

# Teaching Module: Responding to Totalitarianism in Europe: A Case Study - The Rockefeller Foundation's Refugee Scholar Program During World War II

## **1. Brief Introduction or Rationale:**

Beginning in the 20th century, global and regional conflicts have displaced and threatened the existence of millions of people. From the world wars in the first half of the century to the regional struggles of the second half, questions have been continually raised about how best to help the innocent victims of conflict; they have been answered with mixed results. Certainly the first decades of the 21st century have shown that these questions continue to be asked. Governments are not always quick to respond. In some cases, private organizations can provide critical relief for those individuals endangered by wars between nation-states.

Beginning in 1933, the Rockefeller Foundation (RF) responded to the spread of fascism and totalitarianism in Europe by creating, supporting and operating a refugee scholar program. The first of these was the Special Research Aid Fund (1933-1939) which provided funds to help academic institutions hire scholars who had been fired from their positions for religious or ethnic reasons escaping from Europe. As conditions in Europe worsened in 1940, the RF expanded its program for refugee scholars to include those who were in physical danger as well as having lost their jobs. This was known as the Emergency Program for European Scholars or Refugee Scholar Program.

The purpose of this series of activities is to use the example of the Refugee Scholar Program as a way to investigate ways in which the refugee issued is defined and how a relief program is carried out. Hopefully, this investigation will provide some insight to today's students who will soon be tomorrow's world citizens.

## **2. Course Level and Curriculum Connections :**

- NYS Global History (10th grade), Standard 2 - World History, Key Idea 4 (Historical analysis and evaluation of evidence)
- AP World History (10th grade): Period 6: Accelerating Global Change and Realignments, c. 1900 to the Present, Key Concept 6.2 (Global Conflicts and Their Consequences)
- Common Core Guidelines for "Cornerstone" Readings

## **3. The Essential Question: How effective are private, independent organizations in assisting refugees displaced by global conflict?**

#### 4. Student Objectives:

- Reading: To challenge and develop students' ability to read complex material; to enhance students' academic vocabulary.
- Research and Writing: To develop students ability to both critically analyze historical evidence and use relevant evidence to justify their position on the focus question.
- Content: To develop a more in-depth knowledge of a particular historical era (Wartime Europe) and encourage relevant comparisons to conflicts in the post-World War II period.

#### 5. Schedule and Procedure

***CONTENT NOTE FOR THE TEACHER:** These activities assume that students will have some previous content knowledge about the rise of totalitarian societies in Europe and the beginning of World War II. Students should also be aware of events that had taken place c. June 1940 (i.e. the successful German invasion of France and the Low Countries, the flight of the French government, the British evacuation of Dunkirk)*

***PROCEDURE NOTE FOR THE TEACHER:** These activities may and should be adapted by the teacher to meet demands of time and audience. For example, it is possible to simply use the Common Core Cornerstone reading, then proceed to other lessons.*

**Day One:** Introduce the topic with a motivational reading that is modeled following Common Core “Shifts” and follows the Common Core “template.” (See below and also attachment “Directions for the Teachers / Guiding Questions for Students”)

1. Introduce the text “If Hitler Wins” and have selected students read the text aloud. Other than reviewing the definitions for the underlined words and terms, avoid giving any background context at the beginning of the lesson.

2. Have students individually read paragraphs #1-4 and develop definitions for the vocabulary in **bold face** using their context in the reading.

3. Have students organize into “reading partners.” Partners should then compare their definitions and establish meaning.

4. Partners should then answer the following questions, based solely on paragraphs 1 – 4.

(Q1) If the Nazis win, what will happen to the countries of Great Britain and France?

(Q2) Who might be sent to concentration camps? Why?

(Q3) In your own words, in what four ways would Great Britain and France be impacted by a Nazi victory?

(Q4) In your own words, what specific economic changes might occur for Great Britain?

(Q5) In your own words, what specific intellectual changes might occur for Great Britain?

**5. Partners should then read paragraphs 5-12 aloud to each other.** Partners should establish definitions for vocabulary in **bold face**.

**6. Students should attempt to answer the following questions individually, then share and discuss their answers with their partners.**

(Q6) What does the author think the Rockefeller Foundation should do in the current situation?

(Q7) What do you think the author is suggesting when he talks about “limited resources?”

(Q8) In your own words, what should be done first to get the new program underway?

