11 during the second). Students who do not have a baccalaureate degree and who need four semesters to complete requirements for the Bachelor of Foreign Trade degree (see p. 41) will likewise be charged at the semester rate.

Students who carry 12 or more semester hours are regarded as full time students and are subject to the customary $400 tuition charge plus the comprehensive fee per semester. Students who carry less than 12 semester hours per semester are regarded as part time students, whose tuition is chargeable at the rate of $25 per semester hour plus the comprehensive fee. This does not apply to those mentioned in the third paragraph above.

Charge for the Key Man Course (see p. 45) is $1,000 per man, including room and board. Wives are enrolled with their husbands for an additional $500.

**Fees.** Students will be charged a comprehensive fee of $25 per semester, regardless of the number of semester hours of academic work carried. The fee includes registration, activities, medical service, library, and athletics, but does not include infirmary or nursery fees for children.

A thesis fee of $25.00 will be assessed each graduate student during his fourth semester in residence.

A fee of $25.00 each semester will be charged student wives enrolling for the area study and language courses. This fee is refundable upon completion of the course (see page 29).

**Board.** Board at the Thunderbird dining hall is at the rate of $275 per person, per semester. Single students and childless couples living on campus are expected to eat in the dining hall.

---

*Veterans, see pages 37 and 38.*
**Lodging.** Lodging is at the rate of $75 per person, per semester: i.e., married couples, $150 per semester. Rental of quarters for married students with children is at the rate of $50 per month.

The minimum annual cost of attending the Institute, if the course is completed in two semesters, is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Single Students</th>
<th>Married Couples</th>
<th>Family Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$800</td>
<td>Tuition $800</td>
<td>Tuition $800</td>
</tr>
<tr>
<td>Fees</td>
<td>50</td>
<td>Fees 50</td>
<td>Fees 50</td>
</tr>
<tr>
<td>Board</td>
<td>550</td>
<td>Board 1100</td>
<td>Board 450</td>
</tr>
<tr>
<td>Lodging</td>
<td>150</td>
<td>Lodging 300</td>
<td>Lodging 1300</td>
</tr>
<tr>
<td></td>
<td><strong>$1550</strong></td>
<td><strong>$2250</strong></td>
<td><strong>$1300</strong></td>
</tr>
</tbody>
</table>

Books and instructional supplies are not included in the regular tuitional charge. In most cases will not exceed $75 yearly.

**Payment of Fees.** Tuition and all fees are payable at registration. Students who plan to earn a part of their requirements and Veterans under Public Law 550 (Korea) may, however, make arrangements for deferred payments, but they should have available at the time of registration funds that will cover substantially one half of the total semester's expenses, the amount of which will, of course, depend upon the student's personal arrangements as to board and lodging. Nonpayment of fees may be cause for dismissal.

All veterans should have available sufficient funds to carry them until veterans' benefits payments begin. Certificates of Eligibility must be properly on file at the time of registration.

If arrangements are made for deferred payments, a two percent fee will be charged on the balance owed by the student after he registers.

In the event of a student's withdrawal or dismissal from the Institute during the course of a semester, the tuition and fee charges are subject to rebate in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Period of Student's Actual Attendance in Institute from Date of Enrollment for Semester</th>
<th>Per Cent of Semester Tuition and Fees to be Retained by the Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>One week or less</td>
<td>20%  ($ 85.00)</td>
</tr>
<tr>
<td>Between One and Two Weeks</td>
<td>20%  ($ 85.00)</td>
</tr>
<tr>
<td>Between Two and Three Weeks</td>
<td>40%  ($170.00)</td>
</tr>
<tr>
<td>Between Three and Four Weeks</td>
<td>60%  ($255.00)</td>
</tr>
<tr>
<td>Between Four and Five Weeks</td>
<td>80%  ($340.00)</td>
</tr>
<tr>
<td>Over Five Weeks</td>
<td>100% ($425.00)</td>
</tr>
</tbody>
</table>

Board is refundable to the nearest following 1st or 15th of the month. Lodging is not refundable.
Scholarships

Arizona Scholarships. The Board of Directors of the Institute has made available four tuition scholarships: One to a bona fide resident of Glendale, Arizona; and one each to a graduate of the University of Arizona, Arizona State College at Tempe and Arizona State College at Flagstaff. Applications for these scholarships should be made to the President of the institution from which the student was graduated. In the case of the Glendale award, applications should be made to the Glendale Chamber of Commerce.

The above scholarships are granted on a one-semester basis, renewable. Each recipient's achievement will be reviewed before renewal of the scholarship for the second semester. All scholarship applications should be in the hands of the Registrar of the Institute by May 1 for the Fall Semester, and by December 15 for the Spring Semester.

Barton Kyle Yount Memorial Scholarships. This group of tuition scholarships has been established by students of the Institute in honor of its first President. They are limited to second semester students and provide a maximum of $425.00 each. The main criteria applied are: scholastic performance during the first semester, established financial need, and character, with emphasis on integrity, personality, and demonstrated suitability for foreign trade. Second semester students interested in qualifying for the Barton Kyle Yount Memorial Scholarships should contact the Registrar for further information after mid semester of their first semester. All applications must be in the hands of the Registrar by May 1, for the Fall Semester and by December 15, for the Spring Semester.

There are no room and board scholarships.

All scholarship students are expected to live on campus, with the exception of those permanently domiciled in Glendale or Phoenix, or those requiring family housing. (Because of the limited number of campus family units, it is not always possible to assure accommodations. See p. 33 for priority policy applicable to all students.)

Student Loan Funds

William Lytle Schurz Fund. A student loan fund was set up in February 1952, in the name of Dr. William Lytle Schurz, Director of the Area Studies and International Relations Department and former President of AIFT. Initial contribution was made by the Institute's Student Affairs Committee and continuing support is given by alumni, industry, and interested friends of the school.

The Pan American Society of San Francisco. The Pan American Society of San Francisco established in 1951 a loan fund to aid students from the Bay Area and northern California who wish to pre-
pare themselves for careers in foreign trade. Non-interest-bearing loans up to $500 will be considered by the Society. Application should be made through the Registrar, American Institute for Foreign Trade.

Soroptimist Club of Glendale. The Soroptimist Club of Glendale, Arizona, has established an emergency loan fund for short-term, non-interest-bearing loans to help students already enrolled in the school defray unexpected or emergency expenses.

The Altrusa Club of Tucson and The Altrusa Club of San Diego. The Altrusa Club of Tucson and the Altrusa Club of San Diego have each established revolving loan funds to help women students interested in careers in foreign trade or government service abroad.

With the exception of the Pan American Society of San Francisco fund, all loan funds are administered through the AIFT Business Office.

Student Employment

A limited number of students, or wives of married students, may find part time employment as assistants in the administrative or faculty offices, in various capacities in the dining hall, in the library, or on the maintenance staff. Inasmuch as the concentrated course of study requires the best efforts of the individual student, very few hours per day are available for gainful employment, and the amounts which may be earned are, therefore, necessarily small. Application for part time employment should be made to the Business Manager in advance of the opening of school.

A considerable number of students and students' wives are able to find part time employment in Glendale or Phoenix during the school year or during the vacation periods. In this respect, the Institute enjoys a particularly happy relationship with the principal business organizations in the area. The Institute is glad to assist any student who desires to obtain off-campus employment.

Veterans

The Institute's program is approved for veterans under Public Laws 346, 16 and 550. All veterans are urged to consult local Veterans Administration officials for counseling. After securing the Certificate of Eligibility and Entitlement, the veteran should request transfer of his records to the Veterans Administration, Regional Office, Phoenix, Arizona.

Public Law 346. In order to provide for the payment of his tuition and fees at the Institute's rate of $850.00 for the school year, plus a maximum of $75 for required textbooks and supplies, the veteran enrolling under Public Law 346 may sign a waiver of sufficient future eligibility to cover the excess over $250 per school semester. Two semester's attendance (eight and one-half months approximately) will
require fourteen months and approximately 15 days of entitlement at the accelerated rate. When requesting his Certificate of Eligibility and Entitlement, a veteran should make certain that Space 8 of that certificate contains the following wording: "Valid for a course in Foreign Business Administration and Relations at the American Institute for Foreign Trade, Phoenix, Arizona, commencing with the Fall 195...... (or Spring, 195......) term." (Candidates for the Bachelor and Master of Foreign Trade should apply for Course III; Candidates for the Certificate of Graduation should apply for Course II.)

