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FELLOWSHIPS FOR INTERNATIONAL EDUCATIONAL  
RECONSTRUCTION  
*Laurence Duggan*

GERMAN UNIVERSITIES  
*George F. Zook*

✓ INSTITUTE OF INTERNATIONAL EDUCATION  
2 West 45th Street

New York 19, N. Y.

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UNIVERSITY

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# NEWS BULLETIN

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## FELLOWSHIPS FOR INTERNATIONAL EDUCATIONAL RECONSTRUCTION

**B**OTH a challenge and an opportunity await the United States as never before in the field of fellowships to train foreign students in this country. At a conference convened in Washington late in November, leaders of more than one hundred national organizations—educational, civic, religious, relief, labor and scientific—considered methods which might be followed to help the educational rehabilitation of the war-devastated countries of the world. One of the recommendations of that conference emphasized the need for immediate arrangements which will enable advanced students and technicians from those countries to come to the United States for specialized training.

The UNESCO Conference at Paris in December took formal action in recognition of this same need. The Reconstruction and Rehabilitation Commission proposed that institutions and organizations in more fortunate countries be encouraged to grant fellowships to qualified educators as an "investment in leadership". This recommendation was adopted by the full conference. It now remains for the governments and educational agencies in the more fortunate countries to take necessary supporting action.

In some countries, the physical plants of higher education were seriously damaged by bombing and other ravages of war. In others, the faculties of technical schools and universities were denuded. Many professors were killed or displaced to foreign countries, and many did not return to their former educational positions.

Among the educationally rich countries the United States is virtually alone in having intact suitable facilities for higher education—particularly in technical subjects. We have, therefore, an unparalleled challenge to contribute to the rehabilitation of less fortunate areas by giving advanced training to persons who will return to their home areas and help in reconstruction amid the devastation left by war.

American colleges and universities have risen to meet this challenge with admirable generosity. They have maintained and in many instances increased the number of foreign students on the campus. This action is particularly noteworthy at the present time, when the facilities of our colleges and universities are overtaxed with returned veterans and with other young men and women who are recognizing in increasing numbers the value of higher education.

In addition to the emergency reason of wishing to contribute educational aid to war-torn countries through training advanced students, our colleges and universities recognize that the presence of foreign students here, in turn, has always contributed a great deal to broadening the

experience of our own students who associate with those from abroad. Study and lecture are insufficient for understanding foreign peoples. They need to be accompanied by friendships with representative students from foreign countries on our own American campuses. This is especially true at the present time. Because our civilian population was spared wartime devastation, it has difficulty in comprehending the motivations of peoples whose homes were destroyed and families uprooted and dispersed. It needs to meet these people, talk with them, discuss with them the problems of today. The stimulation from these contacts is one of the greatest values which the present generation of American college and university students can derive from their education.

Thus the foreign student is one of the best instrumentalities for giving vitality to our own educational process. Where it will take us in the next decade can only be surmised by the extent to which the foreign student population in the United States has increased in the past two years, from a total of approximately 10,000 during the academic year 1945-1946 to some 17,000 this year. This increase reflects not merely the desire of foreign students to study here but also a deliberate effort by our colleges and universities to accommodate as many foreign students as possible despite their crowded conditions, and to make available the educational values of America to the rest of the world. Education and culture in general have never known the restriction of international boundaries. They must not experience restrictions now.

LAURENCE DUGGAN

#### GERMAN UNIVERSITIES

GEORGE F. ZOOK, *President*

*American Council on Education*

*(Dr. Zook headed the group of United States educators appointed by the Department of State last summer to visit Germany to study the reeducation of the German people).*

**T**HE United States Education Mission spent a month in August-September 1946 in the zone of Germany now occupied by American troops. This zone is composed of the three Länder—Bavaria, Gross Hessen and Württemberg-Baden.

An important element of the duty of the Mission was to observe and evaluate the program of reeducation in the German universities. Accordingly, various members of the Mission visited the Universities of Frankfort, Giessen, Marburg, Heidelberg, Würzburg, Munich and

Erlangen, as well as the Technische Hochschule in Berlin, Darmstadt and Munich. Several members of the Mission also visited the University of Tübingen in the French zone. Others also visited the University of Vienna. This statement is, however, based on observations of the universities and Technische Hochschule in the American zone of Germany.

