

1943

2/20

1944

5/31

GIFTS

Finance

FOUNDERS

Corporation

BAMBERGER, LOUIS

Biographical

FULD, MRS. FELIX

Wills of Mr. Louis Bamberger (2/20/43) and Mrs. Carrie Fuld (5/31/44).

Filed in Vertical File under λ "F" for Founders.

CF left AF his 1st choice

Neither left either of the Asylums anything.

LB. made no bequests of personal property except objects of art etc. to institutions.

A, 10/18/56, Board of Trustees, October 9, 1947, File No. 43

LAST WILL AND TESTAMENT

OF

CARRIE B. F. FULD

LATE OF SOUTH ORANGE, ESSEX COUNTY,
NEW JERSEY

WILL DATED MAY 31, 1944
DECEDENT DIED JULY 18, 1944

I, CARRIE B. F. FULD, of the Village of South Orange, in the County of Essex and State of New Jersey, do hereby make, publish and declare the following to be my last Will and Testament, hereby revoking previous wills.

FIRST: I direct that all my just debts and funeral expenses be paid as soon as convenient after my death.

SECOND: I make the following bequests to the following named persons:

(a) To C. LAVINIA BAMBERGER, my diamond and emerald bracelet and my pearl and diamond bar pin;

(b) To CARRIE HAMMERSLOUGH HYMES, my emerald ring;

(c) To STELLA HAMMERSLOUGH SCHAAP, my sapphire ring;

(d) To SARA LIVERIGHT, my diamond buckle;

CBFF (e) To ISABEL NEWBURGER, my ~~diamond~~ wrist watch with black ribbon;

(f) To MABEL BAMBERGER, my diamond rim lorgnette;

CBFF (g) To MARGARET WILLIAMS, my diamond platinum and ~~silver~~ wrist watch;

(h) To MILDRED LEOPOLD, my diamond wrist watch with diamond bracelet attached;

(i) To JANE BING, my diamond and pearl bracelet;

(j) To ELLEN SCHINDEL, my turquoise and diamond brooch;

(k) To DR. ABRAHAM FLEXNER, my gold clock.

THIRD: I give and bequeath all my tangible personal property, including clothing, silverware, jewelry, books, linens, automobiles, household furniture and furnishings except the articles hereinbefore bequeathed to other persons, and except the paintings and tapestries hereinafter bequeathed to NEWARK MUSEUM ASSOCIATION; to my sister, C. LAVINIA BAMBERGER, and, if she does not survive me, then to my niece, STELLA HAMMERSLOUGH SCHAAP, and, if neither my said sister nor my said niece survives me, then to my niece, CARRIE HAMMERSLOUGH HYMES.

FOURTH: I make the following bequests to the following named persons and corporations:

(a) To my sister, C. LAVINIA BAMBERGER,
Seventy-five Thousand Dollars (\$75,000);

(b) To my niece, CARRIE HAMMERSLOUGH
HYMES, Seventy-five Thousand Dollars (\$75,000);

(c) To my niece, STELLA HAMMERSLOUGH
SCHAAP, Seventy-five Thousand Dollars (\$75,000);

(d) To my nephew, EDGAR SUTRO BAMBERGER,
Seventy-five Thousand Dollars (\$75,000);

(e) To my grandnephew, EDWARD HYMES,
Twenty-five Thousand Dollars (\$25,000);

(f) To my grandnephew, RICHARD HYMES,
Twenty-five Thousand Dollars (\$25,000);

(g) To my grandniece, MILDRED BAMBERGER
LEOPOLD, Twenty-five Thousand Dollars (\$25,000);

(h) To my grandniece, JANE BAMBERGER
BING, Twenty-five Thousand Dollars (\$25,000);

(i) To my grandniece, ELLEN BAMBERGER
SCHINDEL, Twenty-five Thousand Dollars (\$25,000);

(j) To DR. LUDWIG BERG, now residing at Asbury Park, New Jersey, Five Thousand Dollars, (\$5,000);

(k) To FELIX BERG, son of Dr. Ludwig Berg, Twenty Thousand Dollars (\$20,000);

(l) To BERTHOLD BERG, son of Dr. Ludwig Berg, Twenty Thousand Dollars (\$20,000);

(m) To SARA LIVERIGHT, Ten Thousand Dollars (\$10,000);

(n) To ISABEL NEWBURGER, Ten Thousand Dollars (\$10,000);

(o) To BIRDIE LIVERIGHT, now residing at 140 West Fifty-eighth Street, New York City, Ten Thousand Dollars (\$10,000);

(p) To ADDIE LIVERIGHT, now residing at 140 West Fifty-eighth Street, New York City, Ten Thousand Dollars (\$10,000);

(q) To BESSIE LIVERIGHT, now residing at Hillsdale, New Jersey, Ten Thousand Dollars (\$10,000);

(r) To HOWARD LIVERIGHT, now residing at 30 South Munn Avenue, East Orange, New Jersey, Ten Thousand Dollars (\$10,000);

(s) To my friend, HELEN KELLER, now residing at Arcan Ridge, Westport, Connecticut, Five Thousand Dollars (\$5,000);

(t) To WALTER H. FARRIER, Five Thousand Dollars (\$5,000);

(u) To the NEWARK MUSEUM ASSOCIATION of Newark, New Jersey, Ten Thousand Dollars (\$10,000), and all paintings and tapestries which I may own at the time of my death;

(v) To the JEWISH DAY NURSERY AND NEIGHBORHOOD HOUSE, now located at 21 Seventeenth Avenue, Newark, New Jersey, Twenty Thousand Dollars (\$20,000);

(w) To BETH ISRAEL HOSPITAL, of Newark, New Jersey, One Hundred Thousand Dollars (\$100,000);

(x) To the TRUSTEES OF THE YOUNG MEN'S AND YOUNG WOMEN'S HEBREW ASSOCIATION OF NEWARK, NEW JERSEY, Seventy-five Thousand Dollars (\$75,000);

(y) To MARGARET WILLIAMS, Five Thousand Dollars (\$5,000);

(z) To ALBERT LEHMAN, Three Thousand Dollars (\$3,000);

(aa) To FRANK BLACK, Three Thousand Dollars (\$3,000);

(bb) To DOMINICK LENTO, Three Thousand Dollars (\$3,000);

(cc) To EDITH E. H. ALLEN, Three Thousand Dollars (\$3,000);

(dd) To HILMA M. PETERSON, if in my employ at the time of my death, One Thousand Dollars (\$1,000);

(ee) To ALICE BARRON, if in my employ at the time of my death, One Thousand Dollars (\$1,000);

(ff) To WINIFRED MASON, if in my employ at the time of my death, One Thousand Dollars (\$1,000);

(gg) To ANNA POLACEK, if in my employ at the time of my death, One Thousand Dollars (\$1,000);

FIFTH: I give to the WELFARE FEDERATION OF NEWARK, NEW JERSEY, the sum of Thirty Thousand Dollars (\$30,000) and I direct that this bequest be paid in three equal installments of Ten Thousand Dollars (\$10,000) each, the first

installment to be paid one year after the date of my death, and the two successive installments on the succeeding anniversaries of my death, said payments to be made without interest upon the unpaid balances.

SIXTH: I give to my Executors hereinafter named, or to the survivor of them, such sum of money as shall be required to purchase from some responsible company, to be selected by them or the survivor of them, a straight life annuity without refund, which will provide for the payment to JOSEPH GONDER of the sum of Twenty-five (\$25) Dollars per week, so long as he shall live, and I direct my said Executors, or the survivor of them, to use such sum for the purchase of such a life annuity, for the benefit of the said JOSEPH GONDER.

SEVENTH: I give to my Executors hereinafter named, or to the survivor of them, such sum of money as shall be required to purchase from some responsible company to be selected by them or the survivor of them, a straight life annuity without refund, which will provide for the payment to FRANK I. LIVERIGHT of the sum of Five Hundred (\$500) Dollars quarter-annually, that is, at the end of every three months period, so long as he shall live, and I direct my said Executors, or the survivor of them, to use such sum for the purchase of such a life annuity, for the benefit of the said FRANK I. LIVERIGHT.

EIGHTH: I give to my Executors hereinafter named, or to the survivor of them, such sum of money as shall be required to purchase from some responsible company, to be selected by them, or the survivor of them, a straight life annuity without refund, which will provide for the payment to

ADDIE FRANK, now residing at No. 2325 North Park Avenue, Philadelphia, Pennsylvania, of the sum of One Hundred (\$100) Dollars per month so long as she shall live, and I direct my said Executors, or the survivor of them, to use such sum for the purchase of such a life annuity, for the benefit of the said ADDIE FRANK.

NINTH: I give to my Executors hereinafter named, or to the survivor of them, such sum of money as shall be required to purchase from some responsible company, to be selected by them or the survivor of them, a straight life annuity without refund, which will provide for the payment to GOLDIE HIRSCH, now residing at 1409 Acklen Avenue, Nashville, Tennessee, the sum of Fifty (\$50) Dollars per month so long as she shall live, and I direct my Executors or the survivor of them, to use such sum for the purchase of such a life annuity, for the benefit of the said GOLDIE HIRSCH.

TENTH: I direct that all succession, inheritance and estate taxes and duties, Federal and State, levied or imposed upon my estate, or any part thereof, or upon any legacy, gift or beneficiary mentioned or named in this will, and all taxes, Federal and State, which may be levied or imposed, at or after my death, upon any gift or transfer made by me during my lifetime, be paid by my Executors out of my residuary estate, to the end that the persons and corporations taking under this will, other than the residuary legatee, and the persons and corporations intended to receive the benefit of gifts made by me during my lifetime, shall receive and keep their legacies, gifts and beneficial interests without deduction for the taxes which my Executors are directed to pay out of my residuary estate.

ELEVENTH: I give, devise and bequeath all the rest, residue and remainder of my property, real and personal and wheresoever situate, to the "INSTITUTE FOR ADVANCED STUDY—LOUIS BAMBERGER AND MRS. FELIX FULD FOUNDATION" a corporation created under the laws of the State of New Jersey.

TWELFTH: I nominate, constitute and appoint MICHAEL SCHAAP and WALTER H. FARRIER to be the Executors of this my will. I confer upon my Executors full power and authority to sell and convey any real or personal property or interest therein of which I may die seized or possessed, at such times, for such prices and on such terms as my Executors may deem advantageous to my estate. I direct that neither of my Executors be required to furnish bond for the faithful performance of duties in any jurisdiction in which called upon to act.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 31st day of May, A. D. 1944.

CARRIE B. F. FULD (LS)
(Carrie B. F. Fuld)

SIGNED, SEALED, PUBLISHED AND DECLARED by CARRIE B. F. FULD, as and for her Last Will and Testament, in the presence of us, who, both being present at the same time, in her presence and in the presence of each other and at her request, have hereto signed our names as witnesses. The deletion of the word "diamond" in Clause Second (e), and the substitution of the word "platinum", for "silver" in Clause Second (g) were made before execution and were initialed by testatrix before execution.

Charles R. Hardin	Newark, N. J.
Frederick A. Frost	Maplewood, N. J.

LAST WILL AND TESTAMENT

OF

LOUIS BAMBERGER

LATE OF SOUTH ORANGE, ESSEX COUNTY,
NEW JERSEY

WILL DATED FEBRUARY 20, 1943
DECEDENT DIED MARCH 11, 1944

I, LOUIS BAMBERGER, of the Village of South Orange, County of Essex and State of New Jersey, do hereby make, publish and declare my last will and testament as follows:

FIRST: I order and direct my executors hereinafter named to pay all my just debts and funeral expenses as soon as conveniently may be after my decease.

SECOND: I give to my sister, Carrie B. Frank Fuld, additional to any other provision heretofore or otherwise made for her benefit, the sum of Seventy-five Thousand Dollars (\$75,000).

THIRD: I give to my sister, C. Lavinia Bamberger, additional to any other provision heretofore or otherwise made for her benefit, the sum of Seventy-five Thousand Dollars (\$75,000).

FOURTH: I give to my nephew, Edgar S. Bamberger, additional to any other provision heretofore or otherwise made for his benefit, the sum of Fifty Thousand Dollars (\$50,000).

FIFTH: I give to my niece, Stella Hammerslough Schaap, additional to any other provision heretofore or otherwise made for her benefit, the sum of Fifty Thousand Dollars (\$50,000).

SIXTH: I give to my niece, Carrie H. Hymes, additional to any other provision heretofore or otherwise made for her benefit, the sum of Fifty Thousand Dollars (\$50,000).

SEVENTH: I give to Mildred Leopold, daughter of Edgar S. Bamberger and Mildred F. Bamberger, the sum of Twenty-five Thousand Dollars (\$25,000).

EIGHTH: I give to Jane Bing, daughter of Edgar S. Bamberger and Mildred F. Bamberger, the sum of Twenty-five Thousand Dollars (\$25,000).

NINTH: I give to Ellen Schindel, daughter of Edgar S. Bamberger and Mildred F. Bamberger, the sum of Twenty-five Thousand Dollars (\$25,000).

TENTH: I give to Edward Hymes, Jr., son of Edward Hymes and Carrie H. Hymes, the sum of Twenty-five Thousand Dollars (\$25,000).

ELEVENTH: I give to Richard Hymes, son of Edward Hymes and Carrie H. Hymes, the sum of Twenty-five Thousand Dollars (\$25,000).

TWELFTH: I give to James McGurdy, my chauffeur, the sum of Five Thousand Dollars (\$5,000), if in my employment at the time of my death.

THIRTEENTH: I give to Walter H. Farrier, of Maplewood, New Jersey, my secretary, the sum of Twenty Thousand Dollars (\$20,000), if in my employment at the time of my death.

FOURTEENTH: I give to Joseph Gonder, chauffeur of my sister, Mrs. Felix Fuld, the sum of Two Thousand Dollars (\$2,000), if in her employment at the time of my death.

FIFTEENTH: I give to Frank Black the sum of Two Thousand Dollars (\$2,000), if in my employment at the time of my death.

SIXTEENTH: I give to Albert Lehman, watchman, the sum of Two Thousand Dollars (\$2,000), if in my employment at the time of my death.

SEVENTEENTH: I give to Margaret Williams the sum of Five Thousand Dollars (\$5,000), if she shall be in the employment of my sister, Mrs. Felix Fuld, at the time of my death.

EIGHTEENTH: I give to Dominick Lento the sum of Two Thousand Dollars (\$2,000), if in my employment at the time of my death.

NINETEENTH: I give to Arthur Spaeth (now residing in Lugano, Switzerland), the sum of Twenty Thousand Dollars (\$20,000).

TWENTIETH: I give to my cousin, Bella Bamberger, the sum of Ten Thousand Dollars (\$10,000).

TWENTY-FIRST: I give to my cousin, Stella Bamberger, the sum of Ten Thousand Dollars (\$10,000).

TWENTY-SECOND: I give to my cousin, Florence Bamberger, the sum of Ten Thousand Dollars (\$10,000).

TWENTY-THIRD: I give to my cousin, Jennie Bamberger, the sum of Ten Thousand Dollars (\$10,000).

TWENTY-FOURTH: I give to Goldie Hirsch (now residing in Nashville, Tennessee), the sum of Ten Thousand Dollars (\$10,000).

TWENTY-FIFTH: I give to the Newark Beth Israel Hospital the sum of Two Hundred Thousand Dollars (\$200,000).

TWENTY-SIXTH: I give to the Trustees of the Young Men's and Young Women's Hebrew Association of Newark the sum of One Hundred Thousand Dollars (\$100,000), the same to be applied, so far as needed for that purpose, to the retirement in whole or in part of mortgage indebtedness on the Association's building on the southeast corner of High and West Kinney Streets, Newark, New Jersey.

TWENTY-SEVENTH: I give to Jewish Children's Home, a corporation of the State of New Jersey, the sum of Twenty Thousand Dollars (\$20,000).

TWENTY-EIGHTH: I give to the Newark Museum Association the sum of Fifty Thousand Dollars (\$50,000); I also give to the said Newark Museum Association any and all paintings I may own at the time of my death.

TWENTY-NINTH: I give to the University of Newark, a corporation of the State of New Jersey, the sum of Fifty Thousand Dollars (\$50,000).

THIRTIETH: I give to the New Jersey Historical Society, a corporation of the State of New Jersey, my collection of autographs, including those of the signers of the Declaration of Independence.

