



MR. VERNON BARTLETT

Diplomatic Correspondent of the *London News Chronicle*

Lecturing under the auspices of
THE INSTITUTE
OF INTERNATIONAL EDUCATION
2 WEST 45TH STREET
NEW YORK CITY

VERNON BARTLETT

Mr. Bartlett is the diplomatic correspondent of the *London News Chronicle*, and the London representative of the League of Nations Secretariat since 1922. Born in Wiltshire in 1894, he served in the World War and later turned to journalism. After an apprenticeship on the *Daily Mail*, he covered the Paris Peace Conference for Reuters. He served successively as Paris correspondent of the *Daily Herald*, and as special correspondent of the *London Times* in Switzerland and Rome.

Since January 1928, he has given a weekly radio talk from all British stations on international affairs under the title of "The Way of the World." These talks have, according to the British Broadcasting Corporation, made him one of the most popular microphone personalities in the country.

He is the author of *No Man's Land*; *Calf Love*; *Mud and Khaki*; *The World—Our Neighbors*; *Behind the Scenes at the Peace Conference*; and a book of short stories about after-war Europe called *Topsy Turvy*. He also collaborated with R. C. Sheriff in turning the play, *Journey's End*, into a novel.

Mr. Bartlett will be available from February 12th to March 24th, 1935. He writes that he would especially like to visit the South and Southwest. He will receive an honorarium of \$75 for one lecture or \$125 when two are given at the same institution.

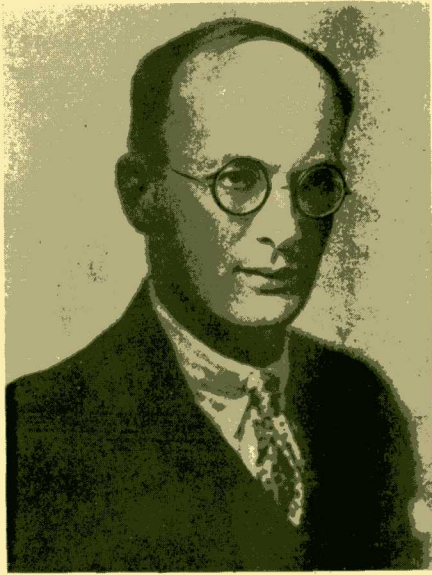
LECTURE SUBJECTS

1. War Again in Europe?
2. Whither Germany?
3. Dictators or Democrats?
4. Statesmen of Europe
(Portraits of Mussolini, Hitler, Gombos of Hungary, Salazar of Portugal, Masaryk, Ramsay MacDonald, Litvinoff, King Alexander of Yugoslavia, Mustafa Kemal, etc.)

COMMENTS ON MR. BARTLETT'S LECTURES

Mr. Vernon Bartlett spoke in a cheerful and engaging manner, setting forth quite vividly some of the English points of view concerning the United States of Europe. He has a very excellent international point of view.

I want to thank you for having made it possible to hear Mr. Vernon Bartlett last Saturday. It was one of the most interesting meetings we have ever had. Mr. Bartlett is one of those men who wins an audience from the start. His material was interesting and well-arranged.



BRONISLAW MALINOWSKI

Professor of Anthropology, University of London

Lecturing under the auspices of
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NEW YORK CITY

BRONISLAW MALINOWSKI

Professor Malinowski was trained at the Polish University of Cracow in Exact Science and Mathematics, and received there his doctorate in 1908, with highest honors. He studied at the University of Leipzig (1908-1910), working in the laboratories of Physical Chemistry and Experimental Psychology. Under the influence of the latter work, he turned to Anthropology and Psychology, studying in London with Professors Westermarck and Hobbhouse, and received the Doctor of Science degree in 1916. He accompanied the Robert Mond Anthropological Expedition to New Guinea and northwestern Melanesia, where he conducted research into the culture of the aboriginal inhabitants of northern Australia and the Trobriand Islands for six years. He has taught at the University of London, first as a lecturer, then as staff lecturer, and after his return from the South Sea Islands in 1920, he was made First Reader (Associate Professor) and in 1927, Professor of Anthropology.

His name is identified with the "functional" school of Anthropology of which he may be said to be the founder. The approach of Professor Malinowski and his students toward the problems of culture is that no fact of human civilization stands alone. Every aspect of culture, he holds, has meaning and reality only in the manner in which it functions in the totality of the civilization of which it is a part. Thus, he has shown how a myth is significant because of the role it plays in giving a people an explanation of the beliefs which they hold; that even such a prosaic aspect of civilization as food-gathering must be studied in terms of its ceremonial and social, as well as of its psychological significance.

His writings are well known, and his books *The Family Among the Australian Aborigines*; *Argonauts of the Western Pacific*; *Crime and Custom*; *Sex and Repression*; *The Sexual Life of*

Savages of North-Western Melanesia; are but the more widely read in a substantial list of scholarly publications. He has contributed numerous articles in *Nature*, *Journal of the Royal Anthropological Institute*, *Mensch en Maatschappij*, *Folklore*, *Africa*, *The Realist*, and *Economica*. Professor Malinowski is associate editor of *Human Biology* and *Sociologus*.

He will be available for lectures from March 25th to April 25th, 1935, in New York and the New England states, and as far west as Chicago. He will receive \$100 for one lecture or \$75 each when two or more lectures are given on the same day or on consecutive days in the same institution.

