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Rehabilitation program  
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Grants from the Foundation:

\$476,406 for European Rehabilitation

THE FOUNDATION'S PROGRAM TO HELP EUROPE

\$200,000 - 1947  
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Eleven months ago the Trustees received the report of Robert J. Havighurst on his extensive survey of postwar conditions of universities, research institutes, and other cultural resources of Germany. The program to assist European rehabilitation which was authorized on the basis of this information began to operate ten months ago, and to date 40 projects have been supported. Many of these represent small travel grants to enable American teachers to visit strategic centers of education in the war-wrecked lands; others are of longer range and larger outlay, but all may be classified under two groupings:

1. Efforts to promote the interchange of knowledge and ideas between the former fascist countries and the democratic countries of Europe and America;
2. Efforts to find young people of promise in the former fascist countries and to assist them to obtain training for leadership and experience with democratic ways.

Mr. Havighurst, Professor of Education at the University of Chicago, is serving the program as consultant. He has been spending a week each month at the Foundation's offices in New York, working in close collaboration with the divisional officers. For example, projects involving some aspect of social-science interest are considered in consultation with Mr. Willits; those which have a connection with the natural sciences call upon the advice of Mr. Weaver; and so with each field. In some instances projects have had their origin in a division's interest. In three such

cases \$61,246 from divisional funds and \$120,000 from the general fund have been used to finance this type of work. But apart from these, the support has come entirely from the \$500,000 which the Trustees set aside for European rehabilitation last December, and up to the end of October \$295,160 has been appropriated. The 40 grants thus have totaled \$476,406. Every month brings new applications for consideration, and in September Mr. Havighurst left for a two months' visit in Europe to check on results and to evaluate the practicability of some proposed projects.

#### The Restoration of Communication

An important element in promoting the interchange of knowledge and ideas is the restoration of communication. Even before the outbreak of the war, the circulation of books and periodicals in the totalitarian countries and the exchange of professors and other ambassadors of the arts and sciences had been discouraged, and in some cases actively hampered, by the dictators. When war came, of course all these connections were abruptly severed. The end of hostilities found a whole generation grown up in isolation. Scholars and research workers were ignorant of recent developments in their fields, and there are stories, for example, of medical specialists in some of the occupied countries who knew nothing of the wartime applications of penicillin and DDT.

Quite early in planning the rehabilitation program it was decided to provide key institutions with the more important periodicals in representative fields of scholarship and research. Accordingly, last January, a grant of \$69,000 was made to the Germanistic Society of America for this purpose. Most of the money is being used to subscribe to 200 American

journals for a selected list of German and Austrian university libraries. The subscriptions have been paid for three years, after which it is hoped the libraries may be sufficiently on their feet to care for renewals. The balance of the grant not used for periodicals is being applied to the purchase of current medical books for presentation to medical schools, academies, and research institutes of the two countries.

While the Foundation was working out this plan for supplying periodicals and books, it received from the University of Chicago a proposal to send American scholars to teach at the University of Frankfurt. The idea of restoring communication by assisting educators and cultural leaders to visit the former enemy countries had previously been discussed, and this Chicago proposal offered an opportunity to put such an idea into effect. A grant of \$120,000 was accordingly voted last January to finance the plan at Frankfurt for two years. The first group of Chicago professors went over in March, and in six months the project has provided a striking demonstration of what can be done.

Meanwhile, the idea of sending in democratic scholars has been widely applied. Travel grants to the American Council of Learned Societies, Duke University, Harvard, the Institute of International Education, Iowa, the New School for Social Research, Notre Dame, Princeton, Rochester, Union Theological Seminary, and William and Mary, have enabled members of the faculties of these institutions to visit German and Austrian universities. The visitors give lectures, hold seminars, participate in conferences, and serve in many ways as confidants and advisers on rehabilitation problems of education and research. In some instances grants have been made to individuals. Thus, \$6,500 to Karl Brandt of Stanford is enabling him to spend a

year at Heidelberg where he has been teaching agricultural economics since May and is assisting in the establishment of a food research institute. Similarly, \$1,000 to F. A. Hayek of the London School of Economics and Political Science made it possible for him to participate in summer seminars in Austria and Switzerland.