Of these institutions only the Universities of Marburg, Heidelberg and Erlangen are intact. The others being located in strategic centers were almost completely destroyed. Nevertheless, with the exception of Giessen, they have all resumed their work using such rooms as are available including those which can be made habitable by simple repairs. For this purpose students, in a number of instances, are being asked to donate a certain number of hours each semester to the repair of buildings.

In these makeshifts it has been exceedingly difficult to repair the plumbing and to replace the broken glass of windows. But by far the greatest hardship is the fact that, in the American zone, it has proved impossible to secure more than a small portion of the coal needed for heating homes or public buildings. At Heidelberg University, for example, in early September there was no coal at all and no prospect of any for the winter. The suffering in the American zone of Germany for want of coal during the current winter must be intense.

So, too, has been the need for food, which at the time the Mission was there was limited by ration to 1350 calories per individual each day. The ration has now been increased to 1550 calories per day which is a near starvation basis. The number of houses destroyed was also great which fact, added to the two million refugees and expellees, has created great hardships both for students and members of the faculties at the German universities.

Nevertheless, students have flocked to the universities in unprecedented numbers. They are hungry for the knowledge of the outside world which has been denied them since the beginning of the Hitler regime. Moreover, they seem to be deeply impressed with the fact that if anything will open the door of opportunity for them as individuals it is higher education. Hence they work and study intensely.

The faculty situation is most distressing. Many were killed in the war or are still in prison camps. Half of the remainder have been dismissed for Nazi connections. As a result the faculties are predominantly old men who are weakened by lack of food, fuel and shelter and who have had little or no contact with the outside world of scholarship for more than a decade. They are, therefore, incapable

of pursuing a vigorous progressive attitude in the development of higher education for the new day in Germany. Their chief ambition is to get back to the standards of the pre-Hitler days which in itself is commendable but quite insufficient for the solution of the problems which Germany must face over the long future.

In this connection it is well to remember that the German universities are faculty controlled. They elect their own rectors who hold office only a short time to be succeeded in rapid succession by others. There is no board of trustees. The support of the universities comes chiefly from public funds but so far throughout their long history they have established only the faculties of theology, law, medicine and philosophy. The faculty of philosophy is responsible for the fields of liberal arts and sciences and whatever is offered in the way of teacher education for the secondary schools.

This situation led the educational mission to recommend that something in the way of a major division of work for teacher education be established in the German universities. It also recommended that the respective ministries of education name advisory committees composed of representative leading citizens from the various walks of life who might be available for advice as to needs in German life which the universities might strive to fill.

The German universities have been great centers of scholarship and they can be so again. They, themselves, must rebuild their broken laboratories, libraries and lecture rooms. But the outside world of higher learning which owes so much to them in decades gone by will want to assist them materially by supplying books, journals, and laboratory apparatus. The Germans will welcome scholarly leaders from all fields at their universities and they yearn for the opportunity to send students and teachers to foreign universities in order that they may avail themselves of scientific and cultural developments and resume an honorable place in the world of scholarship and research.

This situation seemed to the members of the educational mission so critical as to lead them to recommend that "the American Government, private philanthropic agencies, learned societies and educational institutions in the United States develop plans for providing scholarships, fellowships, exchange professorships, financial grants and other forms of assistance for German teachers, research workers, men of affairs, and students to attend educational institutions and other scholarly agencies in the United States."

Up to the present time, it has not been possible to work out such a program, but a few individuals have been sent to Germany as "experts" in various fields of work through an appropriation to the War Department.

Also, a short time ago, the War Department announced a plan by which books, pamphlets and periodicals in certain fields might be sent to the United States Information Centers to "be made available on loan to designated individuals and institutions in the areas served by the Centers". There are in the American zone twenty-eight such Information Centers, including those in Berlin, Munich, Frankfurt, Stuttgart, Heidelberg, Würzburg, Mannheim, Marburg, Erlangen, Wiesbaden, Darmstadt, Karlsruhe and Giessen. In the near future, so a recent announcement of the War Department states, direct shipment of small packages of printed material through normal international mail channels to Germany will be authorized, as has already been done in the case of Austria.