Public Law 16. A veteran candidate under Public Law 16 should consult local Veterans Administration officials for counseling. The veteran must be approved for training before he enters training at the Institute.

Public Law 550 (Korea). A veteran entitled to education or training allowances provided for under Public Law 550 must file an application with the Veterans Administration (VA Form 7-1990). In applying for training at the Institute, Space 15 on VA Form 7-1990 should indicate contemplated goal (Foreign Sales Representative, Export Manager, Manager-Advertising and Sales Promotion, Foreign Service Staff, International Advertising Director, Traveling Auditor, Economic Consultant, or Analyst, Foreign Technical Representative, Economic and Industrial Research Director, etc.) Space 16 on VA Form 7-1990 must read: Foreign Business Administration and Relations Course III (Graduate) for candidates for the Degree of Bachelor of Foreign Trade and Master of Foreign Trade, and Foreign Business Administration and Relations Course II for candidates for the Certificate of Graduation.

Veterans under Public Law 550 may not sign a waiver of future eligibility as is allowable under P.L. 346.

Draft Deferment

Students eligible for the draft are referred to a paragraph contained in a letter received by the Registrar in November, 1951, from Deputy State Director of Selective Service for Arizona, who said:

"We are happy to advise that in the opinion of our National Headquarters your institution fulfills the requirements of a 'similar institution of learning' for consideration under Section 1622.25 of Selective Service Regulations."
ACADEMIC STANDARDS

Accreditation

The Institute has been formally granted full accredited standing by the University of Arizona. All courses satisfactorily completed at the Institute are accepted for full credit by the University of Arizona and all other educational institutions of the State of Arizona. Most courses given by the Institute are likewise normally accepted for full credit by colleges and universities throughout the United States.

The Institute is an associate member of the Western College Association.

Scholarship Standards

All students are expected to approach their studies from the standpoint of mature individuals, motivated by a sincere desire to obtain as much benefit as possible from the Institute’s curriculum.

Grades are given and recorded as follows:

1 — 93% - 100% (Carries 1 grade point)
2 — 85% - 92% (Carries 2 grade points)
3 — 77% - 84% (Carries 3 grade points)
4 — 70% - 76% (Carries 4 grade points)
5 — Failure (Carries 5 grade points)
Inc.—Incomplete. Must be removed within one semester by completing work, otherwise reverts to "5".
W—Withdrawal. With Registrar’s approval, subject to conditions announced in catalogue.

Grades are given out by the Department concerned or by the Registrar’s Office.

For each semester-hour of credit in a subject, grade points are assigned equal to the grade earned. Thus a grade of “1” in a 3-hour subject gives the student 3 grade points, a grade of “2” in a 3-hour subject gives 6 grade points, and so on.

A student’s scholastic standing is computed by averaging his grade points, that is, dividing the total number of grade points received by the number of credits earned.

Certificates of graduation or degrees require a grade-point average of not more than 3.2.

If a student’s grade-point average is more than 3.2 at mid-semester, he will be placed on probation. If this probation has not been removed by the end of the semester, his case will be reviewed by the Academic Committee to determine whether he will be allowed to enroll for another semester or to be asked to discontinue his course.
In case a student is asked to discontinue his course for reasons of unsatisfactory progress or conduct, he may petition in writing for re-instatement after a lapse of at least one full semester. If re-in stated, he is considered to be on probation for the first semester thereafter.

A student who fails, during his last semester, to pass a sufficient number of hours of work to entitle him to receive a certificate of graduation may arrange to take subsequently as much as six semester hours of work in one or more of the fields of study offered at the Institute in an approved college or university or at the Institute. The courses to be taken at the other institution must first receive the approval of the Registrar of the Institute. A certificate will be awarded to the student when the Registrar of the Institute has been officially notified by the other institution that the student has completed a sufficient number of hours at work, with a grade of "3" or better, to make up for his deficiency at the Institute.

Attendance

In view of the intensive nature of the course of studies, the faculty and administration must expect regular prompt attendance at classes.

As a matter of policy, unexcused absences can be granted only to the number of hours credit granted for successful completion of a course. For example, in a 3-hour course a student is allowed only 3 unexcused absences.

Absences due to causes beyond the student's control are excusable by the Registrar (in case of illness, on the written recommendation of the Nurse).

Work missed for any cause will be made up by the student by arrangement with the instructor.

Attention is called to the fact that the compression of the full school year makes Thanksgiving and Easter vacations too short to permit extended trips or visits to distant homes. A three weeks Christmas vacation is granted.

At the request of employers, a student's record of attendance is affixed to the data sheet given to an interviewer before he talks to a student. Record of a student's current academic record is also attached to his data sheet.

Abuse of the attendance regulations will result in the student being placed on probation or being asked to interrupt his course.

Transcripts

A transcript of credits is awarded to each student upon graduation. Any student requiring additional transcripts may obtain them through the office of the Registrar at a cost of $1.00 each.
ADMISSION REQUIREMENTS

The Admissions Committee is influenced by a number of factors beyond scholastic achievement, such as information received as to the candidate's character, physical condition, maturity, personality, and cultural background. Business or professional experience, travel, and especially protracted residence abroad are to the applicant's advantage.

1. Candidates for the Basic Certificate of Graduation. The Institute admits as candidates for its Certificate of Graduation, whose value is recognized particularly by American business concerns, those who have completed at least two years of study above the high school level in a recognized institution of higher learning, and who meet the requirements of the Admissions Committee. The Certificate is awarded after successful completion of at least two semesters of required study.

2. Candidates for the Degree of Bachelor of Foreign Trade. The Institute admits as candidates for the advanced, specialized, fifth-year degree of Bachelor of Foreign Trade those who, upon matriculation, possess the prerequisite, namely, a Bachelor of Arts, Bachelor of Science or other recognized baccalaureate degree*. The degree is awarded to such candidates upon successful completion of the required two-semester course. It can also be achieved by those who enter with senior standing acquired elsewhere, upon completion of four semesters' study at the Institute.

3. Candidates for the Degree of Master of Foreign Trade. The Institute admits as candidates for the graduate degree of Master of Foreign Trade those who, upon matriculation, possess a recognized baccalaureate degree in the arts or sciences. The degree is awarded upon successful completion of the required four-semester course.

Candidates whose baccalaureate work is deficient in basic preparation in economics, marketing, and accounting will be required to complete adequate preparation before undertaking their third semester of work.

Students who enter the Institute without a recognized baccalaureate degree are not eligible for candidacy for the Master's degree.

4. Candidates for Special Training. In addition to providing training as indicated above, comprehensive and intensive work is offered in any of the three departments of the school. A student may enroll, for example, to specialize only in languages, area studies and inter-

*Approximately 85 percent of the most recent classes entered the Institute after having received their baccalaureate degrees; a small number entered with a Master's degree.
national relations, or foreign trade. In such cases, he will be enrolled as a Special Student, not subject to the basic curriculum requirements. Students electing to take work in only two of the three departments will likewise be classified as Special Students.

**Method of Application**

The prospective student should write to the Registrar, requesting an application blank which will be forwarded together with necessary instructions.

The deposit after acceptance is $20.00. Applicants should forward their check or money order in this amount to the Registrar upon receipt of notification that they have been accepted. This deposit will be applied to the first bill for board and lodging when the student registers. In the event the applicant does not register, the deposit will not be refunded.

Students are accepted for any course at the start of the first semester in the fall, or at the start of the second semester at mid-winter.
THE COURSES OF STUDY

The Institute offers, altogether, four semesters (two academic years) of work comprising three major courses of study and one special course.

1. **Course I (Basic)** leading to the Basic Certificate of Graduation or the Bachelor of Foreign Trade degree after two full semesters of study. (See “Admission Requirements,” p. 41)

   The Basic Course is complete in itself, irrespective of any field of specialization, and is designed to develop knowledge and skill in the major functions of international commerce. It is prerequisite to the required and elective program of the Graduate Course.

   The Basic Course covers three fields: Foreign Trade, Languages, and Area Study. Instruction in all three is closely integrated and thus gives the student a comprehensive understanding of the whole range of international operations.