But these ambassadorships are not confined to scholars. It was decided last spring to support the plan of the American Music Center to send musicians, ballet dancers, and actors to give public performances in Germany and Austria. A tour was worked out in consultation with the military authorities, and during the summer three artists went over under this plan. Their concerts were attended by crowded houses, and they returned in September delighted with the applause they had received. It is expected that a second group will leave next summer. The Foundation's grant of \$7,500 is applied to transportation only, living expenses in Europe being cared for by other means. Admissions to the performances are paid only by American military, and these receipts go into the general fund. Germans and Austrians make up most of the audiences, and admission to them is free. This project is enabling the rehabilitation program to make contacts with a much wider segment of the population than the other projects afford, since most of them are limited to cooperation with universities, libraries, and other cultural institutions.

Communication is not a one-way traffic, however. In addition to those made to send visitors to Germany and Austria, grants have been given to bring selected scholars, educators, journalists, radio specialists, trade-union leaders, and other key persons on visits to democratic lands. Tours have been arranged to enable them to inspect our institutions, observe



working methods and other conditions, and meet men and women in their fields. In a few instances provision has been made for the visitors to spend periods of several months in training.

### Chicago in Frankfurt

Of all the projects, the University of Chicago's plan to contribute to the restoration of the University of Frankfurt is both the largest, in terms of manpower and financial expenditure, and the longest established, for it has been operating since the beginning of the spring semester last April. Before Frankfurt was chosen several universities were considered, and in Germany some surprise has been expressed that older, larger, and more famous universities were passed by. But Frankfurt is pathetically understaffed, it suffered seriously during the war, and its size, youth, and strategic position commended it to the University of Chicago for what was frankly undertaken as an experiment.

The plan for the experiment was submitted to the Secretary of State, the Department of National Defense, and the Office of Military Government in Germany, and received their prompt approval. The OMG agreed to provide billets in Frankfurt for housing the educators and to give them access to the commissary for food. In selecting professors and instructors for the mission abroad, it was decided to draw them from the humanities and social sciences. The group of seven chosen to launch the project included two psychologists, a sociologist, a zoologist, professors of historical theology, of English, and a professor of French and German who serves as executive secretary and administrative officer. Each was released from university duties in Chicago several weeks prior to departure to enable him

to prepare for the task ahead, and each was supplied with a working library of 50 to 60 books. The group reached Frankfurt early in April and were greeted by the rector of the university and the city fathers.

From all accounts, the Chicagoans have made a completely favorable impression. "They are bringing into their lectures," wrote the *Neue Zeitung* in a welcoming editorial, "not only the most recent international developments that are connected with their fields of knowledge, but also a spiritual Marshall Plan for Europe." Enrollments in their classes were large, applicants for advanced work quickly filled the seminars, and invitations came to lecture in other institutions. As the program worked out, they spent three days of each week at Frankfurt, and in the rest of the time lectured at Bonn, Heidelberg, Marburg, and other universities. Part of the equipment of the project is an American automobile, which facilitates this circuit riding from university to university.

At the close of the summer, all members of the group returned to Chicago except the executive secretary, who will remain throughout the duration of the project, and the professor of historical theology whose courses are continuing into another term. The autumn semester began in Frankfurt on October 25, and another seven were on hand from Chicago in addition to the two remaining from last term. The new arrivals include a child psychologist, a modern historian, professors of law, philosophy, and anatomy, and two graduate fellows. It is intended that the graduate fellows will assist the faculty members, pursue graduate work under their direction, and in general serve as student ambassadors of good will. All members of the group speak German.

In addition to the professors and graduate fellows, this winter's visiting group will include an occasional distinguished guest lecturer. The first will be Thornton Wilder, who has agreed to spend two and a half weeks at Frankfurt beginning in late November. Mr. Wilder will give two public lectures in the German language - "American Traits as Reflected in American Literature" and "A Comparison of the Problems of the Novelist and the Dramatist" - and a seminar on American literature which will be restricted to students who understand and speak English.

The funds now in hand will finance the project in Frankfurt for two years. At the end of that time, it is hoped, the experiment will have demonstrated its value as a permanent arrangement. The eventual objective is a two-way exchange, with Frankfurt sending members of its faculty to teach in Chicago as the Chicagoans go to teach in Frankfurt.