THIRTY-FIRST: I have been for many years a subscriber to the Newark Community Chest and I desire to relieve the said Community Chest of the loss of my subscription for a period of four years immediately following the termination of the year to which the last subscription to said Community Chest made by me in my lifetime may have been applicable. I therefore give to the Welfare Federation of Newark, if it shall be continuing at the time of my decease the operation of the Newark Community Chest, the sum of One Hundred Thousand Dollars (\$100,000), payable in four equal annual instalments, the first on the second day of January of the year immediately following the termina-

tion of the year to which the last subscription to said Community Chest made by me in my lifetime was applicable, and the remaining instalments on the second day of January in the three following years; no interest shall be payable on any of said instalments, and, if the said Welfare Federation of Newark shall have ceased the operation of the Newark Community Chest while any of the said instalments shall remain unpaid, I, to the extent of any unpaid instalment or instalments, annul this gift thereof, and direct that the amount of any instalment or instalments then unpaid shall be disposed of by my executors as hereinafter provided as to the residue of my estate.

THIRTY-SECOND: I direct that any succession, inheritance or estate tax, Federal or State, levied or imposed upon my estate or any part thereof, or upon any legacy, gift or beneficiary mentioned or named in this my will, shall be paid by my executors out of my residuary estate; hereby, however, authorizing my executors, if and to such extent as in their discretion convenient or desirable in the administration of my estate, to make advance payment or payments on account of the taxes aforesaid out of any income from my estate received by them.

THIRTY-THIRD: All the rest, residue and remainder of my estate, real and personal and wheresoever situate, I give, devise and bequeath to "Institute for Advanced Study—Louis Bamberger and Mrs. Felix Fuld Foundation", a corporation organized and existing under the laws of the State of New Jersey.

THIRTY-FOURTH: I hereby nominate and appoint as executors of this my last will and testament, John R. Hardin, Samuel D. Leidesdorf, and Michael Schaap, and I hereby direct that no bond shall be required of my executors, or any one of them, as security for the performance of their duties as executors, or executor, of this my will, in any jurisdiction in which this will may be proved, or in which they, or either of them, may be called upon to act. I authorize and empower my executors, and the survivors or survivor of them, to sell and convey any real estate, or any interest in real estate, leasehold or freehold, of which I may die seized or possessed, and any personal property at any time part of my estate, for such prices and on such terms as my executors, or the survivors or survivor of them, may deem best for my estate, and to make conveyances and transfers thereof good and sufficient in law. I author-

ize and empower my executors, or the survivors or survivor of them, to accept and hold shares of stock coming to my estate by way of stock dividends on shares of stock held by my estate, and to subscribe for and pay for from my estate shares of stock, and other securities, under right of subscription incident to shares of stock or bonds, or other obligations, held by my estate, and to consent to or oppose in behalf of my estate, as to any shares of stock or securities of any corporation at any time part of my estate, any corporate action or changes requiring consent or approval of stockholders or securityholders. Any power or authority hereby conferred may be exercised, if my executors are not of one mind, by a majority thereof.

THIRTY-FIFTH: I hereby revoke all former wills, or codicils thereto, by me made.

IN WITNESS WHEREOF I have hereunto set my hand and seal this twentieth day of February, in the year Nineteen Hundred and Forty-three.

LOUIS BAMBERGER (L. S.)

SIGNED, SEALED, PUBLISHED and DECLARED by Louis Bamberger, the above named testator, as and for his last will and testament, in the presence of us, who, both being present at the same time, in his presence and in the presence of each other, and at his request, have hereto signed our names as subscribing witnesses.

CLARA WEIER, 509 Jefferson Ave., Avon, N. J.

THERESA HOPLER, Newark, N. J.

Specific Bequests of Carrie B. Todd

Annice	\$ 75,000	- 5,000	
Carrie H. Hynes	75,000	- 3,000	
Stella H. Schump	75,000	- 3,000	
E.S.B.	75,000	- 3,000	
Edw. Hynes	75,000	- 3,000	
Richard Hynes	75,000	- 1,000	
Arthur Leopold	75,000	- 1,000	
June King	75,000	- 1,000	
Elen Schindler	75,000	- 1,000	
Dr. Berg	5,000	- 30,000	
Sam Dr. Berg	20,000		
Sam Dr. Berg	20,000		
Sara Kinsinger	10,000		
Isabelle Newton	10,000		
Birdie Kinsinger	10,000		
Bessie Kinsinger	10,000		
Howard Kinsinger	10,000		
Aldie Kinsinger	10,000		
Allen Kallen	5,000		
Fannie	5,000		
	10,000		
	20,000		
	100,000		
	75,000		

\checkmark \$ 796,000
 6 8

this includes fourth and fifth sections

Other bequests of independent nature (annuities (in some, etc) and personal effects.

Residual estate, under W.T.H.S., but also federal & state inheritance or estate tax or gift taxes the paid out of residuary estate.

\times 796
 235,000
 561,000

(continued)

Specific Requests of Louis Banker

Carmie	75,000				100,000
Louisa	75,000				20,000
ES Banker	50,000				50,000
Stella H Schamp	50,000				50,000
Carmie H Hynes	50,000				700,000
Madeline Reynolds	25,000				<u>6</u>
Jane Boring	25,000				1053,000
Alan Schmidt	25,000				530
Edw Hynes Jr	25,000				<u>523</u>
Richard Hynes	25,000				
	5,000				
	20,000				
Statt	2,000				
	2,000				
	2,000				
	5,000				
	2,000				
	20,000				
Anton Spanier cousin	10,000				
Bella Banker	10,000				
Stella Banker	10,000				
Flora Banker	10,000				
Jennie Banker	10,000				
	10,000				
	200,000				

included sections two through thirty-one

Other requests not monetary in nature. Residual estate went to T.A.S., but also federal & state inheritance or estate tax or gift taxes to be paid out of residuary estate.

(continued)

1922-1937

vert file "F"

GENERAL

Educational Institutions

ROCKEFELLER

Foundations

FLEXNER, A.

Biographical

For three long essays written by Flexner which have been copied see Vertical File under "F" for Flexner.

The essays were sent by Mrs. Esther S. Bailey to Mrs. Stern and are entitled: A Proposal to Establish an American University, The Usefulness of Useless Knowledge, and Foundations - Ours and Others.

Ward P. H. P. ideas vs projects

From memoranda sent by Mrs. Bailey to Mrs. Stern, 5/29/56 (Returned to her)

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FOUNDATIONS - OURS AND OTHERS

I

Under date of January 3, 1924, Mr. Fosdick invited the officers of the various Rockefeller Boards to meet at Gedney Farm Hotel, January 18 and 19, to discuss informally "possible extension of present policies" and "possible new fields of work". He asked that we each "put this question to himself: If I had the funds of a Board to do with as I pleased, what are the things I should set about doing?"

I gave my answer in the form of the following memorandum, in which I tried to state some of the conditions and factors that seem to me to affect Foundation policies in general; needless to say, the memorandum does not attempt to be exhaustive.

Abraham Flexner

January 3, 1924

II

In our thinking about Foundations there are certain underlying factors of which we can not afford to lose sight:

1. Progress depends, in the first instance, on neither money nor machinery, but on ideas - or, more accurately, on men with ideas. Men with ideas have rarely been entirely defeated - though they have been hampered or retarded - by the lack of money, or the things that money can procure. In the last century Pasteur and Claude Bernard were men with ideas in an unfavorable environment - they were not defeated. In our own day the Nobel prize in physiology has just been won by a young Englishman who did his work in a cellar, and a young Canadian who did his work in a garret. Thus men with ideas accomplish wonderful things without the things that money can buy. On the other hand, lacking men with ideas, money and the things money can buy, produce little. Thus there are in almost all countries well-stocked libraries, well-equipped laboratories, and comfortable budgets - these being the things that money can procure - with little or no outcome. By way of recognizing the one really vital factor which is quite independent of Foundations, let me emphasize, in the first place, the overwhelming importance of ideas - "germinal ideas", as Dr. Buttrick says - fundamental ideas. One must draw a sharp distinction between ideas that, if brought to realization, bring about far-reaching changes in course of time, and projects, which are suggested by needs and lacks that show on the surface. It is with ideas rather than projects that Foundations must concern themselves, and ideas cannot be advanced unless the right person can be found.

2. There are realms in which ideas can achieve relatively little against an unfavorable environment. For example: In our own Southern States today we know what ought to be done in the fields of sanitation and education. The indifference of the general public and the lack of pride in the particular activities in question form the main obstacle to progress - not merely the lack of money and organization. Kentucky and Indiana, in both of which states we are making intensive efforts, are educationally halted because, among other reasons, the state superintendent is a public official, holding office for one term only. No amount of money thrown into these two states will transform them, until the public is more enlightened, and until teaching is recognized as a profession. These are social conditions that can be changed but slowly, no matter how much money is at our disposal. On the other hand, to the extent that partly through Foundation help a more favorable situation has been developed, after years of effort, as in North Carolina or as in the field of medical education, considerable sums have been and can further be used to advantage from time to time, as coöperation is obtainable.

3. I spoke a moment ago of the overwhelming importance of ideas and persons with ideas in the outside world; the same is true within the Foundations themselves. Assuming possibilities in the outer world, what Foundations can accomplish depends upon their having in them men with ideas - definite, sound ideas, based on wide and thorough knowledge of our own and other countries in different fields of interest and activity. In general, Foundation officers who have ideas derive them from two sources: (1) from

reading, contacts, and reflection, or (2) from prolonged and patient study of actual complex situations, in order to find a "clue to the maze". In the first case, the man with ideas must convince himself - and others - of the soundness of his conception, its feasibility, the probability that it will develop, secure support and acceptance - that, in other words, it fits into and will promote some large and important social end; in the second case, the man with ideas must be sure that he has laid hold of a germ, the development of which will help to resolve the social puzzle which he has encountered. Foundation officers, who are to be constructive contributors to social progress, need then to be forceful, analytical, imaginative and well-informed, if Foundations are to be fertile, rather than sterile, and fundamentally productive, rather than superficially helpful.

In my judgment, the Foundations, as they now exist, are not strong from this point of view. There are in the City of New York today eight or ten so-called Foundations. As I run over their personnel - and I speak candidly, as I believe we should always speak candidly to one another - as I run over their personnel, it strikes me that they contain very few men of really pregnant intelligence, very few scholars and students, in the genuine, not the academic, meaning of those terms. The situation is to some extent mitigated by the fact that there are in the Foundations men of quick comprehension and ready sympathy, who take up with ideas which they have not themselves produced. But this is only a partial strengthening, since it is just as easy for them to take up with unsound, or partly sound, or superficial ideas, as it is to take up with really fundamental ideas derived from other sources. The stronger the personnel, the more

fertile will the Foundations be themselves, and the better able will they be to judge the value of suggestions and plans coming to them from the outside. In the absence of ideas within the Foundations, money is apt to be a source of embarrassment rather than otherwise. Those familiar with the organization, history, and present plight of various Foundations will, I suspect, admit that this point is well taken.

4. Let us now assume that there are men with ideas outside the Foundations and men with ideas inside the Foundations. Does it follow that a situation exists which permits something notable to be done with Foundation money? It does not, because, in so far as money is a factor, not much can be done by Foundation money alone. The Foundations are limited in what they can accomplish with money by the fact, not only that their resources are insufficient, but that it is usually unwise for them to undertake large measures unless outside money can be enlisted - money raised by taxation for certain types of activity, money contributed by individuals for other types of activity.

The possibilities of Foundations are therefore limited (1) because of the scarcity of men of ideas in the outside world, (2) because of obstacles to rapid development interposed by unfavorable social and political conditions, which can be changed but slowly, (3) because of the scarcity of men with ideas and learning within the Foundations themselves, (4) because of the difficulty of obtaining - whether through taxation or through gift - cooperating sums outside. These circumstances narrow the field within which Foundations can be effective and the field is still further narrowed, because, at least at present, there are certain

types of activity - political and industrial, for example - into which Foundations cannot enter at all. Thus the real importance of Foundations is still a matter for experimental determination over a long period of years.

III

The limitations upon which I have dwelt are not new: they have always existed and Foundations have had to work within them. Nor are these limitations fatal, for Foundations have to their credit some solid achievements and some promising beginnings. Among the solid achievements, I may mention the schools of public health in Baltimore, Boston and London (the last-named a possibility upon which we are justified in counting), the work in farm demonstration, the work in medical education in America; among the developments that still have far, very far to go, but which Foundations have either planted or nursed may be mentioned public sanitation, public education, etc. These are important contributions, which Foundations have either started or made possible or expedited. If now you scrutinize them carefully, you will see that each of them required, first, a man with ideas outside the Foundation (in the case of the School of Public Health, Dr. Welch, without whom no amount of money could have created the Johns Hopkins School); second, an environment in which something could be done; third, a man with ideas - a student, observer and thinker, inside the Foundations, for every one of the measures above mentioned involve large knowledge of some subject and solid grasp of the external situation to be dealt with; fourth, the possibility of obtaining cooperating sums from the outside, for, although Foundations may create an experiment or demonstration (in a

few cases wholly with their own funds) supporting sums from the outside, and in an increasing ratio, must as a rule be procurable. These conditions being met, Foundations must still proceed cautiously, but need not proceed timidly; and caution is by no means inconsistent with boldness of conception and execution when the right idea, the right person and the right moment have arrived.

Foundations have thus evidently accomplished something within certain limits. Meanwhile, anyone can make up a long list of social defects that need to be corrected and of lacks that need to be supplied. Can Foundations cure these defects or supply these lacks? Only if, in the outer world, there is the right man; only if, in the outer world, there exist conditions favorable to demonstration and experiment under Foundation auspices or with Foundation aid; only if in the Foundation there is a competent master of the subject; only if, finally, society is ready or can be brought to sustain the effort, at first in part, in the end wholly. Because a project looks necessary or desirable, it does not follow that, right off the bat, Foundations, having the money, can do something about it. One must be first certain that the necessity is fundamental - for there are many needs that will take care of themselves, many lacks that will be in time supplied, if fundamental conditions have been made right. In the effort to correct the underlying conditions - and infinitely various are the ways of doing this - Foundation money is neither the first nor the only requisite, though it has played and may again play a helpful, once in a while, perhaps even a decisive, part.

IV

I do not, however, wish to create the impression that there is nothing that we can do except what we are now doing; on the contrary, I think there are things that we can do, and I think it is a good thing for us to try to formulate them to ourselves clearly, because we may then be led the more vigorously to seek for the persons inside and outside through whom something can be accomplished. I venture to enumerate certain things in reference to which the General Education Board could, I believe, undertake to render some service in the near future - though I am not sanguine that great results will be quickly obtained:

1 ? a (2) We have been working in the Southern States and in Indiana in the field of public education. Our work has been very primitive, that is, it has concerned itself merely with the A B C of educational organization; progress has indeed been achieved and the General Education Board has been an important, though by no means the sole factor. Nevertheless, in no single state have generally satisfactory conditions been yet established. An improvement has, however, been brought about through our surveys in several states as respects the standing and remuneration of trained teaches [teachers] - a fundamental point. It is, I think, conceivable that additional funds might be employed in the effort to improve the training of teachers in one or the other of these states. We have never dealt as yet with normal schools. It is not easy to accomplish much, because, until larger salaries are provided by taxation, until better facilities are procured by means of taxation, until politics¹⁵ are excluded by public sentiment, there are narrow

limits to what normal schools can accomplish. They cannot attract the right types of persons into the teaching profession, unless there is an assured and proper field of activity open to normal school graduates. I say, then, that something can probably be done in the field of normal schools which we have not yet done, but I do not believe that a revolution can be worked through our funds, or through our cooperation.

Substantially the same thing can be said of high school teachers who are now trained in university schools and colleges of education, or, more generally not at all. There is probably a limited field for work in the development of a proper system of training high school teachers, but progress will be slow because conditions in the field are not such as to attract strong men and women, and therefore, university schools of education will for some time to come be limited affairs. Even were the problem in itself simpler, the effort to develop colleges of education will encounter a serious difficulty arising from the limited background and training of those who must do the job. A few of our older educational authorities knew other languages than English, and had visited and studied schools and school systems abroad - men like Sachs, Hanus, Russell and David Eugene Smith. They were too wise to try to transplant foreign systems, but their own ideals were profoundly affected by their wider vision. There may be, among the younger men now running schools and colleges of education, some who know the French and German Languages, and French, German or Scandinavian schools; but I cannot name them. I have often wondered whether the principles of training which we are pursuing in medicine and public

health could not be applied to education. I do not have in mind a system of fellowships; I mean rather the search for a man already in or about to enter an important position, and then the taking of such steps as may in the individual [individual] case be necessary to give him under attractive conditions opportunities to acquire a broader outlook and to profit by the experience of other countries. In medicine the General Education Board is scanning the field for such persons and, as they are found, making whatever financial arrangement the individual case requires. I should like to be able to try a similarly flexible experiment, in the effort to develop a group of broad-gauged educators, who might fertilize normal schools and teachers colleges, inspiring them with a respect for scholarship at the expense of part of their present faith in mere technique.