2. **Course II (Special)** leading to the Special Certificate of Graduation after four semesters of work. This Certificate, like the Basic Certificate of Graduation, is limited to those students not eligible for degrees because of deficiency in academic prerequisites.

3. **Course III (Graduate)** successful completion of which, coupled with successful completion of the Basic Course, entitles the student to the degree of Master of Foreign Trade, provided he meets the baccalaureate requirements at the time of his matriculation. (See “Admission Requirements,” p. 41)

   The Graduate Course has a threefold function: to reinforce and broaden the work of the Basic Course; to direct a student into original research with a view to developing his powers of selection, evaluation, and presentation; and to develop the responsibility and judgment that will be required of him in an executive assignment, foreign or domestic. These functions of the Graduate Course result in a curriculum that provides for concentration, distribution, and integration in the student's program of study.

4. **Key Man Course** designed to provide language and area training in a six weeks intensive course for executives assigned to a foreign post who need to acquire, rapidly, a basic conversational ability in the language spoken and an understanding of the area and its people. Courses are offered at least three times each academic year in either Spanish, Portuguese, or French. The optimum number of persons in one group is six. (See page 45 for full description of course.)
Course Numbering

All courses numbered in the 100 series are lower division. Courses numbered in the 200 series are in the upper division category, and all courses numbered in the 300 series are for graduate credit.

Curriculum Requirements

The Curriculum of the Institute is intensive. Insofar as practicable, non-essentials are eliminated, so that all of the student’s time and effort may be devoted to matters of real value to him. In this manner, rapid progress can be made without sacrificing thoroughness.

Course I (Basic). Though the requirements are kept as flexible as possible in order to meet the needs of individual students, a minimum course of study is required for the Bachelor of Foreign Trade degree or the Basic Certificate of Graduation. It consists of 32 or more semester hours of study successfully completed over a period of at least two semesters, including a proper choice of course sequences in each of the three departments. The following outline is considered to be fundamental, but is sufficiently flexible to be varied in consonance with career objectives, as described on pages 21, 22, 23.

1. Languages. Course 100ab

2. Area Studies and International Relations (choice of one).
   
   Latin America 200ab  Western Europe 200ab
   Far East 200ab  International Relations 200ab

3. Foreign Trade. Foreign Trade 200, and either Marketing 200 or Accounting 200ab.

   Students whose previous education includes the equivalent of any of the above courses must select substitutes from among the other courses listed in the catalogue in sufficient amounts to reach the certificate minimum of 32 semester hours. The normal class load consists of 16 to 18 semester hours.

   In certain circumstances, especially in the case of a younger candidate without a baccalaureate degree, the Academic Committee may decide that the applicant should take more than two semesters of work. Ordinarily the duration of the course in any individual case can be determined through correspondence or consultation prior to registration.

Course II (Special). This is designed for the student who desires additional work to qualify him for a particular type of career in foreign trade or international relations, or to broaden his qualifications. The additional work taken in Course II will ordinarily be selected from the more advanced courses offered in the Institute’s program, but exceptions will be granted where a student who has reached an
advanced proficiency in one foreign language wishes to enroll as a
beginning student in another foreign language as part of Course II,
or where he wishes to take courses in area or business subjects which
he has not studied in his previous program. Course II may be com-
cmenced concurrently with Course I during the second semester in
residence, depending upon the individual student's qualifications and
educational background.

The student successfully completing Course II will be awarded a
Special Certificate indicating the subject matter in which he has
achieved advanced qualification. Thirty-two semester hours, in addi-
tion to the Basic Course, are required for the Special Certificate.

Credit toward Course II requirements will be given for compara-
ble work previously done at another institution.

Course III (Graduate). Candidates for the degree of Master of
Foreign Trade, during their two years of residence, will complete a
minimum of 64 semester hours of study, which shall include the
following:

1. An approved thesis, equivalent to four semester hours of work,
to be defended orally before a Thesis Committee.

2. A minimum of 16 semester hours at the 300 level.

3. A minimum of 26 semester hours at the 200 level.

4. A maximum of 18 semester hours at the 100 level: to include
Language 100ab, if a matriculating student cannot qualify for
advanced language work, and Foreign Trade 100, required of
students who have no previous college or university credit in
economics.

Note: All courses submitted for graduate credit must be complet-
ed with a grade average of 80 percent (see p. 39).

Credit toward Course III requirements will be given for compar-
able work previously done at another institution. Transcripts will be
evaluated upon application for enrollment as candidate for the de-
gree.

Key Man Course. This is a six weeks intensive training course in
language and area studies, offered at least three times each academic
year in either Spanish, Portuguese, or French for the purpose of
providing an executive, already assigned to a foreign post by his
company, with a basic conversational ability in the language spoken
and some understanding of the area and its people.

In the six weeks period, the trainee receives the equivalent of
two years of college conversational language instruction. He will
have accumulated a vocabulary of a minimum of 2,000 words and will
be able to speak and comprehend the language at the normal conversational level. The development of the reading and writing skills will come readily because of the background gained. Once he is in a foreign situation, his progress is rapid and sure.

Language instruction throughout the course is entirely by ear. (Books containing the material required are presented along with the Certificate of Completion.) The trainee is at first required to memorize set conversations, introduced by instructors who are native speakers of the language, and later repeated in “study” periods on recorded discs and tapes. Great stress is placed from the beginning on the acquisition of good pronunciation and intonation patterns, to the end that the languages spoken have as little “American accent” as possible. Original conversations, involving fixed situations and known, accumulated vocabulary, are introduced as early as the second week. Flexibility in conversation increases with the acquisition of additional vocabulary and structural items (minimum necessary grammar), the latter taught by specially trained American linguists who are thoroughly familiar with the pitfalls encountered by Americans trying to master the language in question. Conversations are invariably prepared with partners, who change daily.

Three to six language instructors are assigned to each Key Man group. The training is unusually intensive. Class-contact hours with instructors are 27 1/2 per week: four 75-minute periods Mondays through Fridays and two on Saturday mornings.

Language ear training and memorization require an unflagging minimum of five hours outside preparation daily. Since human beings vary in powers of receptivity, retention, mimicry, and the following of structural patterns, more than this minimum may be required for the person with less than average language aptitude. In rare cases it may become necessary to ask that an individual withdraw because of a lack of language proficiency or because of some auditory disability. Unfortunately, lack of aptitude cannot be satisfactorily established ahead of time in all cases.

All language instruction is under the direction of Dr. Howard W. Tessen.

Area discussions are conducted by Dr. William L. Schurz. They follow a minimum introductory pattern, but diverge rapidly under question-and-answer approaches. Chief emphasis is placed on an understanding of the people.

In groups which contain men destined to work overseas in the general field of distribution, marketing and sales, the Institute is prepared to augment the area presentation with a brief introduction to the essential differences in approach in marketing, sales, and advertising as applicable in Latin America.
Wives of men enrolled in the Key Man courses are enrolled with them. Experience has proven that couples trained as teams for overseas service are the most effective representatives abroad.

Housing is provided at Thunderbird, and meals are served in the Institute's dining hall.

Charge for the Key Man course is $1000 per man, including room and board. Wives are enrolled with their husbands for an additional $500.

Key Man courses are normally offered once during the fall semester (starting around October first) and twice during the spring semester (starting around February eighth and April first).

The optimum number of persons in one group is six; more than eight are not accepted because of the dilution of individual attention; less than four are not economically feasible.
COURSES

Unless otherwise indicated, all courses listed are of one semester duration and are offered each semester.

Department of Area Studies

The Department of Area Studies conducts a group of courses designed to acquaint students with the characteristics — geographical, ethnological, economic and social — of the world areas where, as future graduates engaged in foreign trade or foreign service, they are most likely to be active.

Emphasis is placed upon the economic history and potentials of the areas, and the conditions of business found therein, as well as on the political situations. Concurrently, the student is "briefed" on the modes of life in the various countries of the areas, the health conditions, social customs, religious beliefs, and other aspects of their cultures.

The method of instruction is through lectures, readings, research papers, use of visual education devices, and development of students under faculty guidance of special research projects on particular portions of major areas, or on particular problems.

In summary, the successful student in the area courses is indoctrinated, not only with the externals, but with the thought-patterns and motivations of the peoples he has studied. He will be able to formulate his business and other decisions upon a sound knowledge of the area and its civilization.