#### AVAILABLE FOREIGN SCHOLARS

**G**EORGE F. DRUMMOND, Professor in the Department of Economics, Political Science, and Sociology at the University of British Columbia, will be available for a teaching appointment in this country for the academic year 1947-1948. Professor Drummond, a native of Scotland, received his M.A. at the University of St. Andrews and his M.Sc. (econ.) at London University. He was a Carnegie Research Scholar at the London School of Economics under Professor R. H. Tawney. Professor Drummond combines economics and statistics in his courses at the University of British Columbia. Last year he completed a book on the Economics of International Trade, his chief field of interest. In 1926 Professor Drummond, upon the recommendation of the Institute, received an appointment at Carleton College where he taught some three years before going to Vancouver.

Lionel Elvin, Principal of Ruskin College, Oxford, will be available to lecture in this country during the coming summer session period. Mr. Elvin, a graduate of Cambridge University, spent two years as a Commonwealth Fellow at Yale University. In 1927 he came over with a Cambridge Union debating team, and in 1943, made a fairly extensive visit to this country. Mr. Elvin has been recommended as "a competent interpreter of contemporary social, educational and cultural tendencies in his country". Since the purpose of Ruskin College is to provide residential adult education for working-class men and women, he is particularly well qualified to speak on British Labor conditions and on adult education in England.

Ernest Jackh, an authority on Near and Middle Eastern affairs, is available for a teaching position in 1947-1948. In republican Germany

Dr. Jackh was founder and first president of the Hochschule für Politik in Berlin. Upon the rise of Hitler in 1933, he went to England where he became Director of the New Commonwealth Institute. After becoming a naturalized British subject he was sent to the Near East on a mission for the British Government. He has a wide personal acquaintance among European statesmen and is the author of *The Rising Crescent* and *The War for Man's Soul*. Dr. Jackh has recently been a member of the Faculty of Political Science at Columbia University, and Director of the Institute of Asiatic Economics in New York.

John G. Lang, Senior Lecturer and Acting Head of the Department of Education at University College Swansea, South Wales, is available for lectures or a visiting professorship at a summer school, preferably in the East or Middle West, during the coming summer. Professor Lang took his M.A. with double honors in English and French at St. Andrews University, where he also secured the University Diploma in Education. He was awarded a Travelling Scholarship in Education as one of the two most distinguished students in education in the four Scottish universities during the session 1929-1930. The following academic year, he took graduate work at McGill University and, in 1931-1932, received the Patrick Geddes Scholarship for study at the University of Montpellier, France, where he secured a Diploma in French with distinction. Last August Professor Lang went to Paris to attend the first European Conference on Education to be held after the war. He spent the following month in Germany on a special mission for the British Government. Lecture subjects: *The Philosophy of Education*; *Problems of Secondary Education*; and *Recent Developments in Education in Great Britain*.

Alfred Rosenblatt, Professor of Mathematics at the University of San Marcos, Peru, has accepted an invitation to spend the current month at the Institute for Advanced Study in Princeton. He will remain in this country until the middle of April. At the request of the Peruvian Ministry of Education, Professor Rosenblatt will visit other institutions of higher education to study the teaching of mathematics in the United States. He has been invited to lecture at Harvard, Brown and Princeton Universities, and the Universities of Toronto and Chicago. He will be available to accept a limited number of additional invitations to lecture while here.

P. Kodanda Rao, Secretary of the Servants of India Society, Poona, is at present in this country studying our higher educational and

technical institutions on behalf of the Indian Government. Mr. Rao held a Carnegie Fellowship at the Institute of Race Relations at Yale University in 1934-1935. He has visited South Africa and a number of other countries having large Indian colonies, and in 1946 was a member of the Government of India Deputation to Malaya to study the postwar condition of Indians there. Mr. Rao has just completed a lecture tour in Canada under the auspices of the Canadian Institute of International Affairs. He is available for lectures on: *The Situation in India; The Task before the Indian Constituent Assembly; India and South Africa; The Orient and the Occident—A New View of Civilization; Cultural Conflicts: Cause and Cure.*