(b) The General Education Board has helped colleges to increase their endowment. At the present time it is easier for a boy to get a good college training than it ever was before; also, more boys are getting a poor college education than ever before. The colleges are more or less spineless affairs. It may be that it would be possible by some unusual form of ~~fiancial~~ [financial] cooperation to enable some college to do a qualitative task well. There are some indications that a college here and there would like to try, but I should not wish to predict that the thing can be easily done. Here again, it would be well if we could feel in a position to use some unusual sum, provided the opportunity could be found - and by opportunity I mean an institution capable of being moulded and, as always, a man worth backing.

(c) We come next to the university. There is in America no university. There are some great scholars, and some great scientists, who are lost in the institutions to which they happen to belong, submerged in commonplace faculties and in student bodies of heterogeneous training and aspirations. Moreover, the graduate schools have themselves succumbed to the common American vice of over-organization. The staff of the graduate school in America not only contains too large a proportion of commonplace persons teaching too large a proportion of untrained students, but it is carried on in a spirit of academic book-keeping which is alien to the spirit of scientific or academic progress. I see at the moment a ray of hope. Mr. Arnett is going to the University of Chicago. He is an able, clear-headed and determined administrator. If he and President Burton can segregate the college work of that institution; if they can get rid of the machine-like organization of the graduate school; if they can, by offering extraordinary opportunities, attract to the graduate faculty outstanding scientists and scholars; if they can, then, allow these men to work in their own way with competent students without fettering them with the deadly paraphernalia worked out for the purpose of standardizing higher degrees- if they can do these things, perhaps there will be a University in Chicago. I do not believe that there is a fighting chance for this kind of thing at Harvard, Yale, Princeton or anywhere else, though there are in all these and in many other institutions, individuals, who, as discovered, ought to be assisted on their individual merits. If a new institution should be created, it would probably slump just as the others have slumped; for if we cannot resuscitate Chicago, we

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a bow to V. L. Clark

probably cannot keep anything else alive even though freshly started. Assuming, then, that new possibilities may develop in Chicago, there is a chance to use there larger sums, as outside money can to a reasonable extent also be found.

Med. Adv.

In the field of medicine we are, I believe, working qualitatively and on sound lines. For the moment we are doing what seems feasible and we have the money with which to do it. Nevertheless, though great progress has been made - and in this the Foundations have borne a creditable part - America has as yet hardly made a start in certain important lines of medical teaching and research. Money in large amounts will not help in these fields; we must first of all have the men. We are making every possible effort to help in the training of men who may ultimately make it possible to advance more rapidly; in that event a question may in the future - perhaps in the near future - arise as to the possibility of utilizing larger sums.

I have up to this point spoken only of activities in progress. There are certain fields which we have not touched. I am inclined to think that, just as the General Education Board has on its staff a person, interested in public education and pushing along that line; persons interested in college organization and pushing along that line; persons interested in medicine and pushing along that line, so it would be well if we could increase our staff to include a person who could interest himself in the humanities, and another who could interest himself in the field of music and the fine arts.

Humanities

The matter of doing something in the humanities has already been proposed to the General Education Board. I quote the following from

Humanities

the docket of the meeting held less than a year ago (February 1923):

Humanities
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✓ "There has been in recent years a large increase in the amount of free funds capable of being devoted to the encouragement of scientific research. The income of the Carnegie Institution in Washington, of the Rockefeller Institute, and of the National Research Council is almost wholly expended upon science, special appropriations of the Rockefeller Foundation, the medical funds of the General Education Board - all these have gone into the development of science, as have other funds also. General college and university endowments have grown and the growth has been equally beneficial to both scientific and humanistic studies, but special encouragement and support for humanistic studies, comparable to the support available for special scientific studies is not forthcoming. Meanwhile, inasmuch as a well-developed civilization requires humanistic as well as scientific culture, the officers raise the question as to whether the Board would not do well to consider projects in the field of humanism."

Very little money would be required at the outset - only enough to pay the salary and incidental expenses of a man who, knowing other countries well or learning them, would study the American situation in the field of the humanities, just as we first studied southern education and later medical education, for the purpose of seeing whether special efforts can profitably be made in the field of humanism, and a man who would pursue a similar course in the field of music and the fine arts. These might be looked upon as natural extensions of the activities of the General Education Board. Their feasibility would in the first instance depend upon finding for the staff of the Board two highly qualified individuals. What these individuals could accomplish would depend upon the general considerations I mentioned at the very outset.

There is another field which may be ready for some kind of action. Medicine is developing; education has been touched on;

Law
but law schools remain in America, as nowhere else, factories
for the overproduction of legal practitioners. To the narrow
technical training of our lawyers some part of American political
and economic conservatism is surely due. A university law school
should run on all fours with a university medical school - promoting
legal and political research, and training practitioners in an
atmosphere of ideas - historical and philosophical. If the person
could be found - it always comes back to the person! - the General
Education Board might encourage in some school of law the kind of
development it is assisting in medicine.

Legal Research
Political Science
Progress
Finally, I should mention a field which has been approached
from one angle by the Spelman Memorial, from another by the General
Education Board, viz., art in industry. Professor Richards' study of
Art in Industry will shortly be supplemented by a study of industrial
art museums. The Memorial is assisting the Association of American
Museums. Can something be done to get this work, so important to
the industrial and artistic life of America, beyond the academic
stage? When Professor Richards returns, it might be well to hold a
conference to discuss the possibility of a concerted development in
this direction. Large sums will not be needed; but the smaller sums
required for the most effective advance might well be supplied.
Coöperation between the Spelman Memorial and the General Education
Board in this field raises another question: The Spelman Memorial
is interesting itself, among other things, in the social sciences.
The Memorial has also appeals from educational institutions for
other special purposes. It is already clear that the General Education
Board and the Spelman Memorial may soon find themselves overlapping

in the field of higher education. I raise the question, therefore, as to what should be the relationship between these two bodies in dealing with such special requests from colleges and universities as from time to time come to the Memorial.

V

In conclusion I want to revert to the question of Foundation personnel. In America, generally speaking, almost nobody has been trained for his job. Pearce - he is a rare exception - was trained in pathology and was a thorough student of medical education before he began to do his present task; so was Bachman - he was trained in educational theory in America and abroad, and then, returning, occupied important posts in Cleveland and New York. As for the rest of us: I was trained - not very well trained either - to teach Greek; Rose to teach philosophy; Vincent to teach sociology; Fosdick - but I need not proceed further with my exposure. We have almost all had to learn to do things we knew nothing about. There are some advantages in this happy-go-lucky way of doing - for we come to new opportunities with a good deal of zest, and we get in middle life or later a fresh and stimulating sense of adventure, which may carry us far. But, on the other hand, one does not really make up for one's lack of education. Now with our defective training we are called to deal with problems, and always harder problems, the right solution of which requires study - all the more careful study, because of our limitations. What happens? Instead of having time to read and think and grow, we are overwhelmed with engagements, interviews, telephone calls - all that hodge-podge of feverish and indiscriminate activity, which under the alluring title of executive

work, tends to injure the better American minds. I do not lose sight of the other side of the picture - for the contacts we make, the problems we deal with are themselves highly educative. But there comes a time when these contacts largely repeat themselves; when work once highly stimulating, becomes a routine. Meanwhile Foundations must be kept fresh and alive, creative and open-minded. We must therefore find some way of counteracting certain of the conditions under which we work. Universities grant sabbatical years; the Mayos keep their staff fresh, by detaching men successively for long periods - a year or so - to be devoted to care-free study or travel; they do the same thing at the Rockefeller Institute. The older men in our Foundations will in the long run tend to become increasingly stabilized and "executive", the younger men will not grow up at all, unless some systematic provision is made for growth. The summer vacation does not suffice; that is needed for physical restoration. Travel on specific errands does not suffice; that, stimulating as it is, holds one's nose to the grindstone - teaches one, to be sure, but mainly in reference to an immediate object. Quick trips to foreign countries may be indeed damaging or misleading. I venture to suggest the formation of a joint committee, including the Rockefeller Institute, to consider what steps should be taken to combat the dangers of absorption in routine.

VI

Summary-note

Between the hesitating tone in which I began and the positive suggestions I have ventured to make, there is no inconsistency. [When all is said, I think that a somewhat bearish attitude as to

Foundations is justified by the experience of twenty years; too brief an experience - I should be the first to say - to warrant a final judgment, but long enough to make those charged with these responsibilities realize that they have yet to win their fight. Some notable accomplishments and achievements can undoubtedly be claimed for them; achievements in public health, in medical education and in public education which can fairly be regarded as of first-rate importance. Nevertheless, the number of such achievements, viewed in the light of the number and the resources of Foundations, is not so very great, and the achievements can easily be exaggerated as against what the world has accomplished without the Foundations. I shall, however, have accomplished my purpose, not if I discourage my associates, but if I make myself and them realize the overwhelming importance, inside the Foundations and out, of knowledge, scholarship, and ideas. We have at our disposal unprecedentedly large sums; if we are wise, we may assist in bringing about conditions in which these sums and perhaps additional sums can be fruitfully applied. But I cannot too strongly emphasize my convictions that ideas, knowledge and judgment must precede. If our ideas are sound, if men with ideas are available, if a proper social setting can be developed, then in time we can use our present funds and, perhaps, like Oliver, ask for more. But at the moment, viewing all the Foundations together, I should say that their financial resources exceed their stock of ideas, the capacity of their personnel, and the possibility of obtaining corresponding outside support.]

Supplement to the Gedney-Farm Memorandum March 31, 1924

Originall, the source of the policies of the Foundation was Mr. Gates, and then we brought into the executive posts men for the purpose of developing and carrying on these policies. With the progress of time these men have been called on to be sources of ideas, yet they continued to be conceived as mainly executives. It is an accident that Dr. Rose, who was called in to put through the hookworm campaign, developed ideas in the field of public health. My contention is that more explicit reference should be given to getting men with ideas, particularly young men, and to developing them.

On the other hand, these boards are not research institutes, or universities; they have to put things across. Therefore, a combination of ideas and executive ability is needed. As time goes on, these boards, like the Rockefeller Institute, acquire ideas, but unlike the Rockefeller Institute have got to be kept in contact with the field. This means executive responsibility and a good deal of loss of time. That creates another problem, namely, how, as executive responsibility and contacts develop, men can be kept fresh. You cannot completely separate the idea side from the executive side. Hence, every effort should be made to protect the top men who have both responsibilities, and from time to time to give them favorable opportunities not so much for physical recuperation as for mental development. Otherwise, they will either grow stale or make hasty judgments on the basis of superficial information.

Abraham Flexner

Nov. 1922

A PROPOSAL TO ESTABLISH AN AMERICAN UNIVERSITY

I

What is a University?

A university is a free society of scholars and students devoted to the higher training of men and to the advance of knowledge. It is properly called a "free society", because mature persons, presumably animated by intellectual purpose, must be left to pursue their own ends in their own way. The advanced worker, especially the original worker, is strongly individualistic. It is a mistake to over-organize education at any level: certainly at the higher level, over-organization is a destructive irritant. University education is for this, among other reasons, a thing apart; for, at all the lower levels more or less organization and compulsion are necessary to the ends at which the several types of school aim; but mature students, having completed their secondary and collegiate training, and university professors, whose instruction goes hand in hand with research, should be free to work out their problems according to their own lights. They need simple surroundings, books, laboratories, and, above all, tranquility - freedom from distraction, either by worldly concerns or by the burden of parental responsibility for a more or less immature student body. A university professor should offer opportunities for study and guidance to students who want to work; and he should be an active contributor to science and

scholarship. But it should be no part of his duty to entice or compel students to work. Men who rise to university posts are not, as a matter of fact, likely to be indifferent to students of solid ability and high purpose; and there is no reason why they should waste their time and interfere with their productive efforts for the sake of those who are students in name only.

II.

Real Universities

The great mediaeval universities were universities in the sense in which I am employing the term. Human knowledge was indeed very limited; and the apparatus for increasing knowledge was very slight and imperfect. But the teachers were students and scholars, keen to learn and to increase learning, as best they could, and students came to them freely to study on their own individual responsibility. In the absence of a technique for increasing knowledge, the mediaeval universities disappeared or degenerated into a lower type of school. For example, Oxford and Cambridge became a mere collection of colleges for the secondary training of boys.

The situation was completely changed in the nineteenth century by the development of experimental science. The conception of the university as a place for higher training and research was clarified by von Humboldt under whose influence the University of Berlin was established. In the course of the succeeding half century all the mediaeval universities of Germany and Austria were reorganized on this model, and soon the type was adopted elsewhere on the Continent - in Scandinavia, Holland, and Switzerland.

R.O. puts it
17th cent
Newton?

Oxford
& Cambridge

The university, so conceived, had two outstanding features:

- (1) a loosely organized teaching staff, the members of which could and did devote themselves singly to higher teaching and research; and
- (2) a large student body, the members of which, having been well trained previously, were left free to pursue their objects in their own way.

Towards the end of the nineteenth century, the success of the German university aroused both England and America. In England, efforts were made at Oxford and Cambridge to develop activities of university grade, and with a certain measure of success. These university activities were grafted on the old college or undergraduate system. The English universities are still mainly colleges for the training of a miscellaneous body of boys; but there are a few cases - laboratories or libraries in which great scientists or scholars work, more or less apart from the hubbub of undergraduate life.

III.

American Conditions

The American college was originally, and indeed, up to very recent times nothing more than a secondary school; in some sections of the country this is all it is - or at any rate should be even now. But with the development of the preparatory school and high school the college has, in its more advanced form, moved up. Though still largely a secondary school, the upper classes do a certain amount of advanced work in preparation mainly for professional

school or teaching. In addition to its educational object, however, the American college cherishes - and often to the confusion and detriment of education - many other purposes; for example, it makes much of social activity and competitive physical prowess - so much, that intellectual ability is not taken seriously enough, and intellectual interest, though neither impossible nor entirely unappreciated, is in constant danger of being swamped by boyish activities. Some of these things are in moderation good for youth, but they are worse than irrelevant in a genuine institution of higher learning.

The German conception of the university as a place for advanced teaching and research was actually embodied in the plans of the Johns Hopkins University opened in the middle seventies; and there a faculty of great distinction and a student body of university grade and purpose were assembled. But the Johns Hopkins University did not long maintain its distinctive character, and this, for two reasons: (1) an undergraduate college, started for the purpose of providing well trained students for the graduate departments, has developed all the distractions that exist in colleges that are colleges and nothing else; and (2) the funds of the institution were soon impaired, so that for two decades it was a question of life and death.

In the nineties another opportunity to create in America an institution wholly devoted to higher training and research arose at Chicago. Like the Johns Hopkins University, the University of Chicago was at its zenith at the start. It has never been so truly a university

as its first few years. Its purpose has become vague; its faculty is on the whole less eminent than it was; the undergraduate body has increased in numbers and vociferousness. Despite the existence of much activity of university grade, the University of Chicago is today not distinctly different from most of our large so-called universities. In fact, they all tend ~~made~~ [more] and more to become the same sort of thing - the University of Chicago losing ground, the others gaining ground, until all now occupy a double position which is not best for either collegiate or university work, for the present combination of undergraduate and graduate work makes the former too elaborate and expensive, while it seriously dilutes the latter.

The other institutions to which I have alluded - Harvard, Yale, Columbia, Princeton, etc. - were colleges and were called colleges thirty or forty years ago. Under the influence of the Johns Hopkins University and the University of Chicago, they have all developed graduate departments and have, therefore, dropped the name "college" for the name "university." But in dominating spirit and interest they are mainly colleges still - secondary institutions for the training of large and rapidly increasing numbers of boys, mostly with slight intellectual interests. As at Oxford and Cambridge, so at all our American universities, some advanced teaching and some advanced work are carried on. But it cannot be fairly said that any one of them exists even mainly, not to say altogether, for the prosecution of serious work at a high scholarly or scientific level.

We may say, then, that in America there exists no university in the Continental sense; we possess no institution simply and

wholly devoted to higher teaching and research. We have at best colleges, with more or less important appendages in the shape of graduate or professional schools. Nowhere have we assembled a homogeneous faculty of productive scientists and scholars with a homogeneous student body of mature, independent, and self-responsible workers. On the contrary, everywhere the prestige of undergraduate activities and interests - some of them wholesome and some very unwholesome - hampers the serious objects for which real universities exist. The two conceptions - college and university - are at cross purposes. Science and scholarship suffer; money is wasted; even undergraduate training is, under these conditions, less efficient than it might be, if left to itself.

IV.