(Q9) What effect might this plan have on American universities?

(Q10) How is this new plan different from what had been done previously for German refugees?

(Q11) What should be the first step in putting this new program into operation?

(Q12) What does the author mean by “possible markets” for the refugee scholars?

(Q13) What possible problem might result from the arrival of refugee scholars and why might that problem be overcome?

(Q14) In your own words, what two steps should be taken to begin to put this program into action?

(Q15) What is the author suggesting when he suggests that the first stage of the plan be done quietly?

**7. After completing paragraphs 1-12, partners should identify the two distinct sections of the reading so far.** Students should identify which paragraph serves as a transitional paragraph between these two different sections. These conclusions should be shared with the entire class

**8. Together, the class and teacher will read paragraph 13, the final section of the reading.**

**(Q16):** What does the author suggest will happen if Hitler loses?

**9. Summary Writing:** Students will gather notes to write a summary of the text.

Using the summary notes graphic organizer (Writing a Magnet Summary), students work first in pairs, to find evidence from the text, then share out with the full class. Note that the graphic organizer identifies the two distinct segments of the reading.

**10. For homework:** Students will individually write out a summary of the reading based on notes collected in the template.

**Day Two:** The purpose of this exercise is to clearly understand the specific features of the “Criteria” and “Process” for the Refugee Scholar Program as initially established by the Rockefeller Foundation .

1. Check for Understanding: Teachers should be sure that students understand the previous day’s reading by personally assessing the summary or by using an appropriate, familiar in-class method that allows students to review and revise their summary.

2. Students will then read the two documents listed in the “Criteria and Process” list below. Their goal, working individually or in pairs, will be to create a "Guide to Selection of Refugee Scholars," an imaginary document that could have been used by the Rockefeller Foundation as they made their selections. This Guide should be carefully written with specific references from the two documents. Individual or Team Guides will then be presented to the class; non-presenting students will modify the Guides as necessary. Final Guides may be completed individually for homework.

**Days Three** - Evaluation of Specific Individual Cases in order to assess how the Refugee Scholar Program really worked; collection of data that will help in the final phase of this project.

1. Divide to class into 5 teams and assign each the job of describing the ways in which the Refugee Scholar Program actually worked. Each team will be assigned one of the scholars listed below. The task is to gather evidence from each document that will allow them to answer the following questions:

To what extent was the Criteria and Process followed?

What specific practical concerns and/or obstacles were to be found in the actual administration of the program?

How were the known results to the program for this individual scholar?

2. After each team has collected evidence to answer the above questions, they will discuss the degree to which the program was successful in this particular case.

3. Teams will present their data and conclusions to the rest of the class. Other class member will collect relevant data from the presentations in a manner most familiar to them from previous exercises.

4. After the presentations, students should have the opportunity to check their data by consulting other team members.

**Days Four and Five: Students will complete work on a short position paper that offers a personal response to the Essential Question.**

*In completing this portion of the lesson, and in conjunction with guidelines presented in the Common Core, teachers should employ a process of essay writing that builds on previous experience in the class and school.*

**Suggestions for this process:** *Have students begin with a review of the collected evidence, then consider the need for additional/ supplemental research; allow students to again check for additional data used by other teams or consider other relevant sources outside of those provided here. Individual students should then write an initial written statement of a possible thesis position, then begin to organize their evidence into a coherent and comprehensive outline based on that thesis, making sure that the structure of the argument and relevant, specific data support the thesis. Modification of thesis or outline structure should be made if necessary to insure the coherence and “tightness” of the argument. Attention to a referencing technique should also be made at this point; specific references to sources should be included in the outline. Once the outline or structure is complete, students should prepare a first draft which should be subjected to evaluation (possibly through peer review). This evaluation should lead to another revision and ultimately to a final product.*

**6. Source Materials and Student Handouts:**

1. “Common Core Cornerstone” Reading: [“If Hitler Wins”: Memo from Joseph Willits \(RF Director of Social Sciences\) to Rockefeller Foundation Staff, 3 June 1940](#)
2. Directions For Teachers / Questions for Students – “Common Core Cornerstone” Reading
3. Graphic Organizer: Writing a Magnet Summary (see separate file)
4. “Criteria and Process” Documents
  - [Memo from Raymond Fosdick to Allan Gregg](#) (25 July 1940)
  - [“Draft of Refugee Scholar Plan”](#) (n.d.)