Emil Wolff, Professor of English Literature and Civilization, and Rector of the University of Hamburg, has been invited to give a series of public lectures at the University of Chicago this summer. He will be at the University from the end of May to the end of August and while there will be available for a limited number of lectures in the vicinity of Chicago. With the exception of refugee or displaced scholars, he is believed to be the first German professor to receive a university appointment in this country since the war. Professor Wolff is known for his superior lecturing ability in English and in German. Lecture topics: *Germany and the Intellectual Crisis of Today; Shakespeare in German Thought; Affinities in German and Anglo-Saxon Thought: 1) Shakespeare; 2) Romanticism; 3) The Repercussion of Hegel in England and America.*

#### SUMMER SCHOOL FOR AMERICANS IN SCOTLAND

**A**BERDEEN UNIVERSITY has announced the completion of its plan to hold a Summer School for American graduate students, July 7—August 19, 1947. The students will be accommodated in lodgings but will take their mid-day meal in the University. Courses offered will be as follows:

1. *History*—including three courses
  - a) Pre-historic and early medieval Scotland, with excursions to ancient dwellings, medieval castles, churches, and abbeys in the neighborhood.
  - b) Factors in Scottish history—the land, people, government, religion, relations with England.
  - c) The British Empire in the 19th and 20th centuries. A course on the Renaissance and Reformation in Europe may also be included.

## 2. *Economics*

a) British Industry and Trade, covering: the making of modern Britain, location and structure of industry, economic planning, social conditions, labor movement, foreign trade.

b) Economic History of Modern Britain.

## 3. *History and Practice of Education in Scotland*

This course is designed to expound the traditions and practice of Scottish education, with a forward glance at proposals for educational advance under the Education (Scotland) Act of 1945. Differences between Scottish and English education will be explained, and talks by specialists will be arranged during the course.

The total number of students will be limited to 100, of whom not more than 50 and not less than 15 can take part in any one course. While the number taking any particular course is limited to 50, a student attending one course may, if he has time, also attend the lectures, as distinct from the tutorials and other instructional classes in one of the other courses.

The cost will be £10 per week per student inclusive of tuition and lodging.

The course has formal approval for grants under the "G.I. Bill of Rights". Applications for such grants should be made in the usual way through the Veterans Administration.

Application blanks may be secured from the Institute of International Education, 2 West 45th Street, New York 19, N. Y. Applications should be received at the Institute by March 15th.

## JUNIOR YEAR IN ITALY

1947-1948

SMITH COLLEGE has announced the resumption of its Junior Year in Italy for 1947-1948. As in the past, properly qualified women students from other accredited American colleges will be admitted. Juniors in good standing who have had twelve semester hours and who plan to major in Italian, art or music, will be accepted. For this year only, a number of Seniors who were unable to study abroad during their Junior year due to unsettled conditions in Europe will be included in the group.

The students will report at a designated Italian port, toward the end of August, to Professor Anacleto C. Vezzetti of the Italian Department of Smith College, the Director of the Junior Year in Italy. From there the group will go to Perugia to attend special courses in

Italian composition and conversation at the *Università per stranieri*. In October the students will be assigned to carefully selected Italian families in Florence with whom they will reside for the balance of the academic year. During October they will continue their courses in composition and conversation under their director. When the University of Florence convenes in November the students will matriculate for courses in the history of Italian literature, Italian art, the history of Italy, and a fourth course to be determined, all of which have been arranged to meet the requirements of American college curricula.

During the course of the year special trips to nearby cities and art centers will be organized for the students. During the Christmas and Easter holidays they may remain in Florence or, with the permission of their parents, travel within and outside Italy. After final examinations in June the students may return home or travel in Europe.

Inquiries and applications should be addressed to Professor Anacleto C. Vezzetti, Smith College, Northampton, Massachusetts.

## NOTES

The Ministry of Education of Afghanistan has indicated its desire to secure 31 Americans to teach in its government schools. Applicants must be men teachers with a B.A., M.A., B.S. or M.S. degree and with teaching experience in the following subjects: mathematics, English, physics, chemistry, biology, geography, and geology. English is the required foreign language in Afghanistan's schools. Among the 31, two principals are wanted, and three experts in methods of teaching English for the Teachers' College at Kabul. The teachers will be assigned to schools at Kabul, the Capital, and Kandahar, the center of Afghan history and Pushtu culture. The appointees will be under three-year contracts from the Afghan Ministry of Education and will receive modest salaries and travel expenses both ways. Further information should be secured from the Division of International Exchange of Persons, Department of State, Washington, D.C.