Research Institutions

The establishment of research institutions has to some extent furnished a refuge for intense workers who could not be happy or most effective in our nondescript universities. But research institutions, valuable and necessary as they are, cannot alone remedy the difficulty - first, because relatively few men are most happy and effective if their entire energies are concentrated solely upon research; second, because the number of young men who can be trained in research institutions is necessarily limited. Both these reasons are important. Many productive teachers are stimulated by contact with students, provided the students are serious and competent and the relationship is not that of guardian and ward;

and such teachers do their best in universities rather than in research institutions, where, their contacts being fewer, they are driven back largely upon themselves. Again, if research institutions admit too many young, even though serious, workers, in quest of training, they lose their peculiar character. Research institutions cannot, therefore, take the place of universities where men receive higher training in scholarship, science, or a learned profession.

V.

An American University

If the Johns Hopkins University or the University of Chicago had been established in 1920, instead of 1875 or 1890, neither institution would have an undergraduate department. There is today no lack of college graduates; and of these there are enough who are well-trained and serious to furnish the varied and mature body of advanced workers that a real university requires. The university idea - the university conceived as a free society of productive scholars and serious independent students - would undoubtedly by this time have succeeded in Baltimore or Chicago, even if the undergraduate department had never been started in either place. The need is far more urgent now than it has ever been, for the college is a millstone about the neck of the graduate school. To no small extent the best brains of the country are working in spite of, rather than because of, the conditions supplied by our institutions of learning; young men who might lead productive intellectual careers cannot find a thoroughly sympathetic environment; we are producing less in the way of thought and knowledge than we might readily produce; we

are training fewer men at a high level than we might train, and we are training them less well. A real university - a university free of undergraduate students, free of the distractions that the college involves, free of the routine that the college needs - would attract investigators, teachers and students for whom a congenial home does not now exist in America. /

If it be conceded that an effort should be made to establish an American University without undergraduate instruction, an institution where scholars and scientists, free from social, athletic or other worldly distractions, can carry on their own productive work and train mature young men and women for intellectual careers, the question arises as to how best to proceed. Though the influence of such an institution may ultimately result in divorcing graduate and undergraduate work in the older universities, the college tradition is too strong to permit any such experimentation at this time; even less feasible would be the summary suppression of the undergraduate department at Harvard, Yale, or Columbia.

This step - the suppression of the undergraduate department and concentration upon real university work - might conceivably be taken at the University of Chicago or the Johns Hopkins. There are at Chicago two obstacles - (1) the strength and numbers of the undergraduate body, (2) the limitation upon the choice of the President. At Johns Hopkins the college group is neither so numerous nor so influential; Baltimore possesses, like Chicago, the advantage of a university tradition, which, though obscured, could again be brightened; and the further advantage of possessing university schools

of medicine and public health. But the philosophic faculty is not sufficiently eminent, and many chairs would have to be duplicated until time does its work. Certain administrative changes would also have to be made.

There are advantages, as there are dangers, attending an altogether new creation. Eligible cities are scarce: Washington is, however, entitled to consideration.

The amount of money required would be much less if Chicago or Johns Hopkins could be freely remodelled than if a new institution were created out-of-hand. The resources of Chicago in endowment, buildings, and laboratories, etc., might be adequate for the time being; it would not require an impossible addition to make the Hopkins endowment suffice for some time to come. An entirely new university with faculties of philosophy, science, and medicine could hardly be undertaken without the immediate assurance of a sum approaching \$50,000,000. Any institution would, of course, require additional funds from time to time.

Decision as to the practical question is, however, not important, or even desirable, at this stage. It is, however, important to realize the confused, not to say, chaotic condition of higher education in America. Curious as it may sound this is an encouraging, not a discouraging, situation. We have, as a matter of fact, made great progress; that is why we can not accomplish something that neither President Gilman nor President Harper thought feasible. Our problem is one of the problems that arise out of progress; it is not a problem due to stagnation or retrogression.

It is, therefore, a hopeful phenomenon that secondary and collegiate education are so widely diffused and eminent scholars and scientists so numerous that the country is ready for the next forward step - the creation of a university which needs no feeding school of its own, because the country abounds in colleges by which it will be fed.

If a university so conceived were established, it would not only provide a home for scholars, scientists and students now in search of conditions favorable to intellectual exertion - it would in all probability stimulate other institutions to reorganize. Some of them might in time drop the college; others might effect a complete differentiation between college and graduate schools; still others might confine themselves to college work, on a more modest basis than is feasible so long as college and university aims are mingled. Higher education in the United States needs the new stimulus, the new ideal, which a genuine university would supply.

June 2, 1937
Bryn Mawr College

THE USEFULNESS OF USELESS KNOWLEDGE

I have been reading lately the biography of Sir Edward Grey by George Macaulay Trevelyan, Regius Professor of Modern History at Oxford. No Foreign Secretary within the memory of man has for eleven pitiless years occupied so exposed and difficult a post as Edward Grey. Trevelyan tells his story simply, honestly, and candidly. I found myself frequently wondering how one who cared so profoundly for world peace and general welfare and so little for political responsibility could have for so protracted a period physically endured the torment and anxieties through which Grey passed. Nor were his cares limited to public affairs. The brief note, in which in 1905 he told his devoted wife that he had accepted the Foreign Secretaryship, never reached her. She had been mortally injured by an accident on the very day upon which Grey wrote the note and, when he reached her bedside, she was unconscious and passed away without recognizing her beloved husband. Other sorrows of a personal nature crowded in upon him one after another during the next decade. How was Grey enabled to carry his almost insupportable burden? He had never been a man of vigorous health and, as the years wore on, his sight was seriously impaired until he ultimately became blind. He was a lonely man, increasingly denied companionship even of books which might have diverted his mind and given him such relaxation as he needed. But he had one personal trait, trivial from the standpoint

of use, which stood him in good stead during this entire period. He loved birds. He and his wife, who shared his pleasure in birdlife, had erected a simple cottage to which before her death and afterwards he repaired week after week even when his sight was steadily failing him. Walking in the woods or sitting under the trees he could forget himself in this simple pleasure.

When Theodore Roosevelt, recently retired from his second term as President, having finished his hunt for big game in Africa, returned to America by way of England he kept a long delayed appointment with Grey in order that the two of them, birdlovers both, might spend a few days in New Forest comparing American and English birds.

It was Edward Grey's capacity to forget the pressing cares of public life whenever he was able to leave London and to bury himself in his cottage that preserved his sanity, that enabled him to pursue a constant course towards America, towards France, towards Germany, towards the Balkans during the years which, in spite of him, resulted in the World War; it was, I say, Edward Grey's love of birds that made him for a period of more than ten years the one hope of preserving world peace. What is the use of a bird? It is almost a silly question. We take birds for granted. We do not have to justify them. They are here. They remind us of the coming of spring with their earliest notes and the coming of autumn as their notes disappear. They need, to be sure, no justification, but they can be justified if beauty is truth, and that is all one needs to know. Birds are but one example of an apparently useless phenomenon that does not only serve an aesthetic but may also on occasions serve a world purpose. Had it not been for birds, Edward Grey would

have broken underneath the cares imposed upon him, and for all we know the World War might have come earlier in our history and been even more disastrous.

We hear it said with tiresome iteration that this is a materialistic age and that its main concern should be the wider distribution of material goods and worldly opportunities. It is quite true. The untiring ingenuity of the inventor converts to some new purpose the disinterested investigations of the scientist and his laboratory. The justified outcry of those who through no fault of their own are deprived of opportunity and a fair share of worldly goods is diverting an increasing number of students from the studies which their fathers pursued to the equally important and no less urgent study of social, economic, and governmental problems. I have, as you will see, no quarrel with this tendency. The world in which we live is the only world about which our senses can testify. Unless it is made a better world, a fairer world, a juster world, millions will continue to live their lives in it and to go to their graves saddened, silent, and disappointed. I spent a good many years pleading that our schools should become more acutely aware of the world in which their pupils and students were destined to pass their lives. I wonder sometimes now whether that current has not become too strong and whether there would be sufficient opportunity for a full life if the world were emptied of some of the precious things that give it significance, in other words, whether our conception of what is useful may not have become too narrow to be adequate to the roaming [and, if you will, capricious] possibilities of the human (mind) spirit.

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We may look at this question from two points of view: the scientific and the humanistic or spiritual. Let us take the scientific first. I recall a conversation which I had some years ago with Mr. George Eastman on the subject of use. Mr. Eastman, a wise and gentle far-seeing man, gifted with exquisite taste in music and art, had been saying to me that he meant to devote his vast fortune to the promotion of education in useful subjects. I ventured to ask him whom he regarded as the most useful worker in science that he knew. He replied instantaneously: "Marconi." I surprised him by saying:

*Probably Eastman
Mr. Eastman
But perhaps
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"Whatever pleasure we derive from the radio or however wireless and the radio may have added to human life, Marconi's share was practically negligible."

I shall not forget his astonishment on this occasion. He asked me to explain. I replied to him:

"Mr. Eastman, Marconi was inevitable. The real credit for everything that has been done in the field of wireless belongs to a young student who worked in Helmholtz's laboratory during the nineties, Heinrich Hertz by name. Hertz worked silently and unostentatiously with no thought whatsoever that anything that he did would ever prove of the slightest use. He discovered, however, the electromagnetic waves γ which are the carriers of wireless signals. He had no practical objective. The inventor in the legal sense was of course Marconi, but what did Marconi invent? Merely the last technical detail, mainly the now obsolete receiving device called coherer, almost universally discarded."

Hertz could invent nothing, but it was his useless theoretical work which was seized upon by a clever technician and which has created new means for communication, utility, and amusement by which men whose merits are relatively slight have obtained fame

and earned millions. Who was the useful man? Not Marconi, but Hertz. Hertz was a genius without thought of use. Marconi was a clever inventor with no thought but use.

The mention of Hertz's name recalled to Mr. Eastman the Hertzian waves, and I suggested that he might ask the physicists of the University of Rochester precisely what Hertz had done; but one thing I said he could be sure of, namely, that Hertz had done his work without thought of use and that throughout the whole history of science most of the really great discoveries which had ultimately proved to be beneficial to mankind had been made by men and women who were driven not by the desire to be useful but merely by the desire to satisfy their curiosity or their individual pleasure.

"Curiosity?", asked Mr. Eastman.

"Yes", I replied, "curiosity, which may or may not eventuate in something useful, is probably the outstanding characteristic of modern thinking. It is not new. It goes back to Bacon and to Sir Isaac Newton, and it must be absolutely unhampered. Our institutions of learning are institutions that should be devoted to the cultivation of curiosity and the less they are deflected by considerations of immediacy, application, etc., the more likely they are to make contributions to human welfare as well as to the equally important satisfaction of intellectual interest which may almost be said to have become the ruling passion of intellectual life in modern times."

What is true of Heinrich Hertz working quietly and unnoticed in a corner of Helmholtz's laboratory in the last years of the nineteenth century may be said of scientists and mathematicians the world over for several centuries past. We live in a world that would be helpless without electricity. Called upon to mention a

discovery or invention of the most immediate and far-reaching practical use we might well agree upon electricity. But who made the fundamental discoveries out of which the entire electrical development of more than one hundred years has come? An unknown scientist, Michael Faraday by name, working inconspicuously in a wretched laboratory belonging to the Royal Institution, wondered one day what would happen if he passed an electrical current through a copper wire wound around a bar of soft iron. It developed that the iron became magnetized, and Faraday, though amused and interested, was not concerned with the practical applications of his discovery. They came afterwards as one by one men with one eye to science and another to utility devised the infinite number of gadgets by means of which electricity has lightened the burden and increased the opportunities of modern life.

In the domain of higher mathematics almost innumerable instances of the same kind can be cited, for example, the most abstruse mathematical work of the eighteenth and nineteenth centuries was the "Non-Euclidian Geometry". Its inventor, Gauss, though recognized by his contemporaries as a distinguished mathematician, did not dare to publish his work on "Non-Euclidian Geometry" for a quarter of a century. As a matter of fact, the theory of relativity itself with all its infinite practical bearings would have been utterly impossible without the work which Gauss did at Göttingen.

Again - and I am not a mathematician, so I must not be asked to explain the terms I use - what is known now as "group theory" was an abstract and inapplicable mathematical theory. It was developed

by men who were curious and whose curiosity led them into strange paths, but the "group theory" is today the basis of the quantum theory of spectroscopy, which is in daily use by people who have no idea as to how it came about.

The whole calculus of probability was discovered by mathematicians whose real interest was the rationalization of gambling. It has failed of the practical purpose which they designed for it, but it has furnished a scientific basis for all types of insurance and vast stretches of nineteenth century physics are based upon it.

Let us look in another direction. In the domain of medicine and public health the science of bacteriology has played for half a century the leading role. What is its story? Following the Franco-Prussian War of 1870 the German Government founded the great University of Strasbourg. Its first professor of anatomy was Wilhelm von Waldeyer, subsequently professor of anatomy in Berlin. In his "Reminiscences" he relates that among the students who went with him to Strasbourg during his first semester there there was a small, inconspicuous, self-contained youngster of seventeen by name Paul Ehrlich. The usual course consisted of dissection and microscopic examination of tissues. Ehrlich paid little or no attention to dissection, but, as Waldeyer remarks in his "Reminiscences":

"I noticed quite early that Ehrlich would work long hours at his desk, completely absorbed in microscopic observation. Moreover, his desk gradually became covered with colored spots of every description. As I saw him sitting at work one day, I went up to him and asked what he was doing with all his rainbow array of colors on his table. Thereupon this young student in his first semester supposedly

pursuing the regular course in anatomy looked up at me and blandly remarked, 'Ich probiere.' This might be freely translated, 'I am trying or I am just fooling.' I replied to him, 'Very well. Go on with your fooling.' Soon I saw that without any teaching or direction whatsoever on my part I possessed in Ehrlich a student of unusual quality."

Waldeyer wisely left him alone. Ehrlich made his way precariously through the medical curriculum and ultimately procured his degree mainly because it was obvious to his teachers that he had no intention of ever putting his medical degree to practical use. He went subsequently to Breslau where he worked under Professor Cohnheim, a teacher of our own Dr. Welch, founder and maker of the Johns Hopkins Medical School. I do not suppose that the idea of use ever crossed Ehrlich's mind. He was interested. He was curious. He wondered, and in course of time he discovered that different bacteria and tissues stained with aniline dyes looked different under a microscope. Thereupon it soon emerged that a new and powerful and most useful method of medical diagnosis had been unwittingly discovered and could be brought into instant play. It became possible to know whether a sick patient had pneumonia or diphtheria or tuberculosis, and an enormous impetus was given to the practical solution of remedy and cure. Suppose Waldeyer had asked Ehrlich: "What is the good of all this? To what will it lead?" What could Ehrlich have replied? "I can foresee no good in that in which I am interested." As a matter of fact, Ehrlich's work then and thereafter revolutionized the practice of medicine.

"I am not for a moment suggesting that everything that goes on in laboratories will ultimately turn to some unexpected practical

use or that an ultimate practical use is its actual justification. Much more am I pleading for the abolition of the word, "use", and for the freeing of the human spirit. To be sure, we will thus free some harmless cranks. To be sure, we will thus waste some precious dollars, but what is infinitely more important is the fact that we will be striking the shackles off the human mind and setting it free for the adventures which in our own day have taken Hale and Rutherford and Einstein and their peers millions upon millions of miles into the uttermost realms of space and loosed the boundless energy imprisoned in the atom. What Rutherford and others like Bohr and Millikan have done out of sheer curiosity in the effort to understand the construction of the atom has released forces which may transform human life, but this ultimate and unforeseen and unpredictable practical result is not offered as a justification for Rutherford or Einstein or Millikan or Borh or any of their peers. Let them alone. No educational administrator can possibly direct the channels in which these or other men shall work. The waste, I admit again, looks prodigious. It is not really so. All the waste that could be summed up in developing the science of bacteriology is as nothing compared to the advantages which have accrued from the discoveries of Ehrlich, Theobald Smith, and scores of others, and these practical advantages could never have accrued if the idea of possible use had permeated their minds. These great artists, scientists and bacteriologists, disseminated the spirit which prevailed in their laboratories in which for all they and others knew they were simply following the line of their own natural curiosity.

Do not for a moment suppose that I am criticising institutions like schools of engineering or law in which the usefulness motive necessarily predominates. I cannot deal with them at length, but I may in passing say this: over a period of one or two hundred years their great contribution to their respective activities will probably be found to lie not so much in the training of men who may tomorrow become practical engineers or practical lawyers or practical doctors but in the fact that even in the pursuit of strictly practical aims an enormous amount of apparently useless activity goes on, and out of this useless activity there are likely to come delightful as well as useful truths which may well prove of infinite more importance to the human mind and to the human spirit than the accomplishment of the useful ends for which they were founded.