## 5. Individual Stories

### *Otto Meyerhoff:*

- [Letter to Meyerhoff from Alan Gregg \(17 July 1940\)](#)
- [Letter to Allan Gregg from Alexander Makinsky \(31 July 1940\)](#)
- [Letter to Makinsky from Meyerhof \(1 August 1940\)](#)
- [Letter to Gregg from Makinsky \(9 Sept. 1940\)](#)
- [Letter to Dr. A.M. Richards from Gregg \(13 Sept. 1940\)](#)
- [Letter to Makinsky from Meyerhoff \(16 Oct. 1940\)](#)
- [Diary Excerpt \(“Interview”\) from Robert Lambert re: Meyerhoff \(26 October 1940\)](#)

### *Marc Bloch:*

- [Letter to Joseph Willits from John U. Nef \(30 Sept. 1940\)](#)
- [Letter to Prof. Leland from Marc Bloch \(31 Oct. 1940\)](#)
- [Grant In Aid Notice \(12 December 1940\)](#)
- [“Detail of Information – Marc Bloch” \(n.d.\)](#)
- [Telegram from Strode to RF](#)
- [Letter to Alvin Johnson from Marc Bloch \( 31 July 1941\)](#)

### *Hedwig Hintze:*

- [Letter to Thomas Appleget from Alvin Johnson \(14 August 1941\)](#)
- [Letter to Johnson from Appleget \(25 August 1941\)](#)
- [Letter to Johnson from Hintze \(8 August 1941\)](#)
- [Letter to Johnson from Appleget \(2 Sept. 1941\)](#)
- [Letter to John Marshall from Herbert Solow \(28 Oct. 1941\)](#)

### *Claude Levi-Strauss*

- [Grant In Aid Notice \(22 April 1941\)](#)
- [Detail of Information \(n.d.\)](#)
- [Letter to Johnson from A Metraux \(2 Oct. 1940\)](#)
- [Letter to Appleget from Johnson \(11 March 1941\)](#)
- [Letter to Roger Evans from Levi-Strauss \(29 May 1945\)](#)

### *Jean Wahl*

- [Inter-Office Correspondence \(2 Dec. 1940\)](#)
- [Inter-Office Correspondence \(26 Sept. 1941\)](#)
- [Letter to Miss V. Izambard from Alexander Makinsky \(2 Dec. 1941\)](#)
- [Inter-Office Memo \(Oct. 1941\) from RTK](#)
- [Inter-Office Memo \(1 Dec. 1941\) from A.M.](#)
- [Grant In Aid Notice \(6 April 1941\)](#)

6. Reference Sheet - The Cast of Characters (See separate file)

Topic: Responding To Totalitarianism in Europe: A Case Study – The Rockefeller Foundation’s Refugee Scholar Program During World War II

**The Text: "If Hitler Wins" (Memo from Joseph Willits, Director of Social Sciences Division, The Rockefeller Foundation, to RF Staff, 3 June 1940, Rockefeller Archive Center Collections)**

Exemplar Text	Vocabulary
<p>1 The <b>contours</b> of the Europe which will result in case of a <u>Nazi</u> victory may now be reasonably clearly estimated, at least so far as Great Britain and France are concerned. There may be an attempt at total enslavement by <b>incorporation</b> into <u>the Reich</u>, in which case concentration camps and executions for persons with <b>capacity</b> for independent leadership may be expected.</p> <p>2 But even if a more "moderate" program is followed, the <b>devastating</b> consequences on life in France and Britain, and on other defeated countries, are obvious. No one can predict the exact lines of Nazi policy, but such acts as these are likely elements in their picture if they conquer: The <b>amputation</b> of most of the British and French Empires; the <b>compulsory</b> adjustment of financial, production and foreign trade policies to fit in with and serve the needs and greater prosperity of the German economic (military) system; the forced <b>migration</b> of millions of people from their present homes and occupations in order to make room for expansion of the German race; the <b>suppression</b> of all independent expression which is in any way critical of the acts or ideologies of the Nazi <b>regime</b>.</p> <p>3 What these measures mean is clear, both economically and intellectually. If, for example, Great Britain is forced to work on <u>lines of production</u> acceptable to Germany, is shut out of much of her European and Asiatic markets and much of her colonial markets, loses most of her international shipping business and her functions as international banker, it may well be that Great Britain will not be able to support more than half the present population at the present standard of living. The resulting <b>discontent</b> will be perfect for Nazi purposes.</p>	<p><u>Nazi</u> - ruling political party in Germany <u>Reich</u> - usually called the Third Reich, name given to the German Empire under Adolph Hitler</p> <p><u>lines of production</u> - refers to how these countries will have to change what they manufacture</p>