The British Embassy informed the Department of State on December 10, 1946 that the following countries had accepted the constitution of the United Nations Educational, Scientific and Cultural Organization: Australia, Brazil, Canada, China, Czechoslovakia, Denmark, Dominican Republic, Egypt, France, Greece, India, Lebanon, Mexico, New Zealand, Norway, Poland, Saudi Arabia, Turkey, Union of South Africa, United Kingdom, and the United States.

Chesley M. Hutchings, Professor of Romance Languages and Director of Hispanic Studies of the University of Cincinnati, would like to exchange with a professor in a Latin American university for the fall term of 1947-48. Professor Hutchings secured his Ph.D. at Harvard University. In 1922-23 he was awarded a Harvard Traveling Fellowship and studied Latin, romance philology, and Catalan at the Sorbonne and spent some time in Spain. Upon his return he became instructor in French and Italian at Princeton and, later, Associate Professor at Florida State College for Women. In 1941 Professor Hutchings received a grant from the Taft Fund Committee to study Portuguese in Brazil. While there he was made a member of the Sociedade de Homens de Letras do Brasil and given the special mission of furthering cultural relations between writers of Brazil and the United States. To do this he organized the Pan American Poetry Society. The monthly Magazine of Verse was chosen as the organ of the Society and he became Pan American Editor. Professor Hutchings has held his present position at Cincinnati since 1926.

Shlomo Kaplansky, President of the Hebrew Institute of Technology in Haifa, is at present visiting the universities and technical institutions in this country. While doing so Dr. Kaplansky is prepared to speak on the following subjects: *Economics and Technology in Palestine*; *Jewish Palestine—a Pioneer of Civilization in the Middle East*; *Science and Education in Palestine*; *Arab-Jewish Cooperation in Palestine*.

Argentine students who have studied in the United States have formed the Asociación Universitaria Argentino-Norteamericana. The objects of the organization are: 1) To establish relations among students who have been in the United States; 2) To strengthen the friendship between the two countries by means of the interchange of professors and scholars; 3) To obtain funds to award fellowships to Argentine and to North American students; and 4) To guide students who have been in the United States upon their return to Argentina in order that the knowledge acquired may be applied to the best advantage. The address of the Asociación is Casilla de Correo 395, Buenos Aires.

*Requirement for American students applying for admission to Mexican higher institutions:* Under the Mexican law, American students applying to enter such institutions as the University of Mexico must have their certificates of studies from American universities legalized by a Mexican Consul in the United States. Failure to do this causes considerable delay since the University must send the certificates of previous studies back to the applicant for consular legalization.

An issue of the Bulletin of the University of Delaware is devoted to the Foreign Study Plan for the Junior Year in Geneva, giving a history of the Junior Year Abroad movement and its present status. The University of Delaware held a Junior Year in Geneva last year and has announced plans for 1947-1948. Properly qualified students of any accredited college in the United States are accepted under the Delaware Plan. Information regarding all Junior Year Abroad programs will be published in the *News Bulletin* when available.

The American Russian Institute has announced a second annual fellowship for advanced study of the Soviet Union. The fellowship is for the academic year 1947-1948 and may be used in any approved institution in the United States or in the Soviet Union if study in the latter country is possible during the period of the fellowship. Applications must be submitted by February 15, 1947 to the American Russian Institute, 58 Park Avenue, New York 16, N. Y., from which further information may be secured.

The American-Scandinavian Foundation is offering a number of fellowships for graduate study in Denmark, Iceland, Norway, and Sweden for the academic year 1947-1948. Application blanks and complete information will be mailed on request to the Director of Students, American-Scandinavian Foundation, 116 East 64th Street, New York City.

The *New York Times* reports that, in the first move of its kind since the end of the war, the University of Zurich has invited 15 professors from the University of Heidelberg to spend a month in Switzerland studying what has gone on in their fields outside Germany since 1940. The Swiss did not name any particular German professors but asked that as many as possible different departments of the University be represented. The guests will be given opportunity to meet specialists in their own fields, to read professional literature published in the last six years, and to become acquainted with research developments in that period.

The first official schoolboy exchange between the United States and Sweden has been arranged between Phillips Academy in Andover, Massachusetts and a Swedish student at the Sigtuna Foundation Liberal School in Sigtuna, Sweden. After graduating next June, the Andover student will spend the summer in Sweden, studying the language. The Swedish student is expected to arrive in this country in the fall.