His → It must be obvious to you that I cannot touch at every point upon the importance of spiritual and intellectual freedom. I have spoken of birds; I have spoken of science; I have spoken of mathematics, but what I say is equally true of music and art and of every other expression of the untrammelled human spirit. The mere fact that they bring satisfaction to an individual soul bent upon its own purification and elevation is all the justification that they need. And in justifying these without any reference whatsoever implied or actual to its usefulness we justify colleges, universities, and institutes of research. An institution like this college, which has set free successive generations of human souls, is amply justified whether this graduate or that makes a so-called useful contribution to human knowledge or not. A poem, a symphony, a

painting, a mathematical truth, a new scientific fact bear in themselves all the justification that Bryn Mawr College and other colleges need or require. I say nothing to character^{and}/of other catchwords which have been used from time to time to justify expenditure upon institutions of learning. Character is dependent upon upbringing, upon association, and upon the dignity with which human beings associate with one another. It is no particular business of Bryn Mawr or any other institution of learning to cultivate character. If character does not spontaneously develop in the atmosphere of these buildings and of this campus, it is worth no teacher's while to make an effort to develop it at all.

*By whom -
not clear*

The subject which I have chosen has at this moment a peculiar poignancy. In certain large areas - Russia, Germany, and Italy especially - the effort is now being made to clamp down the freedom of the human spirit. Universities are being reorganized so that they may become tools of those who believe in a special political, economic, or racial creed. Now and then a thoughtless individual will even question the fundamental importance of absolutely untrammelled academic freedom in some institution situated in one of the few democracies left in this world. The real enemy of the human race is not the fearless and irresponsible thinker, be he right or wrong. The real enemy is the man who tries to mould the human spirit so that it will not dare or will not be able to spread its wings as its wings were once spread in Italy, Germany, Great Britain, and the United States. In the letter which Mr. Bamberger and his sister wrote on establishing the Institute for Advanced Study this sentence is to be found:

"It is our hope that the staff of the institution will consist exclusively of men and women of the highest standing in their respective fields of learning, attracted to this institution through its appeal as an opportunity for the serious pursuit of advanced study and because of the detachment it is hoped to secure from outside distractions."

It is not a new idea. It is the idea which animated President Gilman in the founding of the Johns Hopkins University after which every university in this country has sought in greater or less degree to remake itself. It is the idea that inspired the friends who founded this college. It is the idea to which this institution and to which every individual who values his immortal soul will be true whatever the personal consequence to himself. Justification of spiritual freedom goes, however, much further than creation whether in the realm of science or humanism, for it implies tolerance throughout the range of human dissimilarities. In the face of the history of the human race what can be more silly or ridiculous than likes or dislikes founded, for example, upon race or religion? Does humanity want symphonies and paintings and profound scientific truth, or does it want Christian symphonies, Christian paintings, Christian science, or does it want Jewish symphonies, Jewish paintings, Jewish science, or does it want Mohammedan or Egyptian or Japanese or Chinese or American or German or Russian or Communist or Conservative contributions and expressions of the infinite richness of the human soul? The follies of a few countries in the Old World have had two quite contradictory effects. They have prodded indifferent people into active tolerance and cooperation. So far they have done good, but they have also through their economic and

other repercussions stirred up bad blood between nations and races. It is to its infinite credit that, when the greatest living woman mathematician of her time, Emmy Noether, was driven from Göttingen for no better reason than that she was a Jewess, Bryn Mawr welcomed her with open arms. Other institutions have in greater or less degree reacted similarly. This is civilization. This is culture, and any person or any institution that raises objections in reference to these refugees, be they refugees on account of their political opinions or their supposed descent, is at bottom an enemy to civilization. I do not overlook the practical difficulties encountered in the pursuit of a liberal policy, but a country like America of which only a small fraction has been culturally developed can only be enriched by the folly which drives the great thinkers and dramatists and poets of the Old World to make a fresh start in the New.

Abraham Flexner

1952

vert. file "F"

3/23

GENERAL

Foundations

FLEXNER, A.

BIOgraphical

Article by Henry S. Commager, Professor of History at Columbia University, in the Herald Tribune Book Review, March 23, 1952, entitled, "The Function of the Private Foundation."

Filed in Vertical File under "F" for Foundations.

Source Above.

The Function of the Private Foundation

The Razorlike Mind of Dr. Flexner Analyzes Successes and Failures

FUNDS AND FOUNDATIONS: Their Policies Past and Present.

By Abraham Flexner, with the collaboration of Esther S. Bailey. 146 pp. New York: Harper and Brothers. \$2.75.

Reviewed by
HENRY S. COMMAGER

AT EIGHTY-FIVE, Abraham Flexner retains the keen razorlike mind and the intellectual boldness that characterized his famous report on Medical Education in the United States and Canada—one of the few books which may truly be said to have made history. Now in this little book—really a long essay of some forty thousand words—he addresses himself to a subject of major importance to our society: the proper function of the great philanthropic foundation and the wise use of foundation money. It may be—some pessimists tell us that the day of private philanthropy is over, and that even the great private foundations can no longer carry the burden. If governmental support to science, education, scholarship, art, music and so forth is inevitable, it is all the more important that the great private foundations explore and formulate the principles that should govern expenditures for these purposes.

Not what to spend the money on, but how to spend the money, that is the question that Mr. Flexner sees as basic. Should money be spent for endowment or for current use; should foundations plan for the long future or operate on the principle that posterity must take care of itself? Should money be concentrated on a few major projects, or distributed widely over a great many projects some of which may become major ones? Should money be spent for pump-priming purposes? Should it be spent on public or governmental projects? Should it be given absolutely or conditionally?

It is Mr. Flexner's contention that the foundations have strayed from sound principles in the last quarter century. What are those sound principles? They are the principles worked out in a simple fashion by the Peabody and Rosenwald funds and elaborated by the Rockefeller Foundation under Vincent, by the International Health Division under Wickliffe Rose, by the General Education Board under Buttrick, and by Pritchett as president of the Carnegie Foundation for the Advancement of Teaching. And the principles themselves: to concentrate on great projects; to pour money into a few enterprises and use them as models and levers for the rest of society; to make money attract other money, thus making foundation funds do double service.

This was what the Rockefeller Foundation did in the early years, and Mr. Flexner recounts some of its achievements—achievements in which he himself played a notable part—with pride. By concentrating on a few great medical schools—the Hopkins, the University of Iowa, Rochester—it succeeded in lifting the level of medical education everywhere in the country. By doing pioneer work in public health—a sort of primitive Point Four program—it created a science of public health everywhere in the world. By concentrating on fundamental aspects of public education—teacher training, administration, and so forth—it led to raising of school standards in state after state. By requiring that recipients match foundation gifts with other gifts it made sixty million dollars stimulate gifts of

three times that amount in higher education.

All this changed, so Mr. Flexner argues, with the advent of Wickliffe Rose as chairman of the General Education Board, and then with the reign of Max Mason and his successors. "Great undertakings no longer found a place in the board's policies; small grants for limited periods increased rapidly." The board went in for "retail" instead of "wholesale" business; it began to dissipate funds on a hundred little projects whose character it could not really know, whose consequences it could not determine. It ceased adding to endowments, and spent, instead, on current projects and for current needs. "Millions have been wasted which, if lumped together, might have been employed in endowing an institution of genuinely scholarly and scientific character."

It is difficult to achieve complete consistency in so closely packed an argument; two seeming



Abraham Flexner

inconsistencies appear in these lively pages. Mr. Flexner urges the wisdom of adding to the endowments of really great institutions; yet he insists that posterity must take care of itself, and that

we cannot anticipate the needs of the future. He believes in endowing brains and in concentrating on the individual, yet the search for individual brains is bound to appear like "retail" business, like shotgun instead of cannon fire. He is highly critical of the Rockefeller Foundation for scattering its resources, yet since 1914 the foundation has given some ten thousand fellowships—the most ambitious investment in brains in history.

A final chapter of Mr. Flexner's book appeals for a bold and generous program of aid to the humanities. In the beginning the Rockefeller Foundation concentrated on medicine and public health; other foundations have tended to concentrate either on science or on the social sciences. In our own day private industry and government are pouring countless millions into scientific research. Meantime the humanities are neglected. Mr. Flexner would like to see endowments for art, music, philosophy, literature on a scale of the endowments for the sciences. He believes that something can be done with present resources—by concentrating on

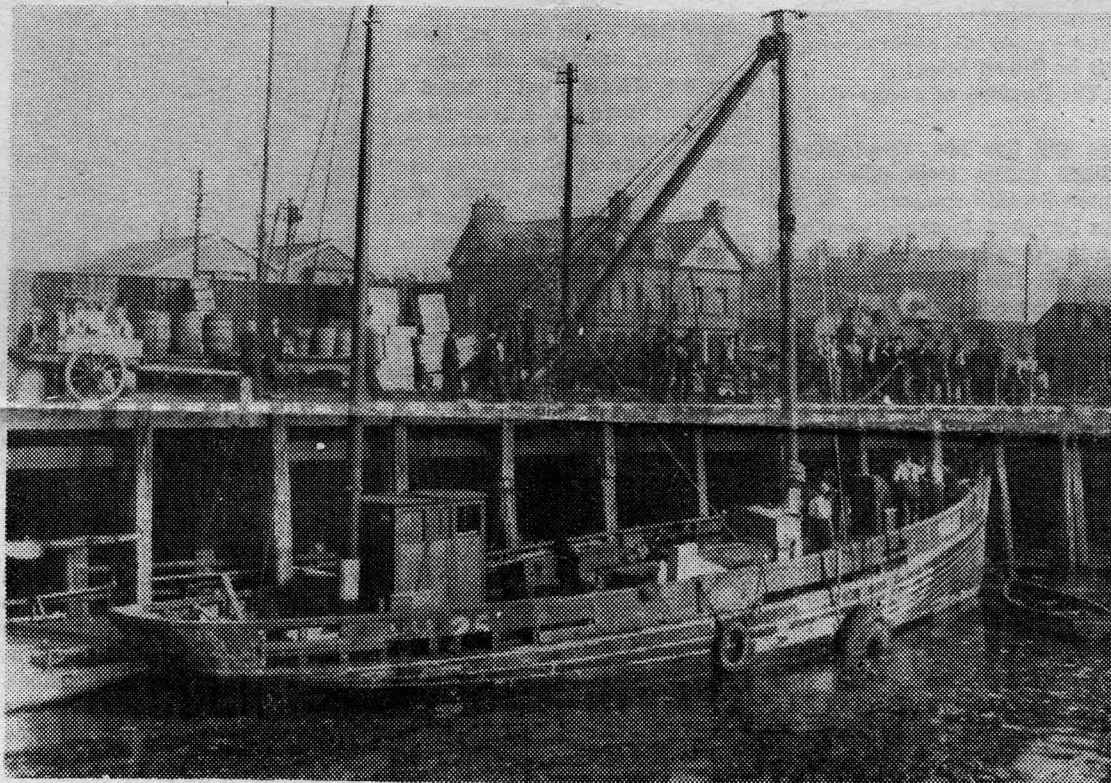
the essential and sloughing off the superfluous. Too many of our universities, he asserts, waste their money on "luxuries, superfluities, extravagant buildings and nonsensical subjects and departments." Not one to avoid the concrete, Mr. Flexner singles out the Harvard Graduate School of Business Administration as "a striking example of waste."

As Mr. Flexner lays mightily about him, stimulating controversy, it is perhaps only fair to quote a criticism directed against his own direction of the Rockefeller Foundation's program in the humanities. It comes from David H. Stevens, Flexner's successor in that division. "How was this program a credit to us? In having a sense of magnitude. In what way a discredit? By buttressing scholasticism and antiquarianism in our universities."

It is important that the issues that Dr. Flexner raises be debated, and every one should be grateful to him for the boldness and incisiveness with which he raises them.

Henry Steele Commager is Professor of History at Columbia University.

They Yearned for Adventure, and They Grabbed It



Refitting the "Reliance" at Fleetwood, After the Masts Have Been Stepped
Illustration from "Last Voyage"

LAST VOYAGE.

By Ann Davison. Decorations by John O'Hara Cosgrave 2d. 310 pp. New York: William Sloane Associates. \$4.

Reviewed by
DOROTHY CANFIELD FISHER

THIS story may be read as an exciting adventure with a hair-raising ending; or as a human document, disturbingly full of meaning for all of us, possibly a warning symbol of the way we run our lives.

It begins mildly enough. The two main characters seem like anybody, like people we might have known. A thin, middle-aged Englishman who must have been forty-eight by the end, and his attractive "happy-go-lucky, here-today-gone-tomorrow" wife, thirteen years younger than he, are both of them experienced air pilots, hence on familiar terms with modern machinery, but still with the British passion for animals. They are devoted to each other. Nothing odd about them, in manners, speech, personality, even to their intense dislike of monotonous work and their feeling for what the author speaks of as "the call of adventure, excitement, wanderlust" and "the urge to go." A

good many of us are touched with that feeling.

When they were married in 1939, Mr. Davison was running a commercial airpost. It was requisitioned by the government. The "aircraft were summarily bundled out of the hangars and stored in a disused grandstand." Shortly afterward they were all totally destroyed by fire. The two pilots had left the gasoline in the tanks and had not in any way (like taking out the magnetos) dismantled the engines. Somebody started one up. It backfired. "And up she went, wood, fabric, dope, petrol. And that was that." Apparently no insurance.

Mr. Davison had inherited a gravel quarry. He turned to this. But "inexplicably" the mortgage was foreclosed, although they had paid up all dues. They went into subsistence farming. A year later, Mr. Davison, reading a book about living on an island, exclaimed, "That's what I'd like to do. Get to hell and gone from all this turmoil and farm a small island."

"All this turmoil"—the phrase must refer to his nation fighting for its life in the terrible early years of World War II. By winter, 1943, the Davisons were raising goats on an island in Loch Lomond.

Bad luck again, the goats sickened. "Nothing quite worked." By September, 1944, they were on another island. Things went better. They were earning their living. But "We were restless." They decided they would like to buy a sea-going vessel and travel about the world, looking at its various countries. Gifted as they both were, they could easily, they thought, "sing for their supper" in almost any port.

They sold the island (in 1946, the war having invisibly and inaudibly ended) and, the sales-money in hand, set out with thirteen suitcases (yes, 13) to find a vessel which would suit their tastes. Up and down England they traveled, their wanderings very entertaining, into Ireland (where Mrs. Davison "loved the easy irresponsibility which pervaded everything"), back to England, from one port to another. Something the matter with every vessel for sale. Finally, in 1947, they found a fishing-boat with the lines of a yacht, the Reliance. It was too big (seventy-feet long) for them to handle; it was no more than a hull; the price was more than they could afford, one thousand four hundred pounds. So they bought it.

Full of creative ardor, most in-

fectiously portrayed, they started the refitting—masts, sails, deck, engine overhauled, wheel-house strengthened, general clean-up, building of living accommodations. They were concerned, when they thought of the day of their departure, about how they might manage to evade the post-war law of England (by this time fighting for her life in the economic field) about not taking money out of the country. They need not have worried.

On page 82 they bought the Reliance. By page 164 they had worked without a letup for many months, and in supreme happiness, doing as much of the refitting as possible with their own hands. They had spent far more than all their money. The ship was mortgaged, the mortgagees were about to foreclose, the Davisons had, at times, not enough cash to buy food for themselves. They "gave an undertaking not to move the Reliance except after settlement of the debts," but they simply could not, they feel, "be r to give up the Reliance" into which they have put their whole hearts, to "someone to whom she would be just a ship".

So, "Let's clear out," said the husband suddenly. His wife's "only regret was that they had not taken this step months ago." In desperate haste, for the forced sale was close at hand, they made what stealthy preparations they could conceal for the trans-Atlantic trip to Cuba—destination chosen at random. After a wild, last-minute repair to the old engine, they got under way (the breathlessly excited reader with them) slipped out into the Irish Sea, (with them, you look anxiously over your shoulder for "sheriffs and maddened creditors") and so down toward the English Channel.

As to what happened then, you'll not get a word out of me. Any second-hand report would be too flat compared to the author's extraordinary power to carry you with her. Read it yourself. You will never have a chance to be more shaken by any printed pages. Clutching at the arms of your chair to avoid being flung down on the deck, you will tremble, literally, what happens to us when Destiny says: "You asked for it. Now take it."

Dorothy Canfield Fisher, author of many novels, retired only recently as a judge of the Book-of-the-Month Club.