4 The intellectual consequences are no less **appalling**. Great Britain, France, Holland, Belgium, Denmark, Norway, Sweden, Switzerland, will almost certainly cease to offer the kind of **milieu** in which social science research can flourish.

social science - includes fields of study like anthropology, history, sociology, psychology, political science.

5 With millions of people having to or desiring to **migrate** from their homelands, the pressure on the [Rockefeller] Foundation to become a relief body, will be terrific. I suggest - at least so far as SS is concerned - that we choose now as the small part of the total task which the Foundation's limited resources permit it to undertake, the responsibility for relocating such of the best of the scientific and scholarly men and women from France, Great Britain and other **over-run** countries as may be available to leave.

Rockefeller Foundation - (philanthropic institution created in 1913)

SS - refers to the Division of Social Sciences within the Rockefeller Foundation.

6 I would suggest these **fundamental** departures from the refugee policies which have obtained in the past. [First], I would take the **initiative** and shop for the best. I would do this cold-bloodedly on the assumption that Nazi domination of these countries makes them a poor place for a first-class person to remain in. And on the further assumption that the Foundation could make no finer contribution to our culture than to bring over, say, 100 of the best minds from Great Britain, 75 from France, and smaller numbers from the other countries. We could contribute to much needed **distinction** of our universities by **facilitating** such immigration.

refugee - a person escaping from political or natural disasters or emergencies looking for safety.

have obtained - have existed

cold-bloodedly - without emotion or feeling

Foundation - the Rockefeller Foundation

7 In the case of the German refugees, we waited for what the individuals concerned were able to promote or universities originated. I think it is not unfair to say that a great many were not really first-rate.

first-rate - of the best quality

8 In reversing this process I would suggest that we start now with the **collaboration** of a few leading social scientists in considering the idea. If the plan were approved, a list of the men and women in the various social science fields whom we would most like to see here could be prepared. Thus we could be ready if the final tragedy occurs. This should be done as quietly as possible. Such a list should not be used **woodenly**, and of course we could and would lower the standard to fit many situations; but the emphasis should be on the highest quality. Most of the others would just have to turn to other perhaps less intellectual occupations.

9 [Second], I would consider that all North America - especially Canada - and all South and Central America would constitute possible markets for these scholars. We have been searching for "something to do" in South America. I think this could be one **concrete** way to begin.

10 [Third], If this policy were adopted, we would be immediately confronted with the "elbows out" attitude toward refugees on many United States campuses. I think this difficulty need not be insurmountable. The emotional attitude in the event of a Nazi victory will be different. Concentration on high quality will also help. Furthermore, English and French scholars will be more readily fitted into the American scene than have some of the German refugees, And, finally, it may be necessary to increase the rate and period of Foundation support.

11 RF spent \$750,000 in assisting refugees, chiefly from Germany, to locate in this country. It may be confronted with an opportunity, greater for the United States and greater for civilization.

12 Two steps would seem to be necessary to **implement** this policy:

1. Quietly, with a few leading scholars, explore this plan and, if approved, develop the list of **preferred** scholars. 2. Be prepared for systematic exploration of the market and quick action if necessary.

13 If Hitler loses - Then the need will be of a totally different **character**, with prompt action of a totally different kind **indicated**.