LA-200a LATIN AMERICA (3 hours)
This course is designed to acquaint the student with the various background factors which would influence his work and life in Latin America. It consists of an intensive study of the economic geography, resources, history, politics, population, social institutions and conditions, and psychology of the Latin American countries.

Dr. Schurz

LA-200b LATIN AMERICA (3 hours)
A continuation of LA-200a.

Dr. Schurz

FE-200a THE FAR EAST (2-3 hours)
A course on the geography, history, economy, politics and culture of middle and eastern Asia. Countries studied the first semester are India, Pakistan, Ceylon and China. Lectures, discussions and readings. This course meets twice weekly for two hours credit.

NOTE: Students specializing for the Far East are required to take an additional one-hour Area 350 course each semester which will consist of a seminar on problems of the Far East in respect to the present world economic and political situation.

Miss Brown
FE-200b THE FAR EAST (2-3 hours)
A continuation of FE-200a. Japan, Australasia, and the
countries of Southeast Asia will be studied this semester.
Miss Brown

WE-200a THE ECONOMICS OF WESTERN EUROPE (2-3 hours)
This course deals with the basic economic geography of
Europe, the state of industrial developments in the various
countries, intra-European trade relations, and problems of
post-War economic adjustment. Related problems of the
Near East and North Africa are also considered. Lectures,
discussions and readings.
Prerequisite: A course in the modern history of Europe.
Dr. Schurz

NOTE: Students taking only Western European area study
are required to take an additional one-hour Area 350 course
each semester to fulfill the six-hour area study require-
ment.

WE-200b THE ECONOMICS OF WESTERN EUROPE (2-3 hours)
A continuation of WE-200a.

IR-200a BASIC ELEMENTS OF
INTERNATIONAL RELATIONS
(3 hours)
An introductory study of intercourse between states, with
special emphasis on current aspects and problems, political
and economic. A survey of the relations of the United States
with the Latin American Republics is included.
Dr. Schurz

IR-200b BASIC ELEMENTS OF
INTERNATIONAL RELATIONS
(3 hours)
A continuation of IR-200a.
Dr. Schurz

AR-350 RESEARCH PROBLEMS IN
SPECIAL AREAS
(1 or 2 hours)
Directed research, within the limitations of materials avail-
able locally, on problems associated with special areas of
the world. This course is designed to provide facilities for
additional study in fields of particular interest to the in-
dividual student, and, as such, is supplementary to the
basic Area courses.
Prerequisite: A university degree or completion of one se-
mester of any basic Area course or one year of residence in
the region under consideration.
Dr. Schurz, Miss Brown

IR-350 RESEARCH PROBLEMS IN
INTERNATIONAL RELATIONS
(1 or 2 hours)
Directed research, within the limitations of materials avail-
able locally, on problems associated with international rela-
tions. This course, like the Area 350 course, is designed to
provide facilities for additional study in fields of particular
interest to the individual student and, as such, is supple-
mentary to the basic International Relations Course.
Prerequisite: A university degree or completion of one se-
mester of IR 200.
Dr. Schurz, Miss Brown
Department of Foreign Trade

The courses offered by the Department of Foreign Trade are sufficiently varied to give the student a practical and thorough knowledge of the subjects which he must understand for employment and advancement in the several fields of international trade. Because of the element of time the courses have been selected for subject matter considered to be most useful to foreign traders.

The basic essentials of foreign trade could perhaps be covered by integrated studies of its financial and merchandising aspects. Here, the financial and merchandising aspects are separated into distinct courses to insure expertness of presentation, thoroughness of coverage, and adjustment to the individual students.

A concrete and practical rather than an abstract and theoretical approach is made in presenting the subject matter. Actual commercial situations are approximated and realistic data, instruments, and forms are incorporated in so far as possible.

The courses in this department are supplemented by special lectures given from time to time by men who are leaders in their respective fields of foreign trade.

FT-100  INTRODUCTION TO WORLD TRADE  (2 hours)
This course is intended to introduce the student to world trade as a whole, its development and its current status. Detailed consideration is given to past and present economic and political developments which affect the volume and direction of international trade. Economic analysis is made of both private and public policy, and current issues are examined. It serves as a basis for the more specialized courses offered in foreign trade and in foreign marketing, and gives the student a better understanding of current problems and of factors affecting the general level of economic activity in the United States and in the world. (Not offered 1955-56).
Mr. Frikart

FT-200  THE DOCUMENTS AND FINANCIAL OPERATIONS OF FOREIGN TRADE  (3 hours)
The student gains in this course a comprehensive knowledge of all the documents and terms used in foreign trade and the procedures used in financing exports and imports. It attempts to clarify the financial and credit aspects of the relationships between the seller and the buyer and between the seller and the bank which is to finance the sale. The course is particularly valuable to the student who may wish to become proficient in the financial side as distinguished from the marketing side of foreign trade, in the extension of credit, and in working in the foreign department or foreign branch of an American bank.
Mr. Richter and Mr. Buford

FT-300  PROBLEMS OF FOREIGN TRADE PROCEDURE  (2 hours)
This course involves a review and more detailed study of all the steps considered and taken from the moment the
seller receives an inquiry from the buyer up to the point where the seller receives payment for the sold merchandise. Hypothetical export and import sales and shipments are followed through and the student is required to gather the necessary data, to make his own decisions, to prepare the relevant reports, letters, and cables, to give proper instructions to his freight forwarder and bank, etc. The class is held in small sections so that the work of each member of the class can be analyzed and discussed for the benefit of the entire class. It attempts to put into practice the knowledge acquired in Foreign Trade 200 and in certain phases of Foreign Marketing.

Prerequisite: Foreign Trade 200.

Mr. Richter and Mr. Buford

AC-200a ACCOUNTING FOR MANAGEMENT (3 hours)
This course covers the fundamental techniques of bookkeeping and accounting, presented from the viewpoint of what is essential to management. This course is designed for those students who have had no accounting before entering the Institute, and is a prerequisite to the more advanced accounting courses. This course should not be undertaken without plans to follow it with AC-200b.

Mr. Wilson

AC-200b ACCOUNTING FOR MANAGEMENT (3 hours)
Prerequisite: AC-200a or its equivalent.
A continuation of the work offered in AC-200a.

Mr. Wilson

AC-250a INTERMEDIATE ACCOUNTING FOR MANAGEMENT (3 hours)
Prerequisite: AC-200ab or its equivalent.
An expansion of the theory and principles covered in AC-200ab. Primarily for those interested in practicing in the field of accounting after graduation.

Mr. Wilson

AC-250b INTERMEDIATE ACCOUNTING FOR MANAGEMENT (3 hours)
Prerequisite: AC-250a.
A continuation of the work offered in AC-250a.

Mr. Wilson

AC-300 ANALYSIS OF FINANCIAL STATEMENTS (3 hours)
This course lends interpretation to the various accounts appearing on financial statements, and introduces the techniques for their comparison and analysis. Many allied topics are brought into the course of study. Use is made of financial statements of many of the leading business houses of the United States. Can only be taken concurrent with or subsequent to AC-200b.

Mr. Wilson

AC-350 RESEARCH PROBLEMS IN ACCOUNTING (2 hours)
This course consists of intensive study under the direction of the Accounting faculty. It is designed for those students who are thoroughly grounded in the general principles and practices of accounting and who wish to become particularly proficient in a certain branch, such as cost analysis, auditing, income determination, etc.
Prerequisite: AC-200b or its equivalent.

Mr. Wilson
MK-200  MARKETING, FOREIGN AND DOMESTIC  (3 hours)

This course covers the fundamental principles of marketing and their application to foreign trade. It includes a study of the marketing functions, the consumer, trade channels, the marketing of agricultural and manufactured products, marketing research and policies, export advertising and sales promotion and technical procedures in foreign marketing.

Dr. Ewing, Mr. Campbell

MK-210  FOREIGN MARKETING  (3 hours)

This course covers the specific problems of marketing in the foreign field and provides the student with a practical knowledge of the techniques used. It covers marketing research, marketing functions, trade channels, export advertising, merchandising, sales promotion, and the procedure followed in making export and import shipments. Prerequisite: A course in the principles of marketing.