1956

vert. File "F"

11/4

GENERAL (ALAN GREGG)

Foundations

Article from the New York Times Magazine section,
November 4, 1956, "R/ for Medicine," Dr. Gregg, Lasker
Award Winner, outlines a medical philosophy.

Filed in Vertical File under "F" for Foundations.

Source Above.

R_x for Medicine

Dr. Gregg, Lasker Award winner, outlines a medical philosophy.

By LEONARD ENGEL

BIG SUR, Calif.

A FEW days ago, the Albert and Mary Lasker Foundation gave one of its rare special public health awards to a physician who hasn't treated a patient in thirty-five years, a medical educator who has never taught a class, a research man who has done no research. Yet, according to the citation accompanying the award, he accomplished more for medical research, medical education and the practice of medicine than if he had been personally outstanding in all three.

His name is Dr. Alan Gregg and he was, for twenty-six years, first the director of the medical sciences division of the Rockefeller Foundation, then vice-president of the foundation. His function was to give money—or, to be more precise, to make recommendations on the basis of which the foundation trustees gave money—to medical schools, hospitals and institutions active in varied fields related to medicine.

Dr. Gregg did more than give money. He gave money with imagination and a keen sense of the strategic person or work to support. Through the foundation and a host of scientific advisory posts in and out of the Government, he came into contact with an enormous number of scientists and doctors. He gave freely and wisely of his counsel.

"No one was a greater inspiration," a friend recently remarked. "He never said no to a request for advice—and his advice was invariably uncommonly good."

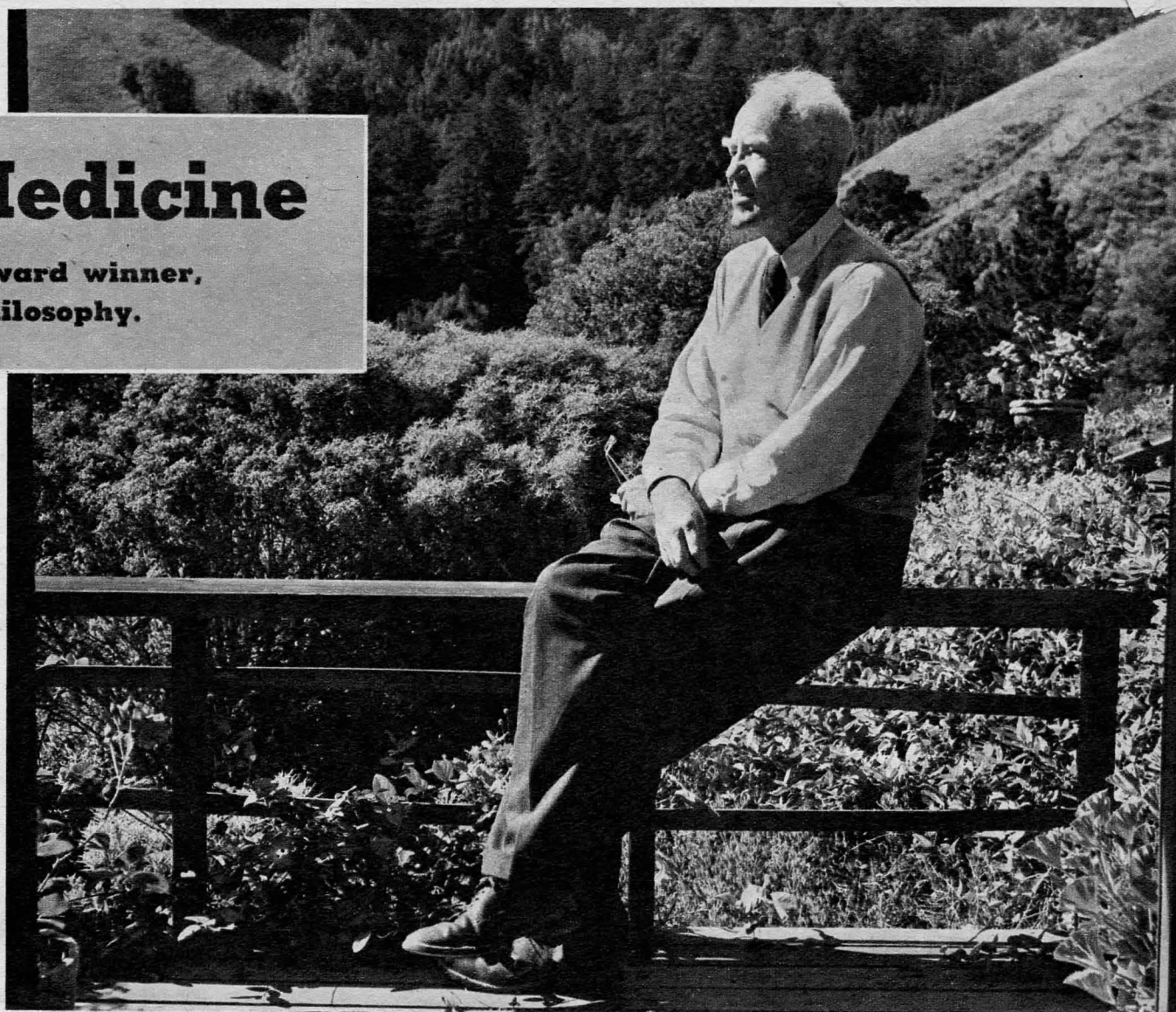
Dr. Gregg was a medical philosopher and he became one of the principal architects of contemporary American medicine. If the modern doctor is alive to psychiatry, for example, it is because Dr. Gregg, more than any other single individual, got psychiatry into the medical schools, and through the schools, into the doctor. He had the courage to break new ground. It was he who persuaded the Rockefeller Foundation to make the \$1 million grant that launched the Kinsey studies of sex.

DR. GREGG retired last June and now lives in Big Sur, Calif. Not long ago, I paid him a visit.

Big Sur is a small cluster of houses, a few camps and a ranch or two, squeezed between the Los Padres National Forest and the sea, 170 miles below San Francisco. To reach it, you drive from Carmel—the famed Pacific coast beauty spot—over a highway hewn into the shoulders of hills rising almost sheer from the sea.

Dr. Gregg is a handsome man of

LEONARD ENGEL is a free-lance writer who specializes in medical and scientific subjects.



Dr. Alan Gregg at his home in Big Sur, Calif.—"He is one of the principal architects of contemporary American medicine."

medium height and ruddy complexion. Now 66, he has a thinning crown of white hair and remarkable snow-white eyebrows, which jut straight forward from his face, then bend sharply to the side.

We had lunch. We walked beside his frame house on a terrace paved with redwood slabs from trees that had (a ring count showed) stood in Columbus' time. We looked out at the sea from a study that he was decorating with colored glass spangles placed to catch the sunlight and provide a daily color symphony. We joined Mrs. Gregg for tea.

Dr. Gregg talked with vividness and warmth for nearly six hours. He talked of the part played by the Rockefeller Foundation and other Rockefeller agencies in the flowering of modern medicine, of his own role in events ranging from the discovery of the sulfa drugs and the early research on penicillin to the Kinsey report, of what needs to be done next to better the people's health.

The Rockefeller Foundation is one of half a dozen philanthropic agencies established by the Rockefellers, senior and junior, between 1901 and 1923. Though separate, their fields have overlapped, with the result that it is difficult to tell what one, or even what an officer of one, like Dr. Gregg, did without telling something of the others.

From the beginning, medicine and public health have been among the Rockefeller agencies' main fields of activity. When Dr. Gregg first joined the foundation in 1919, no less than three of these agencies were in action on the medical front.

The Rockefeller Institute for Medical

Research was already a world-renowned center for basic medical research. The General Education Board was carrying forward, by means of a costly demonstration program in half a dozen key medical schools, urgently needed reforms in American medical education. The Rockefeller Foundation itself was extending the old Rockefeller Sanitary Commission campaign against hookworm in the South to other parts of the world and to other diseases. In addition, the foundation was busy building the Peiping Union Medical College, the "Johns Hopkins of China," and improving medical education in Europe and Latin America.

DR. GREGG came to the foundation—via Colorado Springs (his birthplace), Harvard and the World War I British Army Harvard Medical Unit—as a hookworm control officer in Brazil. Later, he was associate director of the medical education program. He became director of the medical sciences division in 1930.

It was the right moment for a new man with new ideas. The United States at last had first-rate medical schools. The Rockefeller Institute and the foundation (which had set up additional laboratories for its disease-fighting campaigns) had brilliantly shown the practical value of medical research.

"I was privileged to take part in several developments that were to have a far-reaching influence," Dr. Gregg says. "One was the making of grants for research to medical schools and hospitals. The other was bringing psychiatry into the university and the

medical school. Of course, there had been activity by the foundation along similar or related lines before, but now it was greatly expanded."

As might have been expected, many of the psychiatric grants ran into opposition. Surprisingly, so did some of the medical grants.

"I became concerned," Dr. Gregg relates, "over the fact that maternal mortality rates in the U. S. were higher than they should have been. I found a young man in a small London hospital, Dr. Leonard Colebrook, who seemed to me to have a good program for studying maternal mortality, and I obtained grants for him. I was criticized for picking him instead of someone nearer home. It was that young man who picked up Domagk's discovery of the anti-bacterial effect of sulfanilamide, and who employed it to treat childbirth fever—the first use of a sulfa drug in human medicine."

THE record shows that Dr. Gregg had a nose for men and work of genuine promise. Thus, another Gregg-endorsed grant went for the purchase of equipment to aid Drs. Howard Florey and E. B. Chain of Oxford University in research on the "chemical pathology" of microbes; this was the study that confirmed Fleming's discovery of penicillin and accomplished the first isolation of what remains the most valuable single medicine ever put into the service of man.

Still another Rockefeller grant went to Dr. Adelbert Ames of Dartmouth, simply because Dr. Gregg liked the quality of Dr. Ames' mind. Dr. Ames discovered (Continued on Page 19)

Rx for Medicine

(Continued from Page 17)

aniseikonia, an eye defect in which the eyes see images of two different sizes.

These and hundreds of similar grants had a vital part in making universities and medical schools the real power-houses of medical research—a position they hold to this day. It could not have been done without the Rockefeller money. (No one else was then able and willing to invest heavily enough in medical research.) But it could not have been done without the guiding hand of a Gregg, either.

ACTUALLY, Dr. Gregg's liveliest interest was in psychiatry and related fields. "I guess," he declares, "I am most interested in the human side of medicine.

"At the time I became director of the medical sciences division, psychiatry was in an appalling state. Only a few schools had professors of psychiatry, and many of them were at the point of retiring. They had low pay and no facilities for research. Psychoanalysis was not then formally recognized in any medical school.

"I felt that psychiatry belonged in medical schools and medical school curricula. The university was the place where new doctrines like psychoanalysis could and should be examined in the broad light of day, and anything of value retained.

"I talked to Dean Edsall [the late Dean David L. Edsall of the Harvard Medical School], who was then a trustee of the foundation. I told him that if he wanted a quick return for the foundation dollar, there were other fields that were much more attractive, but that if we wanted a tough job and were willing to wait for results, the challenging field was psychiatry."

EARLY in 1933, the trustees voted to make psychiatry a major concern of the foundation. Dr. Gregg proceeded to put the program into effect "with drive and spirit," in the phrase of Raymond B. Fosdick, another trustee and later president of the foundation.

The University of Chicago Medical School was equipped with a psychiatry department. A neurology and neurosurgery institute was given to McGill University in Montreal. Existing departments of psychiatry were reinforced or extended at Johns Hopkins, Yale and the Universities of Colorado, Michigan and Tennessee. Full-time teachers were provided for half a dozen other medical schools.

Similar help was extended to medical schools in Great Britain and elsewhere in Europe. Numerous research projects, ranging from studies of the role of heredity in schizo-

phrenia to new methods of diagnosing and treating epilepsy, were backed, both here and abroad.

By the time of World War II (during and after which Dr. Gregg served as an aide to several Government agencies), psychiatry had been made a permanent part of the medical landscape. The way was open even for such trail-blazing studies as those of Dr. Alfred C. Kinsey on sex, which Dr. Gregg backed, because "certainly no aspect of human biology in our current civilization stands in more need of scientific knowledge * * * than that of sex."

Not long after the war Dr. Gregg was visited by Dr. Howard A. Rusk, the former internal medicine specialist who developed the wartime Air Force program for rehabilitating wounded and crippled servicemen. Dr. Rusk was seeking support for the creation of a civilian rehabilitation institute at the New York University-Bellevue Medical Center.

DR. GREGG reminded Dr. Rusk of the Rockefeller Foundation's well-known reluctance to back projects other financial sources could be persuaded to support. "But you bring me the unglamorous part of your program that no one else is interested in," Dr. Gregg told him. "That's the part I want."

Dr. Gregg was as good as his word. At his instance the foundation provided a sizable grant for a vital but "unglamorous" survey of crippling from neurological diseases—one of the major contributions from Dr. Rusk's pioneering rehabilitation institute.

As a youngster in Colorado Springs, Dr. Gregg attended an academy where great store was set by Latin and Greek. His intense exposure to the classics is reflected in a great love of words and their origins; he likes to remind listeners, for instance, that "school" comes from the Greek word for leisure, and that leisure is necessary for learning. His classical training is evident, too, in a distinctly philosophical turn of mind.

LATELY, he has been asking a curious question: "Can we survive prosperity?"

"The human race has had long experience and a fine tradition in surviving adversity," he remarks. "But we now face a task for which we have little experience, the task of surviving prosperity. Among the problems of surviving prosperity, few are more baffling than the problem of keeping awake, staying alert and remaining energetically responsive and responsible."

Dr. Gregg raises the question because he feels the time has come for a change in the

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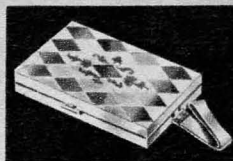
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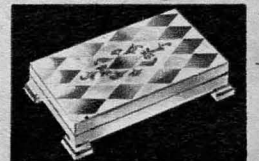
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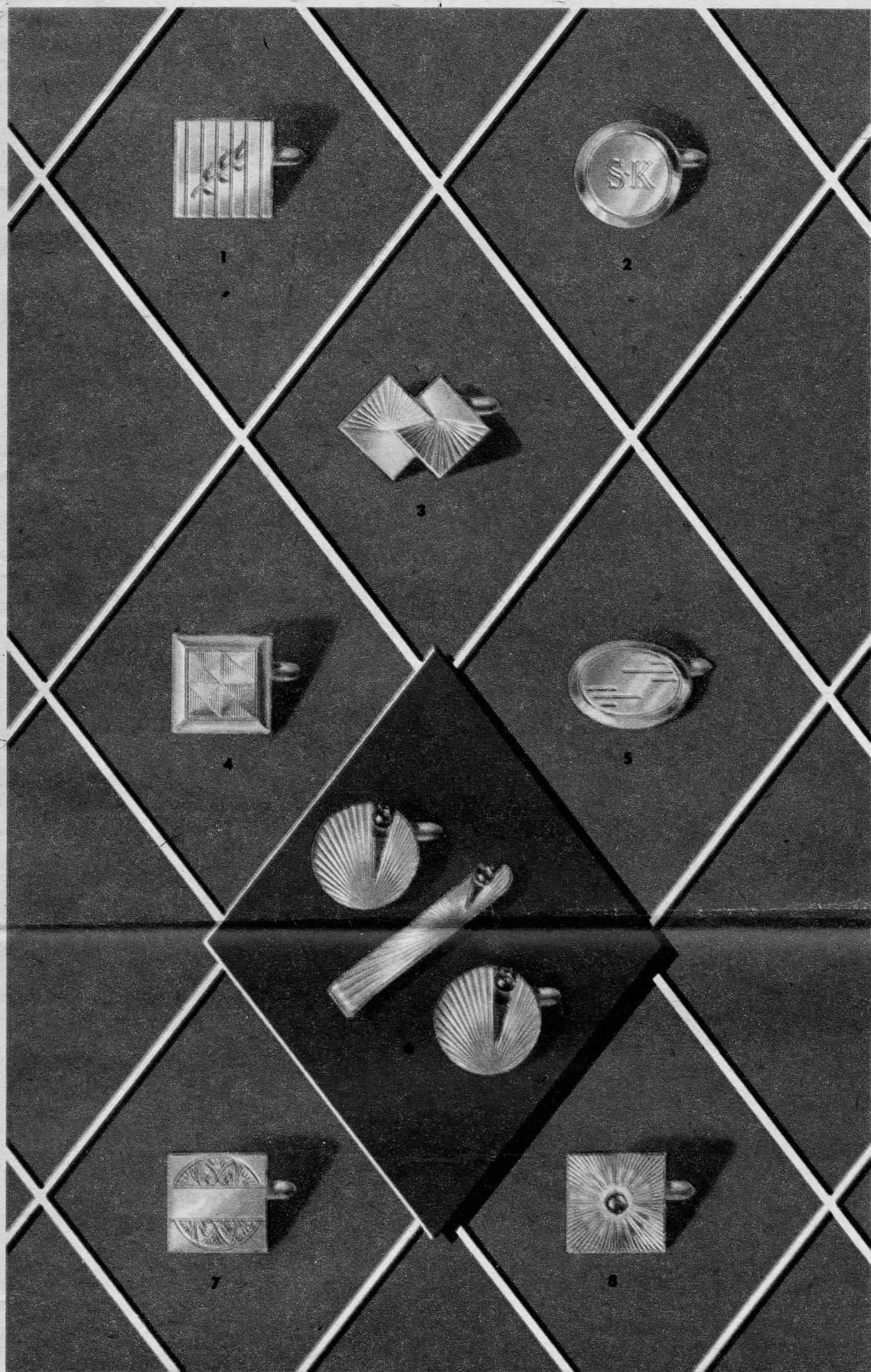
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(Continued from Preceding Page) use we make of medicine—and that calls for alertness and a willingness to change.