LECTURE SUBJECTS

1. The Functional Theory of Culture
2. The Economic Motive in the Development of Civilization
3. The Family and Marriage: Are they Permanent Institutions of Human Society?
4. A Stone Age Culture in the Pacific: Descriptive Accounts of Some New Guinea Tribes. (With slides)
5. A Pragmatic Theory of Speech
6. The Problem of Meaning in Civilized and Primitive Language
7. The Psychology of Magic, Primitive and Civilized

When desired Professor Malinowski will lead discussion groups in place of a formal lecture, for advanced students and junior faculty members. The subjects which he suggests for such discussions are:

- A. Primitive Law and Modern Jurisprudence
- B. Language as an Aspect of Anthropology and Sociology
- C. The Sociological and Psychological Explanations of Fundamental Religious Concepts.
- D. The Functional Method of Field Work in Theory and Practice

A Series of Three Lectures are offered on THE FAMILY AND MARRIAGE, an anthropological consideration of the basic institutions of human society:

The Anthropological Approach to the Problem

Anthropology as a theoretical discipline and an applied science. Why the science of man can never be quite pure or detached. Survey of some attempts at applied anthropology; some examples from antiquity and the 18th century; the modern doctrine of primeval communism; theories of group marriage and the consequences drawn therefrom. Other instances of doctrines proved by indiscriminate employment of anthropological evidence; militarism and pacifism, state control and individualism, anarchy and fascism. A brief outline of anthropology's contributions to a program of social engineering.

The Highways and Byways of Human Mating

Antiquarian theories of primitive marriage; the influence of L. H. Morgan on the German socialists. Practical conclusions which have been drawn from the antiquarian theories analyzed; primitive promiscuity and companionate marriage; matriarchy and feminism; the cyclopean family and Freudian repressions. How the functional analysis of culture and applied anthropology are related, and the resulting approach to the modern problems of sex, mating and marriage. Some of the causes of the alleged collapse of morality, of the loosening of matrimonial bonds; the gradual disappearance of some of the essential functions of the family and of parenthood. How anthropology can help in assessing the influence of the forces at work in making for these phenomena.

An Anthropological Theory of the Institutions of Marriage and the Family

Can we discover a universal pattern for these two institutions? The principle revealed by a functional analysis,—the essential interdependence between mating, marriage, and the family. The nature of and reason for marriage; its main features and its principal function; the subsidiary role it plays in communal life. The concept of human marriage as an institutional arrangement; the dominant part of parenthood both in human marriage and in human mating. Why the family will survive the changes and stresses of our modern civilization.



News Bulletin

Twenty-first Volume

October 1, 1945

No. 1

PROBLEMS OF POSTWAR INTERNATIONAL EDUCATION

A. THE REEDUCATION OF THE GERMANS

Stephen Duggan

INSTITUTE LECTURERS

HOW THE BELGIAN UNIVERSITIES FARED

UNDER THE GERMANS

Jacques van der Belen

INSTITUTE OF INTERNATIONAL EDUCATION

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PROBLEMS OF POSTWAR INTERNATIONAL EDUCATION

A. The Reeducation of the Germans

THE problems of postwar international education are many, but it is generally agreed that the one of greatest immediate importance is to determine the kind of education which must be given in the German schools in order to overcome the evil influence of Nazi teachings during the last thirteen years. Germany has now been divided into four zones of occupation to be placed under Russian, British, American, and French control respectively. It cannot be expected that, with such different attitudes toward life as are taught in the national schools of those countries, there will result unanimity of content in the instruction given in the German schools. But on one point there has been absolute unanimity: every vestige of Nazi philosophy is to be rooted out.

That decision immediately poses difficulties: The text books formerly used in the schools were full of Nazi philosophy and the teachers were often exponents of it. It had been intended to defer the opening of all schools in the American zone until we could properly evaluate the results of the experiment of operating the schools of Aachen, which our army opened on June 4, 1945. But the Russians opened the schools in Berlin almost as soon as they occupied the city. When the Americans entered Berlin, therefore, it was thought wise to continue the school program in our sector of the city. The army therefore ordered the immediate printing of text books that had been in use under the Weimar Republic, and by July 28, almost 21,000 books had been shipped from Frankfurt to Berlin and were in use in the schools in our sector. Before the war started there had been 624 schools in our sector of Berlin and of this number 157 had been destroyed. We opened 220 of the remainder with 5,300 teachers and 70,000 children. In all Berlin there are now 225,000 students in the primary, intermediate, advanced and vocational schools that have been opened. As a partial result of the experience gathered in Berlin, it has been decided to open by October 1, 1945, all Volksschulen (elementary schools) in our entire zone of occupation in Germany.

To secure the necessary complement of teachers, a careful screening was undertaken. For the teachers who were accepted, measures familiar to Americans were adopted for their instruction. Teacher-training institutes were held to enable the German teachers to learn what was to be expected of them in the content of their instruction and the best methods to be used for successful accomplishment. Educational teams of Americans were circuited in the United States zone to supervise the work and see that it was properly carried out. The system has been

installed in too limited an area and for too short a time to allow any conclusion as to its degree of success.

In the domain of higher education little as yet has been accomplished in the American zone of occupation, partially because the Universities of Frankfurt, Giessen, Wurzburg, and Munich were too damaged by bombing and artillery fire to reopen. The universities of Heidelberg, Marburg, and Erlangen have started their medical courses because of the great need of physicians. An even more meticulous screening of both professors and students was made than in the case of the lower schools. Two hundred students and 18 professors were assigned to each of the three medical schools by mid-August, the professors having been screened from the faculties of all seven universities. The initial program, however, was a ten-week refresher course for approximately 500 former German army physicians returning to civilian practice. As yet instruction in other fields of university work has not been resumed.

Whatever has been undertaken thus far in the field of education in the American zone has been under American military government supervision. But the military authorities have wisely secured the cooperation of civilian representatives on the United States Group Control Council. This is to provide an interim period preceding complete civilian control. Under American civilian control there will be closer collaboration with the German governmental authorities which will be established initially in local administration, before the departure of the military. It is now thoroughly understood that a successful outcome of the attempt at reeducation of German youth cannot be obtained under foreign auspices. The transfer to German control will be made in our zone of occupation as soon as the American authorities are convinced that the evil Nazi influence has been completely exorcised.