Dr. Ewing, Mr. Campbell

MK-250  GUIDED RESEARCH IN MARKETING  (2 hours)

This is a guided research project. The student is required to select a commodity or a manufactured product and also to determine on a country in which he proposes to market it. The student will make a market analysis of the country with respect to the potential for his product based on the natural and developed resources of the country, and will arrive at conclusions and make specific recommendations as to the most effective way to distribute his product. The class will meet with the instructor each week to discuss progress and problems.

Prerequisite: MK-200 or its equivalent.

Dr. Ewing, Mr. Campbell

AD-200  ADVERTISING THEORY AND PRACTICE  (2 hours)

The objective of this course is to survey the entire field of advertising in much the same fashion that a course in economics covers its field. The course includes economics of advertising, consumer research, produce and market analysis, copy appeals, advertising layouts and techniques, advertising media, testing methods, the advertising agency, advertising department and advertising budget. The course will help prepare the student for a career in foreign advertising or equip the student who does not elect this career with a basic knowledge of advertising and its application to business problems.

Mr. Richter

SL-200  BASIC PRINCIPLES OF SALESMAINSHP  (3 hours)

This course covers the principles of salesmanship—including pre-approach, approach, planned presentation, demonstration, closing, and other phases of the subject. The application of these principles to foreign selling is given special consideration. One hour per week consists of a lecture on specific principles, one is devoted to talks by sales experts from leading business firms, and one hour to practice in selling problems and actual sales demonstrations by students. The course covers the basic essential of salesmanship and it is designed to prepare the student for executive
work requiring the supervision of salesmen as well as for actual sales work.
Prerequisite: A course in the principles of marketing.

Mr. Richter

CL-200a COMMERCIAL LAW (2 hours)
A course in the prevailing laws of contracts, corporations, partnerships, real and personal property, designed to familiarize the student with the legal aspects of business and commercial activities and to alert him to the importance of seeking proper legal assistance in making business decisions.

Mr. Jones

CL-200b COMMERCIAL LAW
A continuation of CL-200a, with emphasis on international usage.

Mr. Jones

MG-300a SEMINAR IN MANAGEMENT (2 hours)
Problems in management with emphasis on organization, division of responsibilities, and functions, presented in a short intensive course. Research paper.
Prerequisite: Sixteen semester hours of upper division work in Business Administration or its equivalent in business experience

Mr. Hacker

MG-300b SEMINAR IN MANAGEMENT (2 hours)
A continuation of MG-300a, with emphasis on human relations.

Mr. Hacker

**Department of Languages**

The chief aim of the language instruction at the Institute is to develop in the student a facility for speaking and understanding the language which he studies. At the same time, it is expected that he will master the basic structural forms and acquire a well-rounded ability in reading, and later in writing. This is done not through any magic process, but through many hours of intensive application on the part of the student. It has been demonstrated that a good knowledge of the language can be acquired in the time allotted if the student makes the proper use of that time.

The elementary and intermediate courses in language are divided into three parts: Conversation, Fundamentals (grammatical analysis), and Laboratory. In the conversation classes, which are small, the use of English is prohibited; the students begin at once under the guidance of instructors whose mother tongue is Spanish, Portuguesc, or French to express themselves in the foreign language. In the laboratory, ear training and good speech are fostered through practice with recorded materials.

In addition to the laboratory, the Language Department is equipped with sixteen language listening booths, where students may prepare their work.
Emphasis in the beginning classes is on conversational and comprehension ability. In the advanced work, reading and writing ability is increased. Periodicals and books published in foreign languages serve as texts. Advanced courses are also given in Spanish business communications.

Students who have previous conversational experience in Spanish, Portuguese, or French are assigned to classes after their oral-aural proficiency has been determined by placement tests.

FR-100a ELEMENTARY FRENCH (8 hours)

Conversation: Directed practice in oral expression. Small groups under the guidance of a French-speaking instructor, conducted in French.

Fundamentals: Explanation of structural forms and intensive drill.

Laboratory: Ear training and speech exercises.

FR-100b INTERMEDIATE FRENCH (8 hours)

Prerequisite: FR-100a or the equivalent.

Conversation: Guided discussion of everyday life topics; oral reports on assigned readings.

Fundamentals: Continuation of essential grammar explanations and intensive drill.

Laboratory: Ear training and speech exercises.

FR-200 ADVANCED FRENCH (5 hours)

Prerequisite: FR-100b or the equivalent.


PO-100a ELEMENTARY PORTUGUESE (8 hours)

Conversation: Directed practice in oral expression. Small groups under the guidance of Portuguese-speaking instructors, conducted in Portuguese.

Fundamentals: Explanation of structural forms and intensive drill.

Laboratory: Ear training and speech exercises.

PO-100b INTERMEDIATE PORTUGUESE (8 hours)

Prerequisite: PO-100a or the equivalent.

Conversation: Guided discussion of everyday life topics, oral reports on assigned readings.

Fundamentals: Continuation of essential grammar explanations and intensive drill.

Laboratory: Continuation of ear training and speech exercises.

PO-200 ADVANCED PORTUGUESE (5 hours)

Prerequisite: PO-100b or the equivalent.

SP-100a ELEMENTARY SPANISH (8 hours)

Conversation: Directed practice in oral expression. Small groups under the guidance of Spanish-speaking instructors, conducted in Spanish.

Fundamentals: Explanation of structural forms and intensive drill.

Laboratory: Ear training and speech exercises.

SP-100b INTERMEDIATE SPANISH (8 hours)

Prerequisite: SP-100a or the equivalent.

Conversation: Guided discussion of everyday life topics, oral reports on assigned readings.

Fundamentals: Continuation of essential grammar explanations and intensive drill.

Laboratory: Continuation of ear training and speech exercises.

SP-200 SPANISH CONVERSATION (5 hours)

Prerequisite: SP-100b or the equivalent


SP-300 ADVANCED SPANISH CONVERSATION (3 hours)

Prerequisite: SP-200 or the equivalent

Practice in speaking for business and social occasions, news commentary and other public activities. Advanced written composition. Reports and discussions on outside reading. Expansion of vocabulary of a practical nature. Attention to individual problems of pronunciation and intonation.

SP-310a COMMERCIAL CORRESPONDENCE AND BUSINESS SPANISH (3 hours)

May be taken concurrent with or subsequent to SP-200 or its equivalent.

Composition of business letters, office memoranda and reports; exercises on form, usage, commercial terminology; study of documents most needed in business transactions; readings from Latin American commercial periodicals and other publications; current systems of measurements in Latin America

Mr. Carrera

SP-310b ADVANCED COMMERCIAL CORRESPONDENCE AND BUSINESS SPANISH (a continuation of SP-310a) (2 hours)

Prerequisite: SP-310a or the equivalent.

Composition of business letters, office memoranda and reports; exercises on form, usage, commercial terminology; study of documents most needed in business transactions; readings from Latin American commercial periodicals and other publications; principles of accounting in Spanish.

Mr. Carrera
SP-320 TECHNICAL AND RESEARCH SPANISH  (2 hours)
May be taken concurrent with or subsequent to SP-200 or its equivalent.
Assignment of a research project which includes the development of specialized vocabularies to suit the requirements of the project.
Mr. Carrera

LL-100 APPROACH TO LANGUAGE LEARNING  (3 hours)
Designed to acquaint the prospective student of a foreign language with the procedures of learning to speak and understand the language through the application of linguistic principles and to train his powers of aural perception and oral production.
Dr. Tessen and Dr. Cooke

EN-100 FUNDAMENTALS OF ENGLISH. Required of all students who fail to pass an entrance examination in the fundamentals of English,  (2 hours)
Explanation and practice of the fundamentals of English. Current, practical language usage stressed. Attention given to vocabulary study, spelling, punctuation.
Dr. Cooke

EN-200 BUSINESS COMMUNICATIONS  (2 hours)
Designed for the student who realizes the importance of correct structure, exact vocabulary, readable style, and sales appeal in all types of business writing—sales letters, reports, advertising, and employment application letters. Attention is given to effective speech for various occasions—interviews, impromptu speeches, sales talks, planned discourses. All subject matter is presented with a view to its use by the student in practical business situations.
Mr. Jackle
STUDENT BODY 1955-56

