scientist out of the money. After a considerable amount of effort and studying the alternatives, the conclusion has been reached that there is no way to protect either the physicist or the sociologist from changes in national priorities and goals. That is the hard political fact that the scientist must face, but it may make a scheme of the type suggested by DuBridge workable."

York concluded "that it may be possible to stabilize the overall funding for higher education in this country, but it is not going to be possible to do very much about stabilizing the expenditures in any given field of science."

The analysis is keyed to the period in which OST was directed by DuBridge—to whom York said "enormous credit" should be given for having obtained a 9 percent increase in federal support for academic research last year. Not made clear was whether the 6 percent guideline still pertains under DuBridge's successor, Edward E. David, Jr., or whether it was ever accepted by the Office of Management and Budget or simply was a rule of thumb for OST's own guidance. Whatever the case, this is the season for despondent rumors concerning the intentions of the budget planners, and this year is no exception. Those who know are tight-mouthed as to specifics, but with a huge deficit impending and the administration asserting its determination to work toward a balanced budget, there is no reason to believe that academic research will be singled out for especially favorable treatment. On the subject of federal assistance for research training programs, York simply noted, "The position which we have taken in OST during the formation of the 1972 budget is that the level of 1971 should be maintained at a constant value until a better understanding and a more sophisticated analysis of the country's manpower needs can be made." For physics, the professional concern of his audience, York had no good news. "If we look at the data for 1969," he said, "and ask what fraction of the total expenditure for academic science actually went to the field of physics, we find that a little less than 14 percent was spent on physics." To which he added that "it must be recognized that physics clipped off 1/7 of the total, which is a remarkable track record. In comparison, chemistry received only 6 percent of the total." He

# Market Research: Ford's Gift Horse

While students in science and engineering regularly conduct experiments in their fields, students of business usually have had to be content with merely studying the techniques of their future profession. Ford Motor Company is changing all that by introducing its Pinto Project for the Academic Community. Business students and their professors are now able to participate in the marketing of Ford's newest product.

"We at Ford are very pleased that some 160 colleges and universities are participating in the program and have responded so enthusiastically to this opportunity for a new learning experience," said A. L. Whiteman, Ford's merchandising manager in a press release describing the Pinto project. The learning experience involves free use of a Pinto, Ford's new compact car, by a professor of business and his students for 6 weeks. Along with the car goes $250 expense money, a 4-inch-thick book of facts on the Pinto, some statistics on the college student as a consumer, and various promotional materials, such as books of matches and models of the car. The professor is supposed to build a term project for his class, focusing on the car and its salability in the campus community.

the Pinto project for the Academic Community

The Pintos were distributed to 160 campuses in 16 regions across the country on the basis of project proposals submitted by the professors. Although the exact nature of the projects was not specified by Ford, the company did offer several suggestions, such as developing the proper "media mix" for the Pinto in the campus community, investigating various sales-promotion strategies, taking opinion polls of potential student buyers, and conducting test drives to determine student reaction to Pinto's performance.

Most of the projects now in progress incorporate at least some of these suggestions. Ford is offering a prize of $1000 for the best project submitted in each region and a grand prize of $5000. The money will be given as grants to the departments.

College Marketing Corporation, a New York firm specializing in selling to the youth market, administers the Pinto project for Ford. College Marketing's president, Thomas A. Twomey, Jr., describes the project in a press release as an "educational service to the academic community. The Pinto Project," he says, "affords professors and students an opportunity to confront a current and unique real-life business problem in the classroom, along with textbooks."

In pursuing their real-life business problem, the professors and students provide Ford with a mass of marketing research on the new compact in the campus environment where Pinto's competitor Volkswagen has long been firmly entrenched. Another advantage for Ford in this project is cheap advertising for its product. To facilitate "exposure" of the Pinto, Ford provides each participating professor with press releases on the project, to be handed out to campus and local newspapers. Since the car cannot be used continually for test drives, Ford suggests that the car be available for promotion at fraternal, athletic, and other student activities. The actual use of the car, however, is determined by the professor in charge.

None of several participating professors interviewed by *Science* expressed qualms about providing Ford with the free marketing research. Allan Shocker, assistant professor of business at the University of Pittsburgh, was typical in his reaction to the project. Shocker said that Ford had not presented the Pinto Project in an offensive or commercial way, and he mentioned that the materials provided by Ford increased the motivation of many of his students and afforded him the opportunity to test some of his own theories of marketing.—ROBERT J. BAZELL