The extirpation of Nazism alone is not enough. We must devise a positive program of education for democracy to take the place of totalitarian ideology in the German schools. From the information which has come out of conquered Germany so far, it appears that no such realistic program is under way. Our military authorities cannot be censured for this deficiency. Our own schools in the United States have long felt the need of a positive policy of instruction to imbue our students at an early age with the genuine appreciation of democracy which often comes to Americans only in adulthood. In recent years, various educational groups in the United States have pioneered in the development of curricula and the preparation of study materials designed to teach democratic ideals to pupils at an early age. Now is the time for the appointment of a national committee, acceptable to all of the interested groups, to recommend a specific and practicable

program of education for democracy. Never before have we faced such a challenging opportunity to inaugurate a constructive educational system on a grand scale, and to observe its virtues and weaknesses under laboratory conditions. The lessons we ourselves learn from our administration of German education can later hasten our improvement of democratic educational techniques here in the United States.

To supervise the educational and social transition from Nazi influence to a real appreciation of democracy will probably require greater control by government authority than existed even under the Hitler regime. And yet that form of regimentation is far removed from our objective: a democratic organization of society in Germany. The Germans are already too prone to rely upon government to introduce reforms. No diminution of that attitude can be expected to result in the Russian zone of occupation where, as in Russia itself, practically all changes emanate from above. It would be unfortunate if the Russian attitude were gradually to supplant that of the American and British, viz: to rely upon private initiative and local control in matters of education. Certainly the problem presents a challenge to the Western Allies. To meet the challenge successfully requires both imagination and leadership in our statesmen and educators.

STEPHEN DUGGAN

THE INSTITUTE'S FOREIGN STUDENT ORIENTATION WEEK-END

EDGAR J. FISHER, *Assistant Director*

IN connection with the annual September conference and social week-end for the new scholarship and fellowship students under the auspices of the Institute of International Education, there were two indications at least that World War II had come to an end: 1) there was a small group of newly arrived French students in attendance, and 2) it was possible to charter a bus for a picnic in the beautiful countryside of Westchester County. The conference which was held over the week-end of September 14, was arranged by the Counsel and Guidance Center of the Institute with the assistance of other members of the staff. Because of the continuance of O.D.T. regulations restricting travel, the group was somewhat smaller than usual. Students who were not in the vicinity of New York City were not encouraged to attend.

The opening meeting was held at the offices of the Institute with only the students and the Staff attending. The great majority of the foreign students were from Latin America, some sixty of them. Dr. Stephen Duggan, Director of the Institute, gave the opening address

in which there was, as usual, much of value by way of information and advice for the students from abroad as they approached their studies in the United States. His informal talks to the students are always most appreciatively received. Mr. Harry H. Pierson, who represented the Division of Cultural Cooperation of the Department of State, was next introduced by Dr. Fisher, the presiding officer. Mr. Pierson welcomed the students on behalf of the Department of State, stressed the importance of their presence in the United States, and told of the value of cooperation between the Division of Cultural Cooperation, the Institute, and our academic institutions in developing intercultural understanding.

There followed a panel discussion led by Mr. George Hall, acting administrator of the Washington Bureau of the Institute of International Education. Three students who held fellowships last year constituted the other members of the panel. They were Miss Hilda Chen Apuy of Costa Rica, a student at the State University of Iowa; Miss Marcela Pajares of Peru, a student at Carleton College, and Mr. Felix Smith of Haiti, from Ohio State University. The members of the panel brought out much helpful information and dispensed sage advice for the new students about to go forth to many different campuses. This drew forth questions and answers from the floor, with the result that this portion of our program proved to be exceptionally helpful and stimulating. The panel discussion was followed by a buffet supper and further informal discussion. The students gathered in small groups and continued in pleasant social intercourse until a fairly late hour.

On Saturday morning the students and members of the Staff set forth by bus upon a delightful picnic, although the weather was not all that could have been desired. Through the generous courtesy of the Girl Scouts of America, the picnic was held at Camp Edith Macy near Pleasantville, New York. The innovation of a picnic was a happy decision as it was a good "mixer" for the students themselves and for the members of the Staff. The Great Hall of the Camp and its beautiful surroundings proved to be an ideal place for the outing. Some groups took long walks through the camp grounds while others danced or sang songs in the Great Hall.

A number of the students remained in the city for several days and plans were made for small groups to make interesting and profitable excursions.

INSTITUTE LECTURERS

1945-1946

EDDY ASIRVATHAM, head of the Department of Political Science of the University of Madras, is giving a course at Boston University three days a week during the current academic year. He will be available to lecture in other eastern institutions from Friday through Monday of each week. Dr. Asirvatham has lectured widely in India, Burma, Ceylon, Scotland and Denmark, and has frequently addressed British and United States troops in India. He is a member of several learned societies including the Indian Political Science Association of which he is Vice President, and is active in the work of the Christian churches in India. After studying four years at Hartford Theological Seminary, he specialized in Social Ethics and Political Philosophy at Harvard University and at the University of Edinburgh, where he received the degree of Doctor of Philosophy. He is the author of a number of publications on social and political subjects. Lecture topics: *India and Postwar Reconstruction; The Future Constitution of India; The Causes and Cure of Poverty in India; The Cultural Heritage of India; My Country and My people; The Christian Task in India.*

Aurélien Digeon, Recteur d'Académie, Directeur de l'Office National des Universités et Ecoles Françaises, plans to visit the United States next spring and will be available to deliver lectures at our institutions of higher learning. Before assuming his present position, in 1937, M. Digeon was Professor of English Literature at the University of Lille. In 1912 he was instructor in French at Williams College. The Office National, which is under M. Digeon's direction is concerned with France's educational relationships with other countries, including the exchange of students. The exact dates of his visit and the titles of his lectures will be announced in a later issue of the *News Bulletin*.

Donald Grant, British lecturer on international affairs, will be available for lectures in January-April 1946. Mr. Grant is a graduate of the University of Edinburgh and holds academic honors from several European universities. After World War I he was engaged in relief work in France, Switzerland, Austria, Soviet Russia, Germany and the Balkans. He has spent four years in New Zealand and is in close touch with Pacific affairs. Lecture subjects: A series* on Europe, 1946: *Britain, Soviet Russia and Europe; From Weakness to Power—USSR 1922-1946; Central Europe and the Balkans; Austria and Vienna—Epitome of Europe*; a series* on The Position of Britain in the Post-

* May be given in a series or as single lecture.

war World: *Structure of the British Empire, The Powers and the Middle East, Britain under the Labor Government*; and single lectures on *Soviet Russia's Asiatic Frontiers; Wartime Britain—Survival and Achievement*.