"The great task in medicine and public health today," he holds, "is to make use of the immense store of knowledge accumulated in the past eight decades, and particularly in the past two or three. So much more might be done than is being done.

"A part of the problem is the devising of better methods of paying for medical care. For much of the best in medicine now includes what I like to call Great Medicine—the use of a constellation of medical and paramedical specialists to aid the physician in caring for the patient. Few people can withstand the cost of Great Medicine for an unexpected illness.

"I prefer voluntary rather than compulsory prepayment plans, because compulsory plans would have to be more uniform, less variable and more centrally controlled than the voluntary type. However, I think many of our present health insurance plans are too niggardly. They remind me of the early manufacturers of iceboxes, who spent all their energies trying to make iceboxes cheaper, only to learn that what the housewives wanted was better iceboxes that were good and not cheaper iceboxes that were bad. I think the time has come for a prepayment plan geared to a high enough premium to give broad coverage and show what Great Medicine can do."

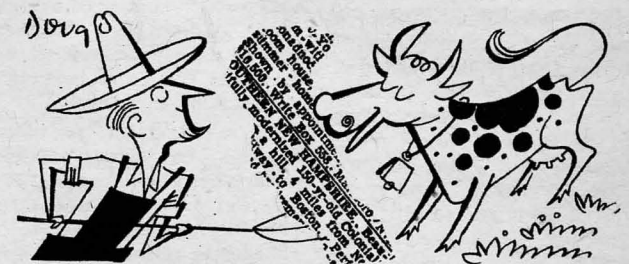
On many occasions, Dr.

Gregg has made other suggestions for furthering medicine and medical care. Many of the suggestions are technical. But one is quite simple. He would solve the increasing problems of financing medical research and medical education through medical insurance plans. The cost of medical education is a legitimate part of the cost of providing medical care, he points out, and medical-care plans should help pay for it.

"I would also include as part of the problem of providing better medical care the education of the public in what to expect. Historically, the treatment of disease has been deeply influenced by concepts of illness and disease. In primitive society, disease was viewed as evidence of malevolence or vengeance, and dealt with accordingly.

"RECENTLY, our way of referring to health and illness has begun to change. We hear less of 'disease' and more of health maintenance, health protection and the health professions. This change signifies a larger horizon, a larger task, but it also aims at a more positive and desirable goal for medicine than the mere absence of disease. The positive goal of maintaining health will be more nearly realized when the public has been educated to ask for it."

As I got up to go, Dr. Gregg took out a portable typewriter to answer some letters. "Funny thing," he remarked, "you lose your secretary when you retire, which is just when you need her."



Extra! Extra!

Dr. Jonas Kamlet of New York City has received a United States patent for a fodder made of chopped-up newspapers. Newsprint, like hay, is chiefly cellulose, and the ink and the sizing apparently have no effect on the cow.

—The Atlantic Monthly.

O Mary, call the cattle home
Across the sands of Dee;
They're stuffed to the nose with cellulose
From the sinewy newsprint tree.
Editorial pasties, Washington stews,
And a thick pea soup of election news;
Cold boiled obits; crumpets of sex;
And an apple pan dowdy of floods and wrecks.
O Mary, call the cattle home
And give them a chance to doze;
The ink and the sizing may have no effect,
But what about all that prose?

—BARNEY LEFFERTS.

1956

vert file

November

FLEXNER, A.

Biographical

Articles by Allan ~~Nevis~~ Nevins and Benjamin Fine on Flexner's 90th birthday.

Filed in Vertical File under "F" for Flexner.

New York Times

Flexner at 90 Charts a New Course

The educator who recast U. S. medical training and created the Institute for Advanced Study looks toward a new foundation to serve the humanities with money and ideas.

By ALLAN NEVINS

WHEN Dr. Abraham Flexner, who reaches 90 this Tuesday, reviewed his life some years ago, he wrote that he would choose for his motto the line which Carlyle had placed on his simple bookplate. "I can see it now with my mind's eye on the printed page of the cheap paper copy of Froude's 'Life' which I read—a lighted candle, beneath which stood the words, 'I burn that I may be of use.'" Hale, active, and constructively busy at four score and ten, Dr. Flexner still burns that he may be of use. Having accomplished two major achievements, along with many lesser works, he aspires to see a third aim completed before his days are done.

The two major tasks which he carried through are alike in that they represent a union of imaginative vision with rare organizing capacity. One was the regeneration of American medical education; the other was the founding of the Institute for Advanced Study at Princeton. They have had an impact on American life far greater than most people comprehend. Dr. Flexner led in revolutionizing the standards of professional training in that field which most vitally affects the lives of men; he thus raised professional standards in all other fields; he quickened the flow of philanthropic gifts to sound educational undertakings and he opened new doors to research and experiment.

ALL this was the work of a man reared in poverty and hardship by immigrant parents in Louisville when Kentucky still suffered heavily from the Civil War; a man educated by his own efforts and the generosity of a druggist brother who sent him to spend two years at Johns Hopkins University. When the boy of 17 was asked to write themes at Johns Hopkins, he explained to the professor that he had already been sending contributions to *The Nation*. When he announced that he had mastered certain courses in less than the usual time, President Gilman gave him special examinations, so that four years' work was done in two. His taste was for education, and almost single-handed he created one of the most distinguished private schools of the border states. It was financially too successful, for it threatened to place him in a prosperous rut. But he was not the man to yield to a cheap success, for he had an early vision of an important future.

"I must be careful," he wrote his young wife, a Kentucky girl later to have a career as playwright, who shared his vision. "I want to influence in some measure the life of my time in so far as that can be done through education. I don't mean to get tangled up with prominent people; that always involves fixed ideas and commonplace aims, and one could batter one's life out without result. The poorest oppor-

ALLAN NEVINS is De Witt Clinton Professor of American History at Columbia University.



Dr. Abraham Flexner—"His ideas have had a way, in the past, of falling on fertile ground."

tunity with a free hand to work would make me at least happier and more useful." At renewed sacrifice, he was soon in Germany studying under the best university scholars. From his comparison of native and European institutions sprang his first book, written in Heidelberg: a severe study of the American college. It was to lead to his first great achievement, his work for medicine.

The scene which initiated this work was dramatic. In 1908, Henry S. Pritchett, head of the Carnegie Foundation for the Advancement of Teaching, called the young man to his office. He had just read with enthusiasm the book on American colleges. They chatted briefly on that subject. Then Pritchett startled Dr. Flexner by asking, "Would you like to make a study of medical schools?"

Dr. Flexner conjectured that he was being confused with his older brother

Simon, already well launched as a medical investigator. He modestly remarked that he had never set foot in a medical school (his doctorate was academic; only later did he become an M. D.—honorary). The foundation head at once made it clear that he knew Simon, and did not want an expert. What he wanted was a courageous mind, incisive analytical power and an imaginative grasp of future possibilities. "I think," he said, "these professional schools should be studied not from the point of view of the practitioner, but from the standpoint of an educator."

Thus January, 1909, found Dr. Flexner climbing the steps of Birmingham Medical College in Alabama for one of his first inspections. He found that this college, one of two in the state, was a commercial enterprise, paying 6 per cent dividends. Its entrance requirements were nominal. It was supported

wholly by fees that totaled some \$14,000 a year. Its teaching staff included not a single whole-time professor. It had no physiological, pharmacological or clinical laboratory. It was innocent of library or museum. Its students held casual bedside clinics in a small hospital, but had not advanced so far as to make blood or urine examinations. Every year it was sending out over Alabama a crop of ignoramuses. And if Dr. Flexner thought this institution exceptional, he was quickly disillusioned.

FROM our present position in medical education, the darkness that reigned in the first decade of the century seems almost incredible. Dr. Flexner found a few reputable, well-managed schools and a number that were mediocre. For the most part, however, he moved from one feeble and deplorable institution to another.

Two maps in his report summarized much of its story. One showed the existing 150-odd medical schools; the other showed the thirty-one strong schools required by an ideal plan. Lax state laws, slovenly professional standards and an unfounded belief that "the country needs more doctors" had encouraged seedy practitioners (often quacks) to set up fee-dividing schools without books, laboratories, valid hospital connections, or other teaching accessories. Entrance requirements in the poorer schools were farcical. They ran on the theory that "the poor boy from the back country" had to be given a chance. Even in the better schools entrance requirements were too low. Only Johns Hopkins demanded a college degree; Harvard was content with a two-year college requirement, and not until 1909 did the Yale School ask for more than a high school diploma. Once admitted, the poorest students were pushed rapidly through schools flagrantly interested in their fees alone.

AMERICA, wrote Dr. Flexner, had physicians and surgeons equal to the world's best. But in no other country in the world was the difference between the best and worst so great and so fatal. In thousands of communities the doctor was a man trained not by scientific and clinical methods but by a little textbook drilling. As in the old preceptorial days, when an apprentice attached himself to a doctor, he had learned by heart merely a system of correspondences between symptoms and doses: A coated tongue meant a dose of calomel, and a shivery back meant a round of quinine. The social cost was cruelly high.

The courage and thoroughness of Dr. Flexner's dissection was equaled by the skill with which he marshaled men and forces to apply a remedy. As he has written, his report, published in 1910, was alone sufficient to cause a tremendous rattling of dry bones. "Schools collapsed to the right and left, usually without a murmur." In his native (Continued on Page 44)

(Continued from Page 28)
Louisville seven schools were reduced to one. But how were the thirty-odd strong schools which the nation needed to be created in the right places? Happily, as the Carnegie Foundation had backed the inquiry, the richer Rockefeller funds were now available to push the work of reconstruction forward.

THEY were available because in Frederick T. Gates of the General Education Board, endowed by Rockefeller, Dr. Flexner found a man of the needed vision and enthusiasm. He took to Gates his program for quickly raising in various sections of the country really fine medical schools to point the road to others. Gates had but one question: "What will it cost?" Dr. Flexner had seldom found occasion to think in large sums, but he knew this was no time for trifles.

"Oh," he replied, "if Mr. Rockefeller would give us \$50,000,000, earmarked for medical education, I believe that we could add several hundreds of millions directly and indirectly to the resources of the schools selected for development."

Out of this conversation came a four-page memorandum sent to John D. Rockefeller in 1919, outlining the proposal. Out of the memo-

random came Rockefeller's prompt series of gifts aggregating nearly fifty millions. And as Dr. Flexner had foreseen, when Rockefeller funds had demonstrated what could be accomplished by remaking a weak medical college into a strong one, other sources of money appeared. State universities caught the impulse. Iowa, whose school Dr. Flexner had sharply castigated, came to him for aid. Rockefeller resources, he told the Iowans, might be made available on a fifty-fifty basis, but only if the reorganization were complete.

"How much would be involved?" asked the Iowans. When Dr. Flexner estimated \$5,000,000, they were shaken. "That will be a staggering sum for the farmers of Iowa," they remarked. But Dr. Flexner, as always, was serenely optimistic. "The Iowa farmers are shrewd business men," he pointed out. "They might be tempted by the possibility of buying a dollar for fifty cents."

THEY were. The renovated University of Iowa Medical School became the pride of the state, and many tens of millions have been poured into it. As it shot into distinction, other Western medical deans came to New York to ask as-

"My principal concerns today," says Dr. Flexner, "include a critical attention to the work of the major funds and foundations; some watch over the latest advances of medicine; fairly close relations with a number of university heads; a correspondence with various friends abroad—the recent death of Thomas Jones, long deputy secretary to the British Cabinet, was a grievous blow to me—and an interest in the placing of refugee scholars in this country."

He might add that, on the personal side, he takes a proud interest in the careers of his two daughters. And he finds time for constant kindnesses. A blind scholar who has just published a book on Holmes and Brandeis records in the preface his "profound gratitude to Dr. Abraham Flexner, whose friendship I like to think of as one of the miracles in my life"; and many another scholar could say the same.

Daily he journeys between his apartment on upper Fifth Avenue and his office in midtown, where his secretary of many years' service, Mrs. Esther Bailey, shares his labors. On Friday evenings he regularly dines with friends at the Columbia Faculty Club. Throughout winter he faces imperturbably any rigors the New York climate may offer. Each spring he goes to Washington to see the cherry blossoms, each fall to enjoy the changing Virginia foliage. Every June finds him in his summer office on Lake Ahmic, Ontario, where he has done much of his recent writing.

"The peace, sunshine, and exercise afforded by those Canadian woods and waters," he says, "have added decades to my life." There bass-fishing, ping-pong and Wordsworth employ his leisure hours.

sistance. All got the same answer. "You must do the job for yourself," Dr. Flexner said, in effect. "You cannot afford to have it said in the Midwest that Iowa has something that your university lacks."

Many a humorous incident enlivened the great national reorganization that had got

under way. George Eastman applied for Rockefeller assistance in building what has become the magnificent University of Rochester Medical School. His proposal that he himself give \$2,500,000 Dr. Flexner rejected as inadequate. Later, Eastman raised the proposal to \$3,500,000, which Dr. Flexner again re-

jected. Finally he called Dr. Flexner back to Rochester to say that he would give \$6,000,000, which was acceptable; and, added Eastman with a smile, pointing at Flexner, "I never want to see your face again!"

Of course, as the school grew and its assets mounted, he did see Dr. Flexner again. But his opinion did not change. "He is the worst highwayman that ever flitted into and out of Rochester," Eastman wrote.

IT would be impossible to estimate with precision the total funds that flowed into medical education from the foundations, from philanthropists like Eastman, from state appropriations and other sources. The amount was once estimated at \$600,000,000. American medical training today is built mainly on that reorganization. Medical training abroad, from England to Japan, has profited from it. Whatever the cost, few investments can have paid so much in human well-being and human lives.

Dr. Flexner was ready to move on to his second great achievement, the Institute for Advanced Study. Delivering a series of lectures at All Souls College, Oxford, in 1928, he observed that the fellows, a select group of men exempt from fixed teaching duties, made the most of an atmosphere singularly favorable to

(Continued on Page 47)

(Continued from Page 44)

investigation and writing. Some research fellowships paid generous stipends. Men of political, literary and scientific distinction were elected from outside. Eminent visitors came at week-ends. Hard work was relieved by a lively exchange of ideas in the common room.

This experience gave Dr. Flexner impressions supplementing those earlier formed in German universities, where advanced students had a rare opportunity of collaboration with masters in various subjects. It struck Dr. Flexner that an institution combining their most advanced features with those of All Souls might add a new tower to the educational edifice, as in 1876 the Johns Hopkins University had added a new story.

AT the right moment his Oxford lectures opened a door. These lectures brought to him Louis Bamberger and his sister, Mrs. Felix Fuld, anxious to devote a fortune to some public object. He told them the time was ripe for an institute in scholarship and science resembling the Rockefeller Institute in medicine. Its faculty and members should take for granted what was already known; they should be men and women trained in research; and they should strive in individual ways to widen the fields of knowledge.

The idea was accepted—on condition that Dr. Flexner become head. When he demurred, his wife silenced him: "You have spent your life criticizing other people. You can't refuse to give them a chance to criticize you." Thus was born at Princeton the nation's first broad research institute.

"What are my duties?" asked one mathematician. Dr. Flexner responded, "You have no duties—only opportunities."