#### Summer Seminars

During the summer, a number of courses, seminars, and other intensive educational projects were held in various centers, and three of them received support under the rehabilitation program. A grant of \$6,000 provided travel expenses and honoraria for visiting lecturers at the International Holiday Courses held at Heidelberg, Marburg, and Munich. At Alpbach in the Tyrol, four Austrian universities, which have been joining together for many years to offer a seminar, had their 1948 session of several hundred students assisted by a \$2,000 grant from the Foundation. In the Castle Leopoldskron at Salzburg a seminar which concentrated on the study of American civilization attracted 90 students from 14 countries, and a grant of \$13,000 assisted in meeting its expenses.

Henry Nash Smith of the University of Minnesota, passing through New York last month on his way home from Salzburg, gave a lively account of the Seminar. One of ten Americans who constituted the faculty, he found the six weeks at Castle Leopoldskron a never-to-be forgotten experience. "Where else," he asked, "could one find eighty or ninety economists, historians, political scientists, sociologists, and students of literature, from fourteen European countries as widely separated as Finland and Greece, living and working together at joint tasks in a single community? The choice of the United States as the topic of study meant that the main intellectual concern of the participants was relatively neutral ground, so that political disagreements were minimized without being explicitly ruled out of order. At the same time, differences of training and scholarly concern, as for example between economists and literary critics, created a hundred occasions for cross-fertilization of academic disciplines. And the fact that professors and students lived the common life of the castle, sharing all their meals and most of their leisure hours, meant that the Salzburg Seminar provided an unprecedentedly high degree of personal interchange between teacher and pupil. With all allowance for the grim predicaments of contemporary Europe, the Seminar was an approximation of the Abbey of Thélème envisioned by Rabelais as an institution for release of the human spirit through perfect freedom in intellectual expression and shared cultural endeavor."

The Salzburg project had an interesting beginning. Early in 1947 a group of Harvard students decided that in the present stage of world history, with Europe turning increasingly to the United States for leadership, there was need in Europe for an American institute. The group won the sponsorship of the Harvard Student Council and the financial support of a few



alumni and other well-wishers, and raised \$23,000 for expenses. They assembled a library of American civilization and sent a committee to Europe to enroll students and make other arrangements, while a committee in this country selected scholars from several American universities to serve as a faculty. The idea was to study the United States, its history, its literature, its way of life, and in the summer of 1947 the Seminar opened in a country house near Salzburg. When it adjourned at the end of August, every participant agreed "this thing must be continued," and immediately plans began to be laid for the 1948 session. The Salzburg Seminar, therefore, was already a going concern when the Foundation's European Rehabilitation Program was organized, but it would be difficult to find a project more completely in line with the program's purposes.

"Oddly enough," said Dr. Smith, "several students remarked that they had learned more about American democracy from observing the personal relations of the Americans with one another and with the Europeans than from all their reading. Instead of an almost military feeling of caste, which seems to prevail at least in Austria and Germany, they saw in the attitude of American students toward their teachers a feeling of comradeship. All the Europeans who commented on this fact considered it admirable, and expressed a desire to modify European attitudes in the direction of American practice. But one German suffered an almost traumatic shock when he saw an American professor come into a dormitory room to speak to his student assistant, and the assistant answered without even taking his feet off the table."

Were there no suspicions or resentments? "Yes, many of the Europeans arrived in a suspicious state of mind, expecting to be subjected to American propaganda," said Dr. Smith. "If, in spite of this, they came, it

was because they thought they would at least have a pleasant vacation and hear some good music. Or they looked forward to making their own use of the library. This attitude was especially characteristic of students with leftist leanings, pre-eminently of the six or eight communists. In every case these men underwent a marked transformation in the course of the session. Originally tight-lipped and reticent, they gradually relaxed when they found that all problems were open to free discussion in an atmosphere of academic integrity, and that the Americans were perfectly willing to examine criticisms of the United States."

#### The Development of Youth Leaders

The future comes on the shoulders of the young people. Recognizing this, the rehabilitation program has sought to find worth-while projects for strengthening wholesome youth movements. German as well as British and American authorities in Germany have set up centers there for the training of youth leaders, but these facilities are limited, and inferior to many outside training institutions both in Europe and the United States. The rehabilitation program has therefore allocated funds for three projects to enable German youth leaders to go abroad for training.

One, a grant of \$1,800, has been set apart to cover the expense of visits by youth leaders to Great Britain where they will be enrolled in short training courses.