Maximo M. Kalaw, Secretary of Instruction and Information in the cabinet of President Osmeña, will be available for lectures in the eastern part of the United States from November through February 1946, and in the West during March on his way to Manila. Dr. Kalaw lectured under Institute auspices in the colleges and universities of this country in 1932 and in 1939. He was then Dean of the College of Liberal Arts, and head of the Department of Political Science at the University of the Philippines and a member of the Philippine unicameral National Assembly. He attended the San Francisco Conference as the ranking member of the Filipino delegation and is now a member of the Filipino Rehabilitation Commission in Washington and President Osmeña's personal representative on cultural relations in the United States. Dr. Kalaw received his doctorate at the University of Michigan, where he was at one time an exchange professor. Among his publications are: "The Case for the Filipinos" 1916; "Self-government in the Philippines" 1919; "Philippine Government under the Jones Law" 1922; "The Development of Philippine Politics" 1923; "Introduction to Philippine Social Science" 1932. Lecture topics: *The Philippines under Japanese Rule; The Philippines in the Atomic Age*.

Joaquin Martinez Saenz, distinguished Cuban lawyer and economist, will visit the United States from January 1 to February 20, 1946, during which time he will be available for lectures. Dr. Martinez Saenz has been Secretary for Agriculture, as well as Secretary of Finance, and a member of the Cuban legislature. His publications include *Essays on Administrative Law, and Compendium of Industrial Legislation*. Since Dr. Martinez Saenz has been active in political affairs and is considered among the constructive liberals of Cuba, his views with regard to inter-American relations will be of real value as well as of interest to Americans at this time. Lecture titles to be announced.

Ernesto Montenegro, Chilean journalist and author, will be available for a visiting professorship or a series of lectures in the colleges and universities of this country during the current academic year. Señor Montenegro has been a frequent contributor to periodicals and newspapers in the United States. Upon his return to Chile from Europe in 1930 he became a member of the editorial staff of *La Nación* of Santiago, and since his visit to Argentina in 1938 he has been a contributor to *La Prensa* of Buenos Aires. He has lectured and taught

at many colleges and universities in the United States and has been in demand for lectures at Institutes of Inter-American Affairs. His first published collection of short stories, "Mi tío Ventura", received the annual prize at the University of Concepción. He has translated into Spanish and edited many short stories and novels by such English and American authors as Mark Twain, Ambrose Bierce, Ernest Hemingway, D. H. Lawrence, H. G. Wells, W. H. Hudson, and H. D. Thoreau. Lecture topics: *Cultural and Economic Influences in Latin America; Some Masterpieces of Latin American Literature; Cooperation and Interdependence in the Americas; Racial and Political Problems in South America; The Teacher, the Writer, and the Artist in Spanish-American Life.*

Stefan Osusky, Czechoslovak Ambassador to France for the twenty years immediately preceding the outbreak of the present war, has recently arrived in this country from England and will be available for lectures until December 15. Dr. Osusky was Minister to the Court of St. James in 1918, and Secretary General of the Czechoslovak delegation to the Peace Conference in 1919. He was delegate to the Reparations Commission and the League of Nations Assembly, and chairman of the Supervisory Committee of the League. Dr. Osusky received the degree of Ph.D. in Philosophy and Psychology and of J.D. in Law at the University of Chicago. He also received the LL.D. and Dr. h.c. from the University of Dijon and was awarded the Czechoslovak Academy's Karlik Prize. During the past winter Dr. Osusky completed "Essential Russia", which was published by Macmillan in London. His previous publications are: "Magyars and Pan-Germanism" (1918); Reparations (1932), and "The League of Nations" (1935). Lecture subjects: *Russian as Distinguished from Marxist Elements of Revolution; The Influence of Stalin's Doctrine of Nationality on Small Slav Nations; Europe's Political Future; Russia and Asia.*

Alberto Salomón y Osorio, Peruvian statesman and scholar, will be available for lectures during the current semester. Dr. Salomón Osorio was graduated from the University of San Marcos, where he later became Professor of Constitutional Law, and of Political Economy and Finances. He was a member of the Chamber of Deputies for fourteen years, presiding over it part of that time. During six years as a senator, he was chairman of the Committee for Foreign Affairs. He was Minister of Justice and Public Education from 1918 to 1920. As Minister of Foreign Affairs, 1920-1925, he concluded with Colombia the Salomón-Lorzano Treaty which ended the frontier dispute with that country. He successfully urged the submission to the arbitration of

the President of the United States, the dispute with Chile over the provinces of Tacna and Arica, and was chief legal advisor in the Peruvian Delegation to the Plebiscite Commission of the Tacna-Arica Arbitration. Dr. Salomón Osorio is the author of "Potentialities of Economic Development of Peru". He is a member of a large number of learned and academic organizations in his own country and abroad, and has received decorations from governments of many countries in South America, Europe, and Asia. Lecture topics: *The Character of Democracy in South American Countries; Colonial and Republican Life in South America; Racial and Group Prejudices in South America; Political Relations between the United States and Latin American Countries; Latin American Postwar Problems; Nationalism and Internationalism as interpreted in some South American Countries.*