*"elbows out" – as in sticking your elbows out to give yourself more space at the expense of others.*

*the rate and period – refers to how much money and for how long the Foundation would support this goal*

*RF – the Rockefeller Foundation*

*systematic exploration of the market – using a clear method to identify which scholars should be considered for the program*

Topic: Responding To Totalitarianism in Europe: A Case Study – The Rockefeller Foundation’s Refugee Scholar Program During World War II

**The Text: "If Hitler Wins" (Memo from Joseph Willits, Director of Social Sciences Division, The Rockefeller Foundation, to RF Staff, 3 June 1940, Rockefeller Archive Center Collections)**

Exemplar Text	Vocabulary	Guiding Questions For Students
1 The <b>contours</b> of the Europe which will result in case of a <u>Nazi</u> victory may now be reasonably clearly estimated, at least so far as Great Britain and France are concerned. There may be an attempt at total enslavement by <b>incorporation</b> into <u>the Reich</u> , in which case concentration camps and executions for persons with <b>capacity</b> for independent leadership may be expected.	<i>Nazi - ruling political party in Germany</i>  <i>Reich - usually called the Third Reich, name given to the German Empire under Adolph Hitler</i>	<b>(Q1)</b> If the Nazis win, what will happen to the countries of Great Britain and France?  <b>(Q2)</b> Who might be sent to concentration camps? Why?
2 But even if a more "moderate" program is followed, the <b>devastating</b> consequences on life in France and Britain, and on other defeated countries, are obvious. No one can predict the exact lines of Nazi policy, but such acts as these are likely elements in their picture if they conquer: The <b>amputation</b> of most of the British and French Empires; the <b>compulsory</b> adjustment of financial, production and foreign trade policies to fit in with and serve the needs and greater prosperity of the German economic (military) system; the forced <b>migration</b> of millions of people from their present homes and occupations in order to make room for expansion of the German race; the <b>suppression</b> of all independent expression which is in any way critical of the acts or ideologies of the Nazi <b>regime</b> .		<b>(Q3)</b> In your own words, in what four ways would Great Britain and France be impacted by a Nazi victory?

<p>3 What these measures mean is clear, both economically and intellectually. If, for example, Great Britain is forced to work on <u>lines of production</u> acceptable to Germany, is shut out of much of her European and Asiatic markets and much of her colonial markets, loses most of her international shipping business and her functions as international banker, it may well be that Great Britain will not be able to support more than half the present population at the present standard of living. The resulting <b>discontent</b> will be perfect for Nazi purposes.</p>	<p><u>lines of production</u> - refers to how these countries will have to change what they manufacture</p>	<p><b>(Q4)</b> In your own words, what specific economic changes might occur for Great Britain?</p>
<p>4 The intellectual consequences are no less <b>appalling</b>. Great Britain, France, Holland, Belgium, Denmark, Norway, Sweden, Switzerland, will almost certainly cease to offer the kind of <b>milieu</b> in which <u>social science</u> research can flourish.</p>	<p><u>social science</u> - includes fields of study like anthropology, history, sociology, psychology, political science.</p>	<p><b>(Q5)</b> In your own words, what specific intellectual changes might occur for Great Britain?</p>
<p>5 With millions of people having to or desiring to <b>migrate</b> from their homelands, the pressure on the [<u>Rockefeller</u>] <u>Foundation</u> to become a relief body, will be terrific. I suggest - at least so far as <u>SS</u> is concerned - that we choose now as the small part of the total task which the Foundation's limited resources permit it to undertake, the responsibility for relocating such of the best of the scientific and scholarly men and women from France, Great Britain and other <b>over-run</b> countries as may be available to leave.</p>	<p><u>Rockefeller Foundation</u> - (philanthropic institution created in 1913) <u>SS</u> - refers to the Division of Social Sciences within the Rockefeller Foundation.</p>	<p><b>(Q6)</b> What does the author think the Rockefeller Foundation should do in the current situation?</p> <p><b>(Q7)</b> What do you think the author is suggesting when he talks about "limited resources?"</p>