Class of May, 1955

Adams, Robert M.  
B.A., Occidental College  
Scarsdale, New York

Adams, Stephen S.  
A.B., University of North Carolina  
Asheville, North Carolina

Auch, David  
B.A., Miami University  
Columbus, Ohio

Ball, Harold  
B.A., College of the Pacific  
Lodi, California

Barlow, Almus C.  
B.A., University of California  
Santa Barbara, California

Barnett, Harold  
Columbus, Ohio

Barnett, Thomas  
Tulsa, Oklahoma

Bates, Robert  
B.S., University of Arizona  
Tucson, Arizona

Bcon, James Q.  
A.B., San Diego State  
San Diego, California

Beard, William D.  
B.S., Georgia Institute of Technology  
Atlanta, Georgia

Beard, William H.  
A.B., Central College  
Herculaneum, Missouri

Berg, Curtis O.  
B.A., St. Olaf College  
Mahnomen, Minnesota

Betta, James C.  
B.S., St. Louis University  
Collinsville, Illinois

Bettison, William L., Jr.  
B.S., University of Michigan  
Grand Rapids, Michigan

Beyer, Arthur O.  
B.S., University of Detroit  
Brighton, Michigan

Beyer, G. Yves  
B.A., Cornell University  
Irvington, New Jersey

Billings, Arthur S.  
B.A., Principia College  
Torrance, California

Bohlke, Russell A.  
B.A., University of California  
Carmel, California

Bollenbeck, David R.  
B.A., University of Miami  
Sheboygan, Wisconsin

Boytier, James M.  
B.S., Washington State College  
Seattle, Washington

Breidenbach, A. J.  
B.A., University of Washington  
Seattle, Washington

Burdon, Donald C.  
B.A., University of Wisconsin  
Green Bay, Wisconsin

Busbey, Charles W.  
B.S., University of Illinois  
Chicago, Illinois

Cabral, Normand  
B.A., Providence College  
North Westport, Massachusetts

Caso, Louis M.  
B.A., University of Santo Tomas  
Phoenix, Arizona

Chaves, Sydney, Jr.  
A.B., Cornell University  
Bayonne, New Jersey

Conway, Henry N., Jr.  
B.S., University of Santo Tomas  
Little Rock, Arkansas

57
<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coley, Gilbert W.</td>
<td>Cheyenne</td>
<td>Wyoming</td>
</tr>
<tr>
<td>Curry, Dean</td>
<td>Great Bend</td>
<td>Kansas</td>
</tr>
<tr>
<td>Cushing, James E.</td>
<td>Wayne</td>
<td>Michigan</td>
</tr>
<tr>
<td>Darnall, Paul G.</td>
<td>Benton</td>
<td>Kentucky</td>
</tr>
<tr>
<td>Daugherty, Dean D.</td>
<td>Coalinga</td>
<td>California</td>
</tr>
<tr>
<td>Davidson, Robert L.</td>
<td>Berkeley</td>
<td>California</td>
</tr>
<tr>
<td>De Leon, Edward R.</td>
<td>Los Angeles</td>
<td>California</td>
</tr>
<tr>
<td>Di Maio, Richard J.</td>
<td>Santa Ana</td>
<td>California</td>
</tr>
<tr>
<td>Dunham, Robert</td>
<td>Madison</td>
<td>Connecticut</td>
</tr>
<tr>
<td>Egeland, Jaruly</td>
<td>Parma Heights</td>
<td>Ohio</td>
</tr>
<tr>
<td>Elliott, Keith C.</td>
<td>Honolulu</td>
<td>Hawaii</td>
</tr>
<tr>
<td>Entzminger, Robert A.</td>
<td>Oklahoma City</td>
<td>Oklahoma</td>
</tr>
<tr>
<td>Ericsson, Eric E.</td>
<td>Kokomo</td>
<td>Indiana</td>
</tr>
<tr>
<td>Fecko, Edward J.</td>
<td>Concrete</td>
<td>Washington</td>
</tr>
<tr>
<td>Ferris, Henry W., Jr.</td>
<td>Ithaca</td>
<td>New York</td>
</tr>
<tr>
<td>Forster, Juan</td>
<td>Temple City</td>
<td>California</td>
</tr>
<tr>
<td>Freimuth, James L.</td>
<td>St. Louis</td>
<td>Missouri</td>
</tr>
<tr>
<td>George, Allan Carter</td>
<td>Grandview</td>
<td>Missouri</td>
</tr>
<tr>
<td>Greene, Thomas H.</td>
<td>Maple Heights</td>
<td>Ohio</td>
</tr>
<tr>
<td>Gudsorf, Hans J.</td>
<td>Santa Fe</td>
<td>New Mexico</td>
</tr>
<tr>
<td>Hall, Richard K.</td>
<td>Seattle</td>
<td>Washington</td>
</tr>
<tr>
<td>Hanahan, James Ross III</td>
<td>Charleston</td>
<td>South Carolina</td>
</tr>
<tr>
<td>Hillock, Edward E.</td>
<td>Inglewood</td>
<td>California</td>
</tr>
<tr>
<td>Horwitz, Jacob</td>
<td>Irvington</td>
<td>New Jersey</td>
</tr>
<tr>
<td>Hutchinson, James K.</td>
<td>Des Moines</td>
<td>Iowa</td>
</tr>
<tr>
<td>Izard, John R.</td>
<td>Phoenix</td>
<td>Arizona</td>
</tr>
<tr>
<td>Johnson, Joel N.</td>
<td>Sherman Oaks</td>
<td>California</td>
</tr>
<tr>
<td>Jones, David Rye</td>
<td>Phoenix</td>
<td>Arizona</td>
</tr>
<tr>
<td>Jones, Oliver L.</td>
<td>Knoxville</td>
<td>Tennessee</td>
</tr>
<tr>
<td>Kelley, Harley B.</td>
<td>Phoenix</td>
<td>Arizona</td>
</tr>
<tr>
<td>Ketchner, Kenneth B.</td>
<td>Poplar</td>
<td>Montana</td>
</tr>
<tr>
<td>Ketchum, Ben H.</td>
<td>San Diego</td>
<td>California</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>University/College</td>
<td>City</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Keyes, Robert</td>
<td>B.A., University of California</td>
<td>Riverside</td>
</tr>
<tr>
<td>Kline, Arthur F.</td>
<td></td>
<td>Phoenix</td>
</tr>
<tr>
<td>Lawrence, David N.</td>
<td>B.A., Stanford University</td>
<td>Newton</td>
</tr>
<tr>
<td>Lawrence, Barbara A.</td>
<td>B.A., Stanford University</td>
<td>Newton</td>
</tr>
<tr>
<td>Lee, Peter C.</td>
<td>B.S., University of Colorado</td>
<td>Denver</td>
</tr>
<tr>
<td>Lewis, David K.</td>
<td></td>
<td>Yakima</td>
</tr>
<tr>
<td>Lockridge, Jack</td>
<td>B.A., University of Arizona</td>
<td>W. Pittston</td>
</tr>
<tr>
<td>Lopez, Ray C.</td>
<td>B.A., Fresno State College</td>
<td>Fresno</td>
</tr>
<tr>
<td>Luers, Richard</td>
<td>A.B., Occidental College</td>
<td>Santa Ana</td>
</tr>
<tr>
<td>McCall, Richard</td>
<td>B.S., Santa Clara University</td>
<td>Palo Alto</td>
</tr>
<tr>
<td>McCrillis, Carl P.</td>
<td>B.S., University of Idaho</td>
<td>Belden</td>
</tr>
<tr>
<td>McFall, William H.</td>
<td>A.B., College of the Pacific</td>
<td>Sacramento</td>
</tr>
<tr>
<td>McSweeney, John B.</td>
<td>A.B., San Jose State College</td>
<td>San Jose</td>
</tr>
<tr>
<td>Marsh, Lindus Cody</td>
<td>B.A., University of Arizona</td>
<td>Tucson</td>
</tr>
<tr>
<td>Mathein, Martin E.</td>
<td>B.A., University of Southern California</td>
<td>Bell</td>
</tr>
<tr>
<td>Mays, John Robert III</td>
<td>A.B., Vanderbilt University</td>
<td>Memphis</td>
</tr>
<tr>
<td>Merkle, Arden Mays</td>
<td></td>
<td>Plant City</td>
</tr>
<tr>