Max Salvadore, who has just joined the faculty of Bennington College, (Vermont) will be available during the year for occasional lectures in the vicinity of the College. Dr. Salvadore secured his Ph.D. in Political Science at the University of Rome and was Privat-Dozent at the University of Geneva in 1937. In January 1939 he became Assistant Professor of Sociology at St. Lawrence University. He has lectured extensively in Switzerland, England, and the United States. He grew up in the agricultural regions of Italy in the critical period during and after World War I and became well acquainted with the social and economic problems of the Italian people. As a sincere believer in democracy Dr. Salvadore joined the underground opposition to Fascism and was one of the leaders of the secret organization, Giustizia e Libertà, the purpose of which was to restore the democratic institutions of Italy. He was imprisoned for a year as a result of his anti-fascist activities. After the outbreak of the war he spent three and a half years in the British army and as a Commando carried on vital and dangerous work behind the lines in Italy. He acted as liaison officer between the Allies and the Committee of National Liberation in Northern Italy. Professor Hans Kohn writes of Dr. Salvadore, "I know of few men who have as good a first hand knowledge of Italy, the Mediterranean problems, and Britain as he has. He has a fascinating and most pleasant personality and is a highly interesting lecturer. I can recommend him most warmly for an extensive lecture tour." Lecture topics: *The Resistance Movement in Italy; Can Italy Be a Democracy? AMG In Italy: An Experiment in Allied Military Government; African Colonies on the Front Page.*

Luis-Alberto Sánchez y Sánchez, Peruvian professor, writer, and lawyer, will be available for single lectures or a series of lectures in

January-March 1946. Professor Sánchez has recently been elected Deputy for Lima to the Peruvian National Congress, ending his temporary exile. He will also resume his professorship of *Literatura Americana y del Peru* at the University of San Marcos. Professor Sánchez received his Ph.D. in history, philosophy, and letters from the University of San Marcos, where he immediately began teaching. Other positions he has held include that of Assistant Director of the National Library of Lima; President of the National Press Association; special lecturer at the Instituto Hispanocubano de Cultura, and at the National Institute of Panama. He has been a member of the faculties of the University of Concepción, Chile; the University of La Plata, Argentina; the University of Buenos Aires, and the University of Chile. While Deputy for Lima, he was exiled by the governments of Presidents Sánchez Cerro in 1932 and Benavides in 1934. Professor Sánchez came to this country in 1931 at the invitation of the Library of Congress, and the following spring was visiting professor at Columbia University. In 1924 he gave a course at Michigan State College. During his visits to this country he lectured under the auspices of this Institute. Lecture topics: *The March Toward Democracy in Latin America*—Analyzing the Cases of Peru, Ecuador, Cuba, Chile, Brazil, Uruguay, Paraguay, Colombia, and other countries. These may be given as a series or as single lectures.

George Soloveytchik, an outstanding British journalist, will arrive early next year for a few months' visit to the colleges and universities of this country. Mr. Soloveytchik took his M.A. in Modern History at Queen's College, Oxford, and did postgraduate work in Berlin and Paris. He is an accomplished linguist and the author of a number of books. His recent lectures in England include a course at the School of Slavonic Studies at the University of London, on "Russia in Perspective", a series at the London School of Economics entitled "Social and Economic Conditions in Scandinavia", and lectures on France at Oxford. During the war he was an official lecturer for the British Army, Navy, and R.A.F. At the present time Mr. Soloveytchik is visiting France, after which he will spend a fortnight lecturing in Stockholm at the invitation of the Swedish government. While in the United States he will travel extensively and will be available for lectures or a visiting lectureship. The exact dates of his visit will be announced at a later date. Lecture subjects: *Russia in Perspective*; *Britain's Re-conversion Problems*; *The Scandinavian Scene*; *France and the Post-war World*; *Have the Small Nations a Future?*

Giovanni Stepanow, Italian art critic and philosopher, will make his first visit to this country in the spring of 1946 and will be available for lectures for several months. Dr. Stepanow was educated in Russia, Italy, and Germany and holds the degrees of Ph.D., and Dr. Jur. h.c. His art criticism is unusual in that he analyses styles and works of art to ascertain the essential psychological and moral forces which have influenced their creation. He is qualified to discuss art of many periods and schools: Greek and Roman, Gothic and Romanesque, Renaissance and Baroque, Russian and Byzantine. His method of treating the work of a single artist is also to consider the psychology of each as revealed in his masterpieces. This method of criticism proved of great interest to the scholarly audiences which he has addressed in many European capitals. During the past two years he has lectured, with equal success, to the American Air Corps personnel on Capri. Dr. Stepanow has had a number of books published and has in manuscript works on Rubens, Leonardo da Vinci, Raffael, and Michelangelo. He is now working on a special volume entitled, "Creative Forces in Art." Definite dates and lecture subjects to be announced.

NOTES

THE American Society for the Study of Russian Culture has recently been established in New York to further a knowledge of the accomplishments of the Russian people in the domain of literature, art, science, music, the theatre, and other cultural fields. It will not consider political or economic aspects of the U.S.S.R. The new organization was founded in the belief that the hope of future peace depends to a great extent upon developing a unity of purpose on the part of Russia and the United States, which in turn depends upon an understanding by the two peoples of each other's civilization, culture and way of life. The Society will hold lectures on various phases of Russian culture by distinguished authorities twice a month during the period October 1945-March 1946. The first such lecture will be delivered on October 11 by Professor Samuel H. Cross of the Department of Slavic Languages and Literatures of Harvard University, who will speak on "Foreign Techniques in the Rise of Russian Culture." Officers of the organization are: Alvin Johnson, President; Stephen Duggan, Vice President; Frederick Starr, Director and Treasurer; Mrs. Norman Hapgood, Secretary. The American Society for the Study of Russian Culture is located at 424 Madison Avenue, New York City 17.

Mr. Frank Darvall, formerly Lecturer in Public and International Affairs at Cambridge University, and Director of Research at the

English-Speaking Union, has been appointed British Consul in Denver. He will be available to accept lecture engagements at the colleges and universities in Colorado, Utah, and Wyoming. Mr. Darvall has lectured very successfully under the auspices of the Institute of International Education upon several different occasions.