THE early personnel of the Institute was strong in mathematics, economics, and classics; but one name above all gave the place renown. When Dr. Flexner met Albert Einstein at the California Institute of Technology in 1932, he hardly dared ask the great man for fifteen minutes. When they met again soon after in Oxford, he hesitantly said he would not presume to offer a post in the new Institute, but —. When they met a third time in Germany, an eight hours' talk resulted in Einstein's promise to come. "I am

(Continued on Following Page)

**ANSWER TO LAST WEEK'S
DOUBLE-CROSTIC PUZZLE**

S. K. PADOVER: A JEFFERSON PROFILE — Jefferson was a literary craftsman. His sensitivity to style was the reason why, although himself a brilliant, successful lawyer, he did not like his profession. The legal jargon of fellow attorneys alternately repelled and amused him.

er,"

(Continued from Preceding Page)
flame and fire for the post,"
he said.

He reached America just in time, for within a few months Hitler was in power. The European storm gave the Institute other brilliant staff members and many scholars who found a new start in a temporary Princeton sojourn. As the son of refugees from the German reaction after 1848, Dr. Flexner felt a peculiar satisfaction in the haven he offered.

By the time Frank Aydelotte succeeded to the headship of the Institute in 1939, it was



Dr. Abraham Flexner in 1923.

securely established as a powerful element in the nation's cultural resources. Its rapid growth was the more remarkable in that Dr. Flexner scrupulously avoided depleting the best personnel of the universities. He avoided the wholesale raids by which William Rainey Harper had created the University of Chicago. By the Second World War his second spectacular accomplishment was finished—and he was only 73.

THE youthful years since that date have not been occupied wholly with trifles like writing books, advising foundations and universities, conducting the wide correspondence inherited from his years on the General Education Board and pursuing a long list of private benefactions. He has had one great unfulfilled dream. Nobody would reject more contemptuously the notion that America is a materialistic land. Nevertheless, he has been troubled by the disproportion between the enormous accumulations devoted to promoting science and technology in America, and the tiny trickle of funds which irrigates the humanities.

The great industries—steel companies, oil companies, electrical companies, chemical companies—devote hundreds of millions to their laboratories for research. University schools of engineering, science

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ork City



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and business tower above the traditional studies. The foundations, anxious to show concrete results, have leaned more and more toward practical enterprises. For one wealthy citizen who makes a bequest for letters, ten make bequests for medicine. The Institute for Advanced Study itself has been converted into what is largely an institute for mathematical physicists.

WITHOUT vision the people perish, and vision comes from the humanities. Dr. Flexner's unfulfilled dream is of a foundation, amply endowed and imaginatively led, which will serve the humanities in particular, not only with money but ideas. Its span would reach from ancient philosophy to modern history. It would nourish a wide variety of cultural enterprises, from the endowment of pure thought to the publication of new poets and experimental journals. Such a foundation would do something in itself, and more by its example, to correct the distortion which threatens to give us a lopsided America, technologically strong but humanistically puny.

This foundation remains to be established. Already, however, Dr. Flexner's crusade has done something to correct the deviation of effort by various spending agencies, to hearten hard-pressed defenders of scholarly study, and to maintain a proper sense of values. His ideas have had a way, in the past, of falling on fertile ground. Perhaps the noble

FLEXNER, 90, LACKS RETIREMENT PLAN

Famous Educator Does Not
Want Birthday Party to
Interrupt Work Today

HE IS STILL STUDYING

Began Going Back to College
5 Years Ago—Sees Aiding
Others as Life's Big Aim

By BENJAMIN FINE

Most people who reach the age of 90 think of retiring. Especially if they have given a lifetime of service to their country and have left an indelible imprint on the nation's educational system.

But not so Dr. Abraham Flexner, who will be four score and ten today. This intellectual giant, who did more than any other man to give this nation a sound system of medical education, has waved aside any thought of a birthday party.

Today will not be any different than any other day. He plans to go from his home at 995 Fifth Avenue to his office at 522 Fifth Avenue early in the morning and remain until late afternoon.

In an interview yesterday, Dr. Flexner looked back at his busy, fruitful life with calm satisfaction. He is still as eager to learn, as inquisitive and as enthusiastic in the presence of scholarship as he was seventy years ago when he received his A. B. from Johns Hopkins University after two years of study.

A Man of Quiet Dignity

Dr. Flexner wears his age with quiet dignity. Lean, quick of wit, he has a spiritual quality about him that seems to rub off on anyone in his presence. The hair skirting his bald head is white. He has a fine aquiline nose and sensitive mouth, his eyes are bright and alert.

Born in Louisville, one of nine children, Dr. Flexner did not have an easy time. His father came to this country from Austria in 1853. He started as a peddler, trying hard to eke out a living. When he was able to buy a horse his children thought they were rich.

After he received his degree from Johns Hopkins, Dr. Flexner taught at Louisville High School for four years. He was not happy about the large classes and the restricted curriculum. In the fall of 1890 a prominent attorney asked him to prepare his son for Princeton. Dr. Flexner agreed, provided the attorney could get four other students; they were soon found. He charged them \$500 each—a fabulous tuition fee in those days. Thus was founded "Mr. Flexner's School," which he headed for fifteen years.

The school prospered, but Dr. Flexner was restless. He talked things over with his wife, the former Anne Crawford, his first girl student, whom he had married in 1898.

Dr. Flexner decided to give up his school. He took his wife and 5-year-old daughter—the elder of his two daughters—and went to Harvard for a year, receiving his M. A. in 1906. Then the family went to Europe for two years of study, just about exhausting all savings.

But on his return in 1908, Dr. Flexner published his first book, "The American College." It attracted the attention of Dr. Henry S. Pritchett, president of the General Education Board of the Carnegie Corporation, and won for Dr. Flexner the job of making a study of the nation's medical schools.

Ever Eager to Learn

As a man of great learning, Dr. Flexner is ever eager to learn more. It made news five years ago when he enrolled at Columbia University as a "freshman," although he holds earned and honorary degrees from a dozen or more universities.

His 1910 report on medical schools changed the face of medical education in the United States. His pitiless exposé of quack medical schools and diploma mills closed half of the 155 medical schools in this country within a matter of months.

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His 1910 report on medical schools changed the face of medical education in the United States. His pitiless exposé of quack medical schools and diploma mills closed half of the 155 medical schools in this country within a matter of months.

As director of the Rockefeller-backed General Education Board he served education well. He attacked false concepts and helped support scholars with high ideals. When he "retired" from the board in 1928, he was regarded as the nation's foremost educator.

But then, as now, retirement did not mean the same to him as it does to most people. It meant that he had an opportunity to do even more work. He went to Oxford as a Rhodes lecturer, and in 1930 wrote "Universities," a book that shook higher education to its very foundations.

Several direct and indirect results followed. The Institute for Advanced Study, of which he was director from 1930 to 1939, was an immediate outgrowth. Dr. Albert Einstein went there at Dr. Flexner's urging.

Dr. Flexner doesn't smoke, and drinks only on rare social occasions.

Dr. Flexner has a simple philosophy: You gain happiness by helping others. His secretary, Mrs. Esther Spencer Bailey, now 73, has been with him for forty years. She also "retired" twice, but came back when her "boss" asked for her.

"He has a heart of gold," Mrs. Bailey said.

President to See Press

WASHINGTON, Nov. 12 (UP) —Murray Snyder, acting White House press secretary, said today he was "quite sure" President Eisenhower would hold a news conference this week, presumably Wednesday.

1956

vert file "F"

4/23

FLEXNER, A.

Biographical

GENERAL (NATIONAL FUND FOR
MEDICAL EDUCATION)

Foundations

For proceedings at dinner for award to Flexner, see
Vertical file under "F" for Flexner, a booklet 10-3/4" X 8-1/4".

ABRAHAM FLEXNER

A Tribute



National Fund for Medical Education

2 West 46th Street • New York 36, N. Y.

Many thanks

R. D.

FROM S. SLOAN COLT, PRESIDENT
NATIONAL FUND FOR MEDICAL EDUCATION
2 WEST 46TH STREET, NEW YORK 36, N. Y.

We believe you may be interested in the remarks made by speakers at the dinner honoring Abraham Flexner on April 23.

The National Fund for Medical Education was proud to participate in this occasion paying tribute to a great teacher whose tireless efforts brought medicine in America to its present high position.

S. Sloan Colt

Dr. Oppenheimer

From Mrs. Stern

O.S.

Proceedings
Of A Dinner Honoring
ABRAHAM FLEXNER
Waldorf-Astoria Hotel
New York, N.Y.
April 23, 1956

The dinner to Dr. Flexner, author of the historic Flexner Report of 1910, coincided with the opening of Medical Education Week, jointly sponsored by the American Medical Association, the Association of American Medical Colleges and the National Fund for Medical Education.

The Frank H. Lahey Memorial Award "for outstanding leadership in medical education" was presented to Dr. Flexner on behalf of these three organizations. The Lahey Award is named for the distinguished Boston surgeon and founder of the Lahey Clinic who was a Founding Trustee of the National Fund and a tireless worker in its behalf.

The Award has previously been conferred upon President Dwight D. Eisenhower and former President Herbert Hoover.

The presentation was preceded by remarks from the leaders of the two great philanthropies -- the Carnegie Corporation of New York and The Rockefeller Foundation -- most intimately concerned with the prosecution of the Flexner study and the reforms in medical education flowing from the Report of 1910. The Honorable Marion B. Folsom, Secretary of the Department of Health, Education, and Welfare, gave the concluding address.

An inspiring feature of the Flexner Dinner was the presence at a special Deans' Table of the heads of 57 of the 81 medical schools in America. Attendance at the dinner was 324.

ON THE DAIS

Presiding

General Robert Cutler
Chairman, Old Colony Trust Company

The Hon. Marion B. Folsom
Secretary of Health,
Education and Welfare

S. Sloan Colt, President
National Fund for Medical
Education

Dean Rusk, President
The Rockefeller Foundation

Colby M. Chester, Chairman
Committee of American Industry

Juan T. Trippe
Trustee, National Fund

Robert A. Moore, M.D., President
Association of American
Medical Colleges

Albert H. Douglas, M.D., President
Queens County Medical Society

Eustace Seligman
Trustee, National Fund

George J. Lawrence, M.D., Pres.-Elect
Queens County Medical Society

Lowell T. Coggeshall, M.D., Dean
University of Chicago Medical School

Dr. Abraham Flexner

Samuel D. Leidesdorf
Treasurer, National Fund

John W. Gardner, President
Carnegie Corporation of New York

Leonard A. Scheele, M.D.
Surgeon General, U.S.P.H.S.

William E. Cotter
Secretary, National Fund

Louis H. Bauer, M.D., President
American Medical Education
Foundation

H.G. Weiskotten, M.D., Chairman
Council on Medical Education
and Hospitals, A.M.A.

William B. Given, Jr.
Trustee, National Fund

Charles W. Frank, M.D., President
Bronx County Medical Society

Dr. Joseph C. Hinsey, Director
New York Hospital-Cornell Medical
Center

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The White House
Washington, D.C.

April 23, 1956

S. Sloan Colt, President
National Fund for Medical Education
2 West 46 Street
New York, New York

With his many friends and associates I am delighted to join in tribute to Dr. Abraham Flexner for his outstanding achievements in the medical sciences. It is fitting that the April twenty-third testimonial should take place at the opening of Medical Education Week. For his historic contribution to the cause of medical education is one of the most significant of the century in this highly important field of human knowledge.

For his many services to education during a distinguished and fruitful career he has the lasting appreciation of his fellow Americans and my warm congratulations.

Dwight D. Eisenhower

THE NATIONAL FUND FOR MEDICAL EDUCATION

The National Fund for Medical Education was founded in 1949 under the leadership of President Eisenhower, then President of Columbia University; former President Hoover, now the Fund's honorary chairman; Dr. James B. Conant, then president of Harvard, leaders of the American Medical Association and the Association of American Medical Colleges, and other spokesmen for medicine, education and industry. It was created as a central agency to mobilize private support for the nation's medical schools, then 79 in number, now 81.

Since 1951 the Fund has distributed \$9.6 million in unrestricted grants to the medical schools for operating purposes, principally to aid teaching programs. These contributions have come primarily from two sources: the business community and the medical profession, the latter through the American Medical Education Foundation, established by the American Medical Association.

In 1954 the Congress granted a Federal Charter to the National Fund for Medical Education in recognition of its national significance and value to the nation as a whole.

Studies reveal that the 81 medical schools need a minimum of \$10 million dollars in unrestricted annual income to strengthen their teaching budgets. Private sources, it is believed, can best meet this need.

Mr. John W. Gardner, President
Carnegie Corporation of New York

Almost fifty years ago, in the panelled offices of Henry Pritchett - only a few blocks from here - there occurred an interview which was to have historic consequences for American medical education. Henry Pritchett, president of the Carnegie Foundation for the Advancement of Teaching and one of the most distinguished leaders in American education, had invited a relatively unknown young man named Abraham Flexner in for a chat.

Although not nationally known, the young man was not without reputation. On the contrary, he was a successful educator, who had presided over one of the most distinguished preparatory schools in the South and was the author of a book entitled The American College. He was the brother of Dr. Simon Flexner, the brilliant director of the Rockefeller Medical Institute.

Mr. Pritchett lost little time in coming to the point. He proposed that Abraham Flexner undertake a survey of American medical schools. Mr. Flexner, whose own training was in the classics, was astonished and puzzled. He suggested that Mr. Pritchett must have him confused with his brother Simon. But Mr. Pritchett soon convinced him that he knew precisely to whom he was speaking. He wanted someone from outside the medical profession. He had read Abraham Flexner's book on the American college and knew that he had found the man he wanted.

Mr. Flexner finally agreed to undertake the task. It was the death warrant of old-style medical education.

* * * * *

Why did Henry Pritchett initiate a survey of American medical education? The answer may be given very briefly.

Dr. Simon Flexner has described the first medical school he attended in 1887 as

". . . a school in which the lecture was everything. Within the brief compass of four winter months, the whole medical lore was unfolded in discourses following one another in bewildering sequence through a series of long days; and lest the wisdom imparted should exceed the student's power of retention, the lectures were repeated precisely during the second year at the end of which graduation with the degree of Doctor of Medicine was all but automatic."

This lecture system replaced the useful empirical training which young men received in the days when medical education consisted of being apprenticed to the local practitioner. The medical proprietary school had multiplied rapidly in the second half of the nineteenth century; and only a fraction of the profit of these schools went to further medical education. English medical journals at the close of the nineteenth century referred repeatedly to the low quality of the American medical degree. The distinguished British surgeon, Sir William Macewan of Glasgow, had so little faith in American medicine that when he was offered an appointment by the Johns Hopkins University, he stipulated that he be allowed to bring his whole staff of nurses. Johns Hopkins withdrew the offer.

But the seeds of a new era in medical education in America had been planted. When the Johns Hopkins University was established, provision was made for a university hospital to be linked to the medical school. And this linkage of hospital and medical school was to become a central characteristic of modern medical education. At the time of the founding of the Johns Hopkins University, no other medical school in America possessed adequate clinical facilities entirely under its own control. Under the inspired leadership of Dr. William Henry Welch, the distinguished group at Hopkins made brilliant use of these facilities.

Other universities, such as Harvard and Michigan, made significant contributions to the new medical education, and in 1901 the newly formed American Medical Association turned its attention to the subject. In 1905 the AMA created its Council on Medical Education which made important recommendations for the improvement of standards in this field. But despite these encouraging steps American medical education in the first decade of the twentieth century was still, except in a few outstanding centers, antiquated and shoddy.

In those years the Carnegie Foundation for the Advancement of Teaching was devoting itself to a searching re-examination of American educational standards, and it was inevitable that the attention of its vigorous president, Henry Pritchett, would be drawn sooner or later to the deplorable state of medical education. In 1909, interested by the work of the Council on Medical Education, Pritchett traveled to Chicago to examine some of the Council's data on equipment, standards, and financing of the medical schools. He needed no further convincing that the situation merited intensive study by the Carnegie Foundation.

* * * * *

He could hardly have found a better man to undertake the assignment. And I say this not as an historian, but as one of Henry Pritchett's successors who is engaged from day to day in striving vainly to make the sort of inspired judgments which he seemed to make so easily. Abraham Flexner's penetrating mind, his stubborn regard for facts, his courage, and his capacity to communicate his ideas in clear and vivid language virtually ensured the success of the study from the beginning.

But there was hard work ahead before the success would be apparent. Abraham Flexner read voraciously on medical education. He spent weeks at the Johns Hopkins Medical School in the company of such leading medical teachers as Welch, Osler, Abel, Howell, and Kelly. Finally, having prepared himself with care and thoroughness, he visited 154 medical schools throughout the United States and Canada.

In some instances the deplorable condition of the schools could not possibly have been hidden. More frequently, it required shrewd questioning and thorough inspection to elicit the story.

In one medical school, in Salem, Washington, Flexner asked the dean if the school possessed a laboratory. "Surely," was the reply