<td>Meyer, Eugene J.</td>
<td>B.A., Texas A and I</td>
<td>Kerrville</td>
</tr>
<tr>
<td>Miller, Armand B.</td>
<td>B.A., Dartmouth College</td>
<td>Waukegan</td>
</tr>
<tr>
<td>Moffatt, Malcolm R.</td>
<td>B.A., University of Iowa</td>
<td>Des Moines</td>
</tr>
<tr>
<td>Monks, Alfred L.</td>
<td>B.A., M.A., University of Michigan</td>
<td>Midland</td>
</tr>
<tr>
<td>Naujoks, Adalbert H.</td>
<td></td>
<td>Evanston</td>
</tr>
<tr>
<td>Neitz, Walter R.</td>
<td></td>
<td>Braintree</td>
</tr>
<tr>
<td>Nelson, Barbara</td>
<td>A.B., University of California</td>
<td>Las Vegas</td>
</tr>
<tr>
<td>Nelson, Donald A.</td>
<td>B.A., Washington State College</td>
<td>Hibbing</td>
</tr>
<tr>
<td>Nord, John W.</td>
<td>B.A., Montana State University</td>
<td>Glendive</td>
</tr>
<tr>
<td>O'Donnell, Norman P.</td>
<td>A.B., University of South Dakota</td>
<td>Sturgis</td>
</tr>
<tr>
<td>Owens, John</td>
<td>A.B., University of California</td>
<td>Pacific Palisades</td>
</tr>
<tr>
<td>Patterson, Donald</td>
<td>B.S., Arizona State College</td>
<td>St. Allston</td>
</tr>
<tr>
<td>Peterson, Gloria</td>
<td>B.A., University of Iowa</td>
<td>Kansas City</td>
</tr>
<tr>
<td>Pierce, Bruce K.</td>
<td></td>
<td>Long Beach</td>
</tr>
<tr>
<td>Pinkston, Walter S.</td>
<td>A.B., San Jose State College</td>
<td>San Jose</td>
</tr>
<tr>
<td>Name</td>
<td>Alma Mater</td>
<td>City</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Plume, Stephen K., Jr.</td>
<td>B.A., University of Arizona</td>
<td>Scottsdale</td>
</tr>
<tr>
<td>Plunkett, Wilma</td>
<td>B.A., Pomona College</td>
<td>Palo Alto</td>
</tr>
<tr>
<td>Pooler, Richard</td>
<td>B.A., University of Arizona</td>
<td>Tucson</td>
</tr>
<tr>
<td>Potter, Mary Ann</td>
<td>B.A., Pomona College</td>
<td>Pomona</td>
</tr>
<tr>
<td>Powanda, John</td>
<td>B.A., Mexico City College</td>
<td>Pittsburg</td>
</tr>
<tr>
<td>Powell, Patrick</td>
<td>B.A., Pomona College</td>
<td>Fountain</td>
</tr>
<tr>
<td>Punnett, Richard E.</td>
<td>B.A., University of Buffalo</td>
<td>Buffalo</td>
</tr>
<tr>
<td>Rainoff, George R.</td>
<td>B.A., Tufts College</td>
<td>Jersey City</td>
</tr>
<tr>
<td>Rand, Benjamin L. II</td>
<td>B.A., Hiram College</td>
<td>North Tonawanda</td>
</tr>
<tr>
<td>Risher, Robbins</td>
<td>B.A., University of Arizona</td>
<td>Des Moines</td>
</tr>
<tr>
<td>Romney, Richard H.</td>
<td>B.A., University of California</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Ryan, William H.</td>
<td>B.A., University of California</td>
<td>Evanston</td>
</tr>
<tr>
<td>Scharfe, James A., Jr.</td>
<td>B.A., Claremont Men's College</td>
<td>Duarte</td>
</tr>
<tr>
<td>Shallberg, William L.</td>
<td>A.B., Stanford University</td>
<td>Birmingham</td>
</tr>
<tr>
<td>Silva, Lawrence</td>
<td>A.B., University of California</td>
<td>San Luis Obispo</td>
</tr>
<tr>
<td>Smiley, Richard M.</td>
<td>B.A., University of Florida</td>
<td>St. Petersburg</td>
</tr>
<tr>
<td>Smith, Lansing M.</td>
<td>B.A., University of California</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Stamm, Victor</td>
<td>B.A., University of Southern California</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Steinmetz, Robert L.</td>
<td>B.A., University of Arizona</td>
<td>Tucson</td>
</tr>
<tr>
<td>Stolen, Michael V.</td>
<td>B.S., University of Oregon</td>
<td>Westfir</td>
</tr>
<tr>
<td>Stratton, John D.</td>
<td>B.A., University of Michigan</td>
<td>Jackson</td>
</tr>
<tr>
<td>Taggesell, Robert L.</td>
<td>B.S., University of Oregon</td>
<td>Portland</td>
</tr>
<tr>
<td>Thomson, John A.</td>
<td>B.A., University of California</td>
<td>Portsmouth</td>
</tr>
<tr>
<td>Treat, Gerald</td>
<td>B.A., University of California</td>
<td>Fenton</td>
</tr>
<tr>
<td>Tregua, George W.</td>
<td>B.B.A., University of Arizona</td>
<td>Gilberton</td>
</tr>
<tr>
<td>Vaughn, John E.</td>
<td>B.A., Stanford University</td>
<td>Phoenix</td>
</tr>
<tr>
<td>Wassmann, William F.</td>
<td>B.A., University of Arizona</td>
<td>Kankakee</td>
</tr>
<tr>
<td>Wasson, Mary Jean</td>
<td>A.B., College of Puget Sound</td>
<td>Tacoma</td>
</tr>
<tr>
<td>Weinrebe, Donna Jane</td>
<td>B.A., University of Arizona</td>
<td>Minot</td>
</tr>
<tr>
<td>Wells, Albert J.</td>
<td>B.A., University of Arizona</td>
<td>Phoenix</td>
</tr>
<tr>
<td>White, Ned E.</td>
<td>B.S., Minot State Teachers College</td>
<td>Minot</td>
</tr>
</tbody>
</table>
Whitlow, George Richard  
B.S., Bradley University  
Good Hope  
Illinois

Wilson, Roger C.  
B.S., University of Arkansas  
Hot Springs  
Arkansas

Woolley, Richard W.  
Tacoa  
Washington

Yost, Charles D.  
B.E.A., University of Arizona  
Tucson  
Arizona

Yunker, Barbara  
B.A., Scripps College  
Long Beach  
California

Class of January, 1956

Bailey, Robert N.  
B.A., University of Arizona  
Tucson  
Arizona

Brann, Norman J.  
B.A., Western Washington College  
Bellingham  
Washington

Brown, Robert J.  
B.S., Lewis and Clark College  
Portland  
Oregon

Brown, David  
Chamberlin, Robert W.  
B.A., Lewis and Clark College  
Phoenix  
Arizona

Christensen, Robert F.  
B.A., University of Oregon  
Portland  
Oregon

Churidis, Robert P.  
B.A., University of Colorado  
Raton  
New Mexico

Coyle, Robert J.  
B.A., University of California  
Hollywood  
California

Davis, Robert G.  
B.S., Oregon State College  
Pasadena  
California

DeKolbertis, Louis  
B.S., University of Arizona  
Tucson  
Arizona

Dolan, Carroll E.  
B.A., Harvard University  
Woburn  
Massachusetts

Dunham, Dale G.  
B.E.E., Ohio State University  
Columbus  
Ohio

Fauquier, Edward H.  
B.A., University of California  
No. Hollywood  
California

Fletcher, Kingston  
B.A., Yale University  
Minneapolis  
Minnesota

Galt, Stewart S.  
A.B., Princeton University  
Ferguson  
Missouri

Gillis, Walter D. Jr.  
LL.B., Ohio Northern University  
Toronto  
Ohio

Green, Stuart  
Hansen, Marian  
Hayden, Jack J.  
B.S., University of Nebraska  
Cleveland Heights  
Ohio