Dr. Vlastimil Kybal, formerly Regius Professor at the Czech University in Prague and at present Research Fellow at Yale University, will be available for lectures in New England and vicinity during the academic year. Dr. Kybal has been Minister Plenipotentiary of Czechoslovakia to Italy, Spain and Portugal, and to several of the Latin American countries. In 1939-1943 he was Visiting Lecturer in History at the California Institute of Technology, and in 1943-1944 Visiting Professor of History in the Army Specialized Training Program at the State University of Iowa. Lecture subjects: *Postwar Problems of Central Europe* (two lectures); *Transfer of Populations*; *The Western Slav Union*; *American Cultural Cooperation with Europe*. Inquiries may be addressed to Dr. Kybal at 266 Canner Street, New Haven, Connecticut.

The fifth (1945) session of the University of Havana Summer School was attended by 1,067 students—more than twice the number for last year. In spite of transportation difficulties some 200 United States students were enrolled. Ten tuition scholarships, offered by the University of Havana Summer School and administered by the Institute of International Education, were awarded to the following: Margaret L. Buchner, Instructor in Spanish, University of Rochester, B.S., Ph.D. Johns Hopkins University; Florence E. Doushkess, Teacher of English and Spanish, Girls Commercial High School, Brooklyn, New York, B.A. Adelphi College, M.A. New York University; Louise Galst, Teacher of Spanish, William A. Wirt School, Gary, Indiana, B.A., M.A. University of Chicago; Paulene Hadaway, Instructor in German and Spanish, Rollins College, B.A. University of Georgia, M.A. University of Wisconsin; Susan Isaacs, Graduate Student, B.A. New Jersey College for Women, University of Havana 1944-45; Doris S. Kaplan, B.A. University of Pennsylvania; Vivian A. Kle, substitute teacher in Chicago public high schools, B.A., M.A. University of Chicago; Carolyn C. Michel, B.A. Randolph-Macon Woman's College; Esther E. Shuler, teaching assistant in Spanish, University of Minnesota, B.A., M.A. University of Minnesota; Margaret M. Walsh, teacher of Spanish, William C. Bryant High School, New York, B.A. Hunter College, M.A. Columbia University.

The National Japanese American Student Relocation Council is conducting a scholarship fund campaign to aid the Japanese American

students who are in real need as the result of the closing of the relocation centers. The Council has done remarkable work in arranging for the acceptance of 4,100 Japanese Americans by more than 550 colleges, universities and other institutions of higher learning in 46 states since July 1942. These students are now free to attend any educational institutions which will accept them in any part of the country on the same basis as all other American students. Contributions to the scholarship fund should be addressed to the National Japanese American Student Relocation Council, 1201 Chestnut Street, Philadelphia 7, Pennsylvania.

The American-Scandinavian Foundation has appointed Professor Kenneth B. Murdock of Harvard University to lecture on American literature and thought in the Scandinavian universities during the first half of 1946.

The Senate of the University of London invites applications for the Chair of Metallurgy tenable at the Imperial College of Science and Technology (salary £1,650). Applications must be received not later than October 31, 1945 by the Academic Registrar, University of London, Richmond College, Richmond, Surrey, from whom further particulars should be obtained.

This Institute is in receipt of a letter from President Henry Raabe of the University of Lublin, describing the need of his University for equipment for its scientific laboratories. Many of the articles needed are of such bulk as to present difficulty in shipping at the present time. However, he also mentions magnifying glasses, microscopes, lamps and other small apparatus less difficult to transport. The Institute would be glad to be advised if any American college or university laboratory is in a position to supply such technical equipment. President Raabe reports that the University of Lublin has been functioning since last fall in spite of many war and postwar difficulties.

During the past three years approximately 1,200 men and women of the British, Dominion and Allied forces have attended courses at the University of London on "The United Nations." The honorary director of the activity, Mr. A. Clow Ford, reports that in addition to the study of economic, political and international problems, an attempt has been made to give the students a real understanding of the national culture of each of the countries presented.

This year marks the tenth anniversary of the inauguration of the British Council, which was founded to "promote a wider knowledge

of the United Kingdom and develop closer cultural relations with other countries." In an article on "Ten Years of the British Council", the *Times* (London) reports that the Council now has staffs in some 40 countries and information services in another 40. Its monthly review, *Britain Today*, is published in four languages and has a circulation of approximately 134,000. The news-letter, *Monthly Science News*, is reprinted in 7 different countries, and the *British Medical Bulletin* of the Council has a circulation of more than 14,000. Libraries of British music have been established in 44 countries; documentary films, produced for the Council and with commentaries in more than 20 languages, are distributed in 80 countries, and last year more than 300,000 prints of the 55,000 photographs in the Council's library were sent overseas for display and press reproduction. Other activities of the Council include the teaching of English, exchange of professors, and fellowships for foreign students to study in Great Britain. During the past summer British Council scholars from all parts of the world attended the Council's Summer School at St. Andrew's University.

Announcement has been made by Dr. Frank Aydelotte, the American Secretary of the Rhodes Trustees, of the establishment of 32 additional Rhodes scholarships for Americans to study at Oxford University. Requirements for the new "War Service Rhodes Scholarships" will differ from the regular Rhodes Scholarships in that candidates need only one year of college or university work, and the age limit will be lifted as well as the ban on married applicants.

The head of the Moscow Branch of the American Information Service, Col. Joseph B. Phillips, is returning to the United States to discuss the future cultural cooperation between this country and the U.S.S.R. The staff of the American Information Service (formerly the Office of War Information) is made up of 7 Americans and 7 Russians. The Service is interested in the exchange of professors, artists and writers between the United States and the U.S.S.R. and in making available in Russia American books and scripts of plays.

The September 7 issue of *News of Norway*, which has been published during the past five years by the Royal Norwegian Information Service, contained the announcement that the publication would be discontinued after that date. The Royal Norwegian Information Service, which is located at 3516 Massachusetts Avenue, Washington 7, D.C., will continue its services.

INSTITUTE ALUMNI

John K. Emerson, who held a Junior Year Scholarship in France in 1927-28 under Institute auspices, has been assigned for duty in the Department of State. Mr. Emerson was at one time language officer in the Consular Service in Tokio, and Vice-consul at Osaka. Before his appointment in the State Department he was Second Secretary of the American Embassy at Chungking.