<p>6 I would suggest these <b>fundamental</b> departures from the <u>refugee</u> policies which <u>have obtained</u> in the past. (First), I would take the <b>initiative</b> and shop for the best. I would do this <u>cold-bloodedly</u> on the assumption that Nazi domination of these countries makes them a poor place for a first-class person to remain in. And on the further assumption that the <u>Foundation</u> could make no finer contribution to our culture than to bring over,say, 100 of the best minds from Great Britain,75 from France, and smaller numbers from the other countries. We could contribute to much needed <b>distinction</b> of our universities by <b>facilitating</b> such immigration.</p>	<p><u>refugee</u> - a person escaping from political or natural disasters or emergencies looking for safety.</p> <p><u>have obtained</u> – have existed</p> <p><u>cold-bloodedly</u> – without emotion or feeling</p> <p><u>Foundation</u> - the Rockefeller Foundation</p>	<p><b>(Q8)</b> In your own words, what should be done first to get the new program underway?</p> <p><b>(Q9)</b> What effect might this plan have on American universities?</p>
<p>7 In the case of the German refugees, we waited for what the individuals concerned were able to promote or universities originated. I think it is not unfair to say that a great many were not really <u>first-rate</u>.</p>	<p><u>first-rate</u> – of the best quality</p>	<p><b>(Q10)</b> How is this new plan different from what had been done previously for German refugees?</p>
<p>8 In reversing this process I would suggest that we start now with the <b>collaboration</b> of a few leading social scientists in considering the idea. If the plan were approved, a list of the men and women in the various social science fields whom we would most like to see here could be prepared. Thus we could be ready if the final tragedy occurs. This should be done as quietly as possible. Such a list should not be used <b>woodenly</b>, and of course we could and would lower the standard to fit many situations; but the emphasis should be on the highest quality. Most</p>		<p><b>(Q11)</b> What should be the first step in putting this new program into operation?</p>

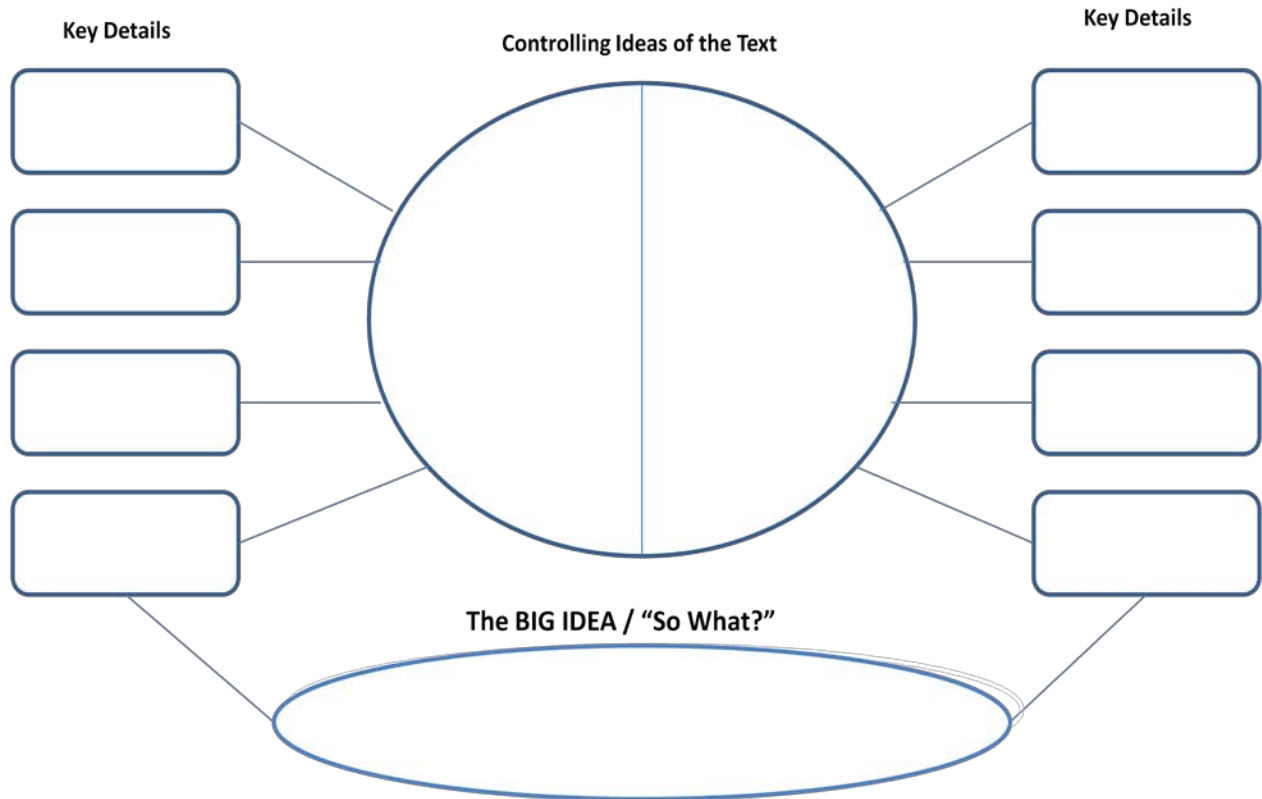
of the others would just have to turn to other perhaps less intellectual occupations.		
9 [Second], I would consider that all North America - especially Canada - and all South and Central America would constitute possible markets for these scholars. We have been searching for "something to do" in South America. I think this could be one <b>concrete</b> way to begin.		<b>(Q12)</b> What does the author mean by "possible markets" for the refugee scholars?
10 [Third], If this policy were adopted, we would be immediately confronted with the <u>"elbows out"</u> attitude toward refugees on many United States campuses. I think this difficulty need not be insurmountable. The emotional attitude in the event of a Nazi victory will be different. Concentration on high quality will also help. Furthermore, English and French scholars will be more readily fitted into the American scene than have some of the German refugees, And, finally, it may be necessary to increase <u>the rate and period</u> of Foundation support.	<p><i>"elbows out" – as in sticking your elbows out to give yourself more space at the expense of others.</i></p> <p><i>the rate and period – refers to how much money and for how long the Foundation would support this goal</i></p>	<b>(Q13)</b> What possible problem might result from the arrival of refugee scholars and why might that problem be overcome?