The second, a grant of \$2,000, is providing scholarships in the International People's College at Elsinore, Denmark, for ten German youth, church, and labor leaders.

The third project, a grant of \$28,280 to the National Social Welfare Assembly, is financing the visits of eight German youth leaders to the United States. Seven have arrived, and the eighth is expected in January. Four are men and four are women. All have had experience in youth work, and range in age from 21 to 36 years. Some have been employed on youth activities under the Office of Military Government. An itinerary has been worked out for each visitor. It calls for visits to camps and conferences, social settlements, boys' clubs and girls' clubs, and attendance at a training school. Thus one visitor, a young woman who has been a teacher of sports and folk dancing in an OMG school near Stuttgart, is taking the training course at the Springfield YMCA College. Another, a Berlin teacher who is active in youth work in Catholic parishes of that city, is studying at the School of Social Work of Boston University. Two, a young woman Evangelical Church worker from Mannheim and a young man from the University of Munich, are enrolled in the School of Social Work at the University of Minnesota. Two are at Western Reserve in Cleveland, another is in training at Denver, and the eighth is yet to be assigned. These visitors will be in training here from eight to ten months.

In Germany, systematic efforts are being made to develop three adequate training schools for youth leaders: one in Berlin, a second in Bavaria, and the third in Hesse, all under OMG. The Berlin school, known as the Wannsee Leadership Center, has been in operation for some time. It has had a chequered career, but in August a grant of \$1,800 from the Foundation enabled the authorities to engage as director an American woman recently with the American Friends Service Committee. She is a competent teacher and administrator, and under her direction adequate curriculum and modern systems

of training are being introduced. The Bavarian school has just been launched, but the Hesse school is still in the paper stage. The Germans are so innured to totalitarian concepts that it has been hard to win acceptance for the idea of inter-confessional and inter-political training for leaders.

### To Help Europe Help Itself

It would require more space than is available here to describe in detail each of the 40 projects. Enough examples have been reviewed to indicate the fundamental policy of the European Rehabilitation Program. The idea is to help the stricken countries to help themselves. In these defeated lands, where stable government does not exist, the Foundation cannot operate in its accustomed way. It cannot follow its usual procedures, making grants to finance programs of research, to provide supplies and equipment, to build libraries, laboratories, and other construction. If for no other reason, the unsettled economy of our former enemies would rule out many such projects as impracticable. Moreover, the depleted staffs and lost morale make most of the universities unsuitable candidates for research grants. The problem is one of restoring morale to the intellectual and moral forces of the country, of acquainting them with democratic standards, methods, and accomplishments, and of providing the youth with sane and balanced leadership. In these ways, it is believed, Europe may be helped to a measure of self-sufficiency in the hoped-for fraternity of civilized peoples.

The question has been raised whether the defeated countries can be completely rehabilitated. "Is it likely that Germany will ever be in condition to sustain a stable society?" was asked at an interdivisional conference of Foundation officers. In view of the cold war now raging, the doubt



might be broadened to apply to most of the European continent. A French cabinet minister, addressing the students assembled for the opening session of the Alpbach Seminar last July, reaffirmed his faith in the cultural dominance of Europe. "We still have the greatest scientists in the world," he declared, "the greatest artists, the greatest thinkers and men of letters. Why should we not hope to re-establish the European cultural tradition once more?" His claims might be debated, but his hope is one which many share in blind faith.

Without venturing to compare European and American contributions, we nevertheless recognize that for some years, even before the war, the intellectual traffic between Europe and the United States has been in two directions. As Henry Nash Smith expressed it, "the United States has now begun to pay back some of its enormous cultural debt to Europe. For fifteen years or more American poetry has been exerting a formative influence on that of England. The sociologists at Salzburg found European sociology very backward in comparison with that of the United States. The same is true of economics. In other words, the situation this summer in which Americans acted as teachers of European scholars, which seemed so paradoxical to many observers of the Salzburg Seminar, was not wholly inaccurate as a reflection of the actual intellectual situation. American scholars do have a fund of knowledge and method which can be of use to European scholars, not merely in the study of American history and literature, but in such international sciences as sociology and economics."

This, then, is the philosophical foundation of the European Rehabilitation Program. America can teach Europe. The United States has something to contribute beyond the dollars of the Marshall Plan.