GRADUATE SCHOLARSHIPS FOR FOREIGN  
WOMEN STUDENTS OFFERED BY  
BRYN MAWR COLLEGE FOR 1947-1948

**B**RYN MAWR COLLEGE is offering, through the cooperation of the Institute of International Education, five resident Graduate Scholarships of \$900 each, covering full expenses of tuition, room, and board for the next academic year.

Candidates should have had three or four years of university training and should have a good reading and speaking knowledge of English. Bryn Mawr College awards the degrees of Doctor of Philosophy and Master of Arts. Only well prepared students with an excellent knowledge of English may secure the latter degree in one year. The Graduate School of Bryn Mawr College offers instruction and research facilities in biology, chemistry, classical archaeology, economics, education, English, French, geology, German, Greek, history, history of art, Italian, Latin, mathematics, philosophy, physics, politics, psychology, social economy and sociology, and Spanish. The Graduate School will welcome students wishing to pursue graduate work or carry out independent research whether or not they are registered as candidates for a degree.

Applications from nationals of the following countries in which the Institute of International Education has representatives should be addressed to:

Czechoslovakia: Ministerstvo školství a národní osvěty, Odbor pro kulturní styky s cizinou, Praha III

France: Office National des Universités et Ecoles Françaises, 96 Boulevard Raspail, Paris

Holland: Ministry of Education, The Hague

Hungary: National Board of Fellowships (Osztöndijtanács), Muzeum körút 6-8, Budapest VIII

Italy: Istituto Nazionale per le Relazioni Culturali con l'Estero, Piazza Firenze 27, Rome

Latin America: Applications must be made through Central Selection Committees. It is suggested that students apply to the Cultural Relations Attaché at the United States Embassy, who can put them in touch with the Chairman or Secretary of the Committee

Switzerland: Professor Arthur Rohn, Eidgenössische Technische Hochschule, Zürich

In all other cases, information and application blanks may be obtained from The Dean of the Graduate School, Bryn Mawr College, Bryn Mawr, Pennsylvania.

## INSTITUTE ALUMNI

**E**UNICE BRAGA of Brazil (University of Denver, 1945-46) has been appointed Librarian with the Food and Agriculture Organization of the United Nations.

Sergio Carnaroli of Italy (Louisiana State University, 1938-39) is the author of an *Italian-English Dictionary of Industrial and Commercial Terms*, published in Milan by Ulrico Hoepli.

Dr. Mario Gaudino of Argentina, who is at present studying physiology at New York University under the auspices of the Institute, has been awarded first prize by the Faculty of Medicine, National University of Buenos Aires, for the thesis which he presented in 1946.

Rudolph von Mueller of Germany (Amherst College, 1926-27) is \*Chairman of the German Executive Committee for Economics with headquarters in Minden. In Anne O'Hare McCormick's special report from Germany to *The New York Times* on November 3rd, she devoted her entire column to Minden, the capital of the economic union of the British and American zones, as the scene of the newest and most interesting development in Germany. Referring to German cooperation in the plan, Mrs. McCormick stated "On the German side is a committee of six members headed by Dr. Rudolf Mueller of Darmstadt, former Economics Minister of Greater Hesse. Since the Germans are expected to bear responsibility for administration of the plan, Mueller is probably the key man in the new set-up. He stands out among the 'new Germans' that American policy has encouraged to take part in public life. He had never been in politics and doesn't even belong to a party." and further "In his early forties, Mueller has occupied what may turn out to be the most important post a German could fill at this time. He was chosen chairman by his fellow-Germans". A later report from Germany to *The New York Times* refers to Dr. Mueller's Committee as "the most important economic group in Germany since the fusion of the British and American zones," and states that its efforts will be directed chiefly toward making the Russian zone a third party to the agreement.

Claudine Pohl of France (Oberlin College, 1942-44; Haverford College, 1944-45) has been acting as Assistant to the Chief Finance Officer of the UNRRA Mission to France.

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\* A report received as we were going to press is to the effect that Dr. Mueller was chiefly responsible for the Russian presence at an interzonal trade conference which began on January 18th, but that he had been forced to resign his post by the Socialist Democratic party.



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