11 <u>RF</u> spent \$750,000 in assisting refugees, chiefly from Germany, to locate in this country. It may be confronted with an opportunity, greater for the United States and greater for civilization.	<i>RF – the Rockefeller Foundation</i>	
12 Two steps would seem to be necessary to <b>implement</b> this policy:  1. Quietly, with a few leading scholars, explore this plan and, if approved, develop the list of <b>preferred</b> scholars. 2. Be prepared for <u>systematic exploration of the market</u> and quick action if necessary.	<i><u>systematic exploration of the market</u> – using a clear method to identify which scholars should be considered for the program</i>	<b>(Q14)</b> In your own words, what two steps should be taken to begin to put this program into action?  <b>(Q15)</b> What is the author suggesting when he suggests that the first stage of the plan be done quietly?
13 If Hitler loses - Then the need will be of a totally different <b>character</b> , with prompt action of a totally different kind <b>indicated</b> .		<b>(Q16)</b> What does the author suggest will happen if Hitler loses?

# Writing a Magnet Summary

(adapted from Common Core Exemplar: Basil Heatter - “The Long Night of the Little Boats” - Grade 8 ,  
<http://engageny.org/resource/common-core-exemplar-for-middle-school-ela-the-long-night-of-the-little-boats/>)

Using the reading “If Hitler Wins,” complete the following graphic organizer to help prepare you for writing your summary



## **Reference Sheet: Refugee Scholar Program - The Cast of Characters**

**Alan Gregg** – Director, Division of Medical Sciences , Rockefeller Foundation

**Otto Meyerhoff** - German-Jewish physiologist, winner of the Nobel Prize for Medicine (1922)

**Dr. A.M. Richards** – Faculty, University of Pennsylvania School of Medicine

**Alexander Makinsky** – Field Officer for the Rockefeller Foundation Refugee Scholar Program first in Paris, then in Lisbon

**Robert Lambert** - Associate Director, Division of Medical Sciences, Rockefeller Foundation

**Joseph Willits** – Director , Division of Social Sciences , Rockefeller Foundation

**John U. Nef** – Department of Economics, The University of Chicago

**Prof. Leland** – probably W. G. Leland, director of the American Council of Learned Societies.

**Marc Bloch** – leading French scholar of economic and social history

**George K. Strode** – Director, International Health Division, Rockefeller Foundation

**Alvin Johnson** – Director of the New School For Social Research

**Thomas B. Appleget** – Vice President for Europe, Rockefeller Foundation

**Hedwig Hintse** – leading scholar on French Revolution, first female History Department chairperson at the University of Berlin

**John Marshall** – Director of Humanities Division, Rockefeller Foundation

**Herbert Solow** – Faculty, The New School for Social Research

**A. Metraux** – Professor of Anthropology, Yale University

**Claude Levi-Strauss** – world renowned anthropologist at the University of Paris

**Roger Evans** – Assistant Director, Social Sciences Division, Rockefeller Foundation

**Jean Wahl** – specialist on modern English and American philosophies, Sorbonne University, France

**V. Izambard** – probably working for the Rockefeller Foundation at its Lisbon office.