Himes, Thomas M.  
A.B., Wittenberg College  
Tacoma  
Washington

Hunsaker, Amanda  
E.A., San Jose State College  
Falls City  
Nebraska

Hoyt, John G.  
B.A., Colgate University  
Springfield  
Ohio

Jarrett, Fred G.  
E.A., Fresno State College  
Watsonville  
California

Johnson, Roy W.  
B.A., University of Denver  
Plainfield  
New Jersey

Meriden  
Connecticut
Kjeslrup, Robert E.  
B.S., Minot State Teachers College

Knuth, Ronald L.  
B.A., De Pauw University

Krabbe, Donald J.  
B.A., Westminster College

Laubach, Harry J.  
B.S., Arizona State College

Luchsinger, Raymond G.  
B.A., University of California

Macbeth, Pierre de St. J.  
B.S., Santa Clara University

MacNally, Read D.  
A.B., San Diego State College

McGavren, Bruce H.  
A.B., University of California

Morris, Robert L.  
B.S., Purdue University

Murison, David J.  
A.B., Syracuse University

Neal, Harry C.  
B.A., University of Texas

Norcross, Robert J.  
B.A., Carroll College

Oakes, George B.  
B.A., Hamline University

Olson, Ernest S., Jr.  
B.A., Beloit College

Parrish, Diuguid B.  
A.B., Duke University

Perlman, Irving C.  
B.A., New York University

Pentoney, Lawrence

Peters, John R.  
B.A., University of Minnesota

Proctor, Custis N.  
B.S., Florida State University

Rose, Louis F.

Salonites, Stephen M.  
B.S., University of Arizona

Shuman, Robert A.  
B.A., Grinnell College

Sink, Paul B. Jr.  
San Jose State College

Sneathan, Robert M.  
B.A., Claremont Men's College

Stewart, John  
B.A., University of Minnesota

Tiernay, William R.  
B.A., University of California

Todd, Newell W., Jr.  
B.A., Westminster College

Varty, Robert J.  
B.A., The Rice Institute

Warren, B. Clark

Zimmer, Thomas J. Jr.  
Zvanovec, Ladimir  
B.A., University of Toledo

Minot
Lakewood
Quincy
Phoenix
No. Hollywood
Carmel
Los Angeles
Corona del Mar
Evansville
Eau Claire
Gainesville
Menominee
St. Paul
Racine
Huntington
Sharon
Riverside
Minneapolis
Altamonte Sp.
Globe
Oakland
Wilmette
Southgate
Pasadena
Shippensburg
No. Hollywood
Falls City
Evansville
Santa Barbara
Agana
Toledo
North Dakota
Ohio
Illinois
Arizona
California
California
California
California
Indiana
Wisconsin
Texas
Michigan
Minnesota
Wisconsin
West Virginia
Massachusetts
California
Minnesota
Florida
Arizona
California
Illinois
California
Pennsylvania
California
Nebraska
Indiana
Guam
Ohio
GIFTS AND BEQUESTS

The American Institute for Foreign Trade is a privately governed, nonsectarian, nonprofit institution. It is not tax-supported. It derives its income from student fees, augmented during the past five years by contributions from such world-minded business concerns as:

American Foreign Insurance Association; Anderson, Clayton & Co., Inc.; Arizona Brewing Company, Inc.; Arizona Public Service Company; J. Aron & Company, Inc.; Firestone Tire & Rubber Company; First National Bank of Arizona; First National Bank of Boston; Goodyear Tire & Rubber Company; Gulf Oil Corporation; Harnischfeger Corporation; S. C. Johnson & Son, Inc.; Lone Star Cement Corporation; Merrill Lynch, Pierce, Fenner & Beane; First National City Bank of New York; National Paper & Type Company; Otis Elevator Company; Peterson, Brooke, Steiner & Wist; Phoenix Newspapers, Inc.; Phoenix Title and Trust Company; Procter & Gamble Company; Punta Alegre Sugar Sales Corporation; Radio Corporation of America; Remington Rand Inc.; Sears, Roebuck and Co.; Signode Foundation, Inc.; Southwest Flour & Feed Co., Inc.; E. R. Squibb & Sons; Standard Brands International; Standard Oil Company of California; Standard-Vacuum Oil Company, Sterling Products International; Stratton Grain Company; Thunderbird Sales Corporation; TIME Incorporated; Union Carbide International Company; United Fruit Company; United States Rubber Company; Valley National Bank; Valley National Company; Wilbur-Ellis Company.
Accomplishment

This map shows the location of Institute graduates who were stationed abroad eight years after the graduation of AIFT's first class in June, 1947. It is a record of accomplishment in training Americans from every state in the Union for international business careers.

More than 35 percent of those shown on the map are in the employ of private business — the balance being in government service. Not shown are the more than 500 other AIFT graduates who are embarked on foreign trade careers, also based in the United States.

The realistic curriculum of the American Institute for Foreign Trade, after

<table>
<thead>
<tr>
<th>LOCATION OF INSTITUTE GRADUATES ABOARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska ........................ 4</td>
</tr>
<tr>
<td>Argentina ....................... 19</td>
</tr>
<tr>
<td>Aruba, N. W. I. ................... 2</td>
</tr>
<tr>
<td>Austria .......................... 1</td>
</tr>
<tr>
<td>Belgium .......................... 1</td>
</tr>
<tr>
<td>Belgian Congo .................... 1</td>
</tr>
<tr>
<td>Bolivia .......................... 3</td>
</tr>
<tr>
<td>Brazil ........................... 48</td>
</tr>
<tr>
<td>Brazil ........................... 16</td>
</tr>
<tr>
<td>Canal Zone ...................... 2</td>
</tr>
<tr>
<td>Chile ................................</td>
</tr>
<tr>
<td>Colombia ....................... 30</td>
</tr>
<tr>
<td>Costa Rica ....................... 4</td>
</tr>
<tr>
<td>Cuba ................................</td>
</tr>
<tr>
<td>Dominican Republic .............. 7</td>
</tr>
<tr>
<td>Ecuador .......................... 3</td>
</tr>
<tr>
<td>Egypt ............................ 1</td>
</tr>
<tr>
<td>El Salvador ...................... 4</td>
</tr>
<tr>
<td>England .......................... 4</td>
</tr>
<tr>
<td>Ethiopia .......................... 1</td>
</tr>
<tr>
<td>Formosa .......................... 1</td>
</tr>
<tr>
<td>France ........................... 11</td>
</tr>
<tr>
<td>French Morocco ................... 1</td>
</tr>
<tr>
<td>Germany ......................... 4</td>
</tr>
<tr>
<td>Gold Coast ...................... 1</td>
</tr>
<tr>
<td>Greenland ..................... 1</td>
</tr>
<tr>
<td>Guam .............................. 1</td>
</tr>
<tr>
<td>Guatemala ..................... 2</td>
</tr>
<tr>
<td>Haiti ............................. 6</td>
</tr>
<tr>
<td>Honduras ...................... 4</td>
</tr>
<tr>
<td>Hong Kong .................... 4</td>
</tr>
<tr>
<td>Indonesia ...................... 5</td>
</tr>
<tr>
<td>Indonesia ...................... 2</td>
</tr>
<tr>
<td>Israel ......................... 1</td>
</tr>
<tr>
<td>Italy ............................ 2</td>
</tr>
<tr>
<td>Japan ........................... 12</td>
</tr>
<tr>
<td>Korea ........................... 1</td>
</tr>
<tr>
<td>Lebanon ....................... 2</td>
</tr>
<tr>
<td>Mexico .......................... 25</td>
</tr>
<tr>
<td>Netherland .................... 2</td>
</tr>
<tr>
<td>Nicaragua .................... 6</td>
</tr>
<tr>
<td>Okinawa ...................... 1</td>
</tr>
</tbody>
</table>
| Panama ....................... 13 | As of May 1, 1955
ment!

guages, studies in the Latin American, Western European and Far Eastern areas, 
the business administration of foreign trade, is designed to prepare students to 
successful representatives, not only of their employers, but of democracy itself.

There is no set pattern to AIFT's students. Their backgrounds include engineer-
accounting, journalism, marketing, industrial relations, law, banking, agriculture,
vertising, liberal arts, pharmacy, traffic management. Some are fresh from college 
ture rooms; others have had years of valuable experience.

Although it is a small school, its favorable impact on world affairs can be 
eful and widespread — how widespread, this map suggests.

THE AMERICAN INSTITUTE FOR FOREIGN TRADE