Stephen A. Freeman (American Field Service Fellowship for French Universities, 1921-22), Vice President of Middlebury College, is on leave of absence to accept an appointment with the educational branch of the Army. He is in charge of all the modern language instruction in the Army University Study Centers in England and France. Men are sent to the centers on a voluntary bases for a term of study at the college level while awaiting transportation home.

Ruth Gruber (University of Cologne, 1931-32) flew to Italy last year as Field Representative of the United States Department of the Interior, to bring back 982 refugees to be located in Oswego, New York. Dr. Gruber describes the experiences of the refugees during this year at Oswego in an article in *The Council Woman* for July-August 1945. Dr. Gruber was the youngest student ever to receive the Ph.D. at the University of Cologne. After studying in Germany she was invited to visit the Soviet Arctic to see the work being done there by women. She did so in 1935 as the special correspondent of the *New York Herald-Tribune* and was the first foreigner to be permitted to fly on the Soviet's network of Arctic airways.

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John B. Whitton, Associate Professor of Political Science at Princeton University, who held an American Field Service Fellowship for French Universities in 1924-26, is head of the Department of Political Science of the American Army University in France.

HOW THE BELGIAN UNIVERSITIES FARED UNDER THE GERMANS

JACQUES VAN DER BELEN, *Secretary in Belgium*
Belgian American Educational Foundation

ON November 12, 1940, six months after the invasion of Belgium, the Belgian universities decided to resume their courses. They feared ill effects of idleness on the Belgian youth and wished to deprive the Germans of a too easy pretext for intervention in higher educational matters. There are four universities in Belgium: two State-owned, Ghent and Liège, and two so-called free universities: Louvain, run by the Catholics, and Brussels, started by private initiative. In addition there are a few specialized institutions such as the Faculté Polytechnique at Mons and the Université Coloniale at Antwerp. The whole educational system for higher learning comprises about 1,400 professors and 15,000 students.

What impresses one most as one tries to analyze the policy followed by the Nazis in Belgium is their constant care to observe the outward forms of the law: no open or direct attacks but a sly and roundabout way of infiltration. The first measure—an indirect one—was the elimination of the persons of Jewish descent, and this applied to professors as well as students. But the threats soon became more precise: the University of Brussels, known for its anti-fascist tendencies, was put under the control of a German commissioner. Pressure was exerted in order to impose German visiting lecturers upon the Belgian universities. In this the Nazis had a total failure, the classrooms remained empty.

The Germans next tried to infiltrate Brussels University by imposing the appointment of a series of new pro-Nazi professors. The Council of Administration strongly opposed this move and on November 25, 1941 decided by unanimous vote to stop the courses at once. As reprisal, eight members of the Council of Administration, among them the deans of various faculties, were arrested and jailed at the fortress of Huy. Since they persisted in their attitude, the occupying authority finally decided to close the University.

In 1943 the German decrees for forced labor for the first year students were issued. It was a sly way to introduce Nazi educational methods as well as to secure high grade labor. At Louvain, the Rector was arrested and jailed by the Gestapo for having hidden the lists of his students. Refusing to work for the enemy, many students disappeared in the "maquis". They soon specialized in sabotage, joining the famous "G" group. Clandestine courses were organized by the regular professors for the rebellious students. False working papers

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were printed for their use. Despite arrests and deportations into concentration camps, resistance in the Belgian academic circles increased. It had what might be called its "headquarters" at the buildings of the Fondation Universitaire and the Fonds National de la Recherche Scientifique, two private institutions established for public benefit, where the rectors of the universities had opportunities to meet periodically and to weld the "front of the universities". This building at 11 rue d'Egmont, Brussels, was for a time under American protection as it also housed the office of the Belgian American Educational Foundation, Inc. At Antwerp, the local head of the secret army was the Director of the Colonial University, which institution did not hesitate to take part in saving Jewish children and Allied aviators. It may therefore be said that, faithful to an old tradition, Belgian universities have been at the spearhead of the fight against the invader.

The material damages to the institutions of higher learning were much greater than in 1914-1918. Liège and Louvain were particularly hit. The splendid Louvain Library, gift of American generosity, was again burned by the German army in May 1940. Later on, at the time of the liberation, the aerial combats and systematic destruction by the Germans deeply affected the old university town. The pitiful fate that has befallen Liège was chiefly due to the storm of V-1 bombs, which coincided with the fight in the Ardennes bulge. The bombs caused such extensive damage that only one university building remains intact. But Belgium is not a country in which one remains crying over ruins. Everybody has started working again, and in the joy caused by their recovered freedom, is anxious to cooperate once more in the field of international cooperation and organization.

PLAN TO BRING NORWEGIAN STUDENTS TO THE UNITED STATES

THE universities of Norway are faced with a serious situation because of their inability to accept the large number of Norwegian students seeking admission. These include former students returning from German concentration camps, those recently discharged from the Norwegian armed forces, and many coming out of hiding in the underground.

In November 1943, the Germans closed the University of Oslo and arrested more than 1,000 students. Soon after that the closing of other higher institutions of learning in Norway resulted in almost a complete blackout of advanced education. On September 1, the University of Oslo opened with the largest enrollment in its history. Denmark and Sweden have generously helped to relieve the surplus of students of

medicine and pharmacy. Switzerland is offering a complete four-year course without charge to 100 students. The Norwegian authorities contemplate eliminating the lowest third of applications in other fields. Nevertheless the Norwegian committee, which is studying the problem, has estimated that there still remain several hundred well qualified students in dentistry, technology, and liberal arts who need opportunities to continue their studies. The committee stressed the incalculable loss that would result if the problem facing both the students to whom an opportunity has so long been denied and the country whose reconstruction demands vigorous well-trained minds were not solved.

To meet this emergency the Institute of International Education, in cooperation with the United States Office of War Information, and the Norwegian government, has canvassed the American colleges and universities for special scholarships including tuition, board and room, wherever possible, or any scholarship assistance that may be available. The appeal has met with a generous response from our institutions and it is hoped that a number of Norwegian students may take advantage of such scholarships during the present academic year.

RECENT PUBLICATIONS

E*ducation in the United Nations*, prepared by members of the International Education Assembly, published by *The School Executive*, New York. At its meeting at Hood College in June 1944, the International Education Assembly adopted a report entitled "Education for a Free Society." During the discussion of the report it was decided to have each member of the Assembly send in a brief statement regarding the current status and future problems of education in his country. Twelve questions were drawn up to serve as a guide in the preparation of the statements. *Education in the United Nations* represents the answers of 26 of the United Nations to those questions. The material was edited and arranged by the Chairman of the Assembly. In furnishing the information, the members acted as individuals, not in any way as agents or spokesmen of their respective governments.

Only by Understanding—Education and International Organization, by William G. Carr, was published during the summer as one of the Headline Series of the Foreign Policy Association in New York. The author considers the two patterns of education—democratic and fascist—which developed between the two world wars, describes the international educational activities that were initiated during the period, and the prospects of success of international educational cooperation in the future. Dr. Carr is Associate Secretary of the National Education Association and Secretary of its Educational Policies Commission. He was a Consultant to the United States Delegation at the San Francisco Conference. Price 25 cents.



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Democracy goes to School



By
Hubert
Kelley

JUST before the last election, a plump and florid politician, hoarse from weeks of campaigning for Congress, sat in a crowded hall in Des Moines, Iowa, patiently waiting to be called upon for a "few words." He was only vaguely aware of where he was, because crowds had been swimming before his eyes for days, but he was acutely conscious of being in the audience, not on the platform. A friend had invited him there . . . something about government study . . . big crowd . . . opportunity to say something.

Why didn't the chairman call upon him? A tall university professor—Dr. Pro-and-con, probably—was on the rostrum, dryly discoursing upon the cancellation of foreign debts. What a bore to inflict upon an emotional American crowd! They wanted a thrill, those people. This professor didn't stand for anything, was talking on both sides of his subject. The politician was incensed. Why didn't that befuddled professor sit down?

Presently there was applause. The professor had concluded.

"Any questions?" he asked mildly.

It was the politician's opportunity to give his campaign speech. He leaped to his feet. Yes, sir. He had a question: What were the responsibilities of an American citizen in this hour of need?

"Don't answer," he roared. "It is merely a rhetorical question. I will tell you, ladies and gentlemen: We should be true to the Constitution, the Democracy, and that great-hearted man who sits in the White House today."

Then, for thirty minutes, the candidate for Congress sent Old Glory flapping through the azure like an eagle, and finally asked to be elected to the New Deal Congress.

When he sat down, he mopped his red face, modestly awaiting the applause which always followed his orations. The hall was very still. When he looked up to discover just what had happened, he saw that many persons were craning their necks to get a better view of him.

There was no awe in their faces. Many expressions were wry, some curious, some strained with dutiful tolerance. For the first time in his political life the orator was conscious of humiliating failure.

After the meeting he hastened to the friend who had invited him there.

"Listen, George," he said desperately. "What was wrong? Did I pull a boner? Tell me, for heaven's sake, what happened."

George smiled appreciatively.

"Nothing happened," he said. "That's just it. You didn't say anything, and Des Moines is wise. The people want information, not fireworks. You have the misfortune to be in one of the most literate cities, politically and economically, in the United States. And this is one of the meetings that made it literate."

That is how one politician discovered what many politicians in Iowa are attempting to ignore—the Des Moines civic forum, one of the nation's first experiments in the political education of the entire electorate. If the Des Moines experiment proves successful, its sponsors may urge the federal government to finance similar systems in every city of the United States.

Most cities have at least one civic forum, conducted by a liberal church, a school, or club, for the discussion of political, social, and economic questions. But Des Moines has a forum in every

neighborhood—twenty-eight in all. Since the education of the electorate was undertaken in January, 1933, about 1,000 meetings have been held and more than 135,000 persons have attended them.

Civic education is being offered free of charge, irrespective of race, creed, or politics.

WHEN I arrived in Des Moines not long ago, I stepped into a barber shop for a shave and haircut. I received, in addition, a mental shampoo, free of charge. The barber, a portly, bald man in his fifties, ran his fingers through my hair and asked me what I thought of tariffs. High or low? I took the middle ground, which is always safe. Moderate tariffs would do, said I.

"But, on the other hand," said he—and forthwith contended for low tariffs or none at all. "But, still, on the other hand," said he, and began to regale me with reasons for high tariffs.

"You're pretty well informed," I said, looking at the back of my neck in a hand mirror.

"I go to the civic forums," he said. "Is your hair short enough?"

That night I attended four meetings of the forum in various parts of the city. In one crowd of six hundred persons a friend pointed out a wealthy merchant and his wife, a Negro workingman who attends a meeting every night at the state library, a group of dentists,

The negroes have, I think, a decided influence upon the language, in America. Both their spontaneity and their slap dash attempts contribute towards the colour and the breathtaking highlights of the American language; also their bright imagination.

These stories.

1) In a town where the negro population was a very large proportion of the whole, a visitor one day asked a negro friend: "Hallo Joe! ~~How~~ ~~the~~ Say - is there many coloured folk in this town?"

"Many coloured folk! Oh boy - dere's so many niggers in dis town die lightning bugs (fireflies!) do have to work hard even in die day time."

2) To negro, who had just fallen off a ladder.

"Why Sam, how're ye feelin' there?"

"Oh Sir, not feelin' very japerous."

3.) The negro maid, considerably independent, receiving from her mistress a fur coat, still good and warm, but showing definite signs of wear behind, after a few years of being sat upon: "How'd ye like de coat, Susan?"

"Why Mum, de coat is all right?"

"You're not very enthusiastic it seems?"

"Oh yes'm; de coat is all right, I think."

"Why what's the matter? What's in your mind about the coat?"

"Well Mum, de coat is just a bit rumpstrung."

4) Die car, why he was goin' so fast it would take two negroes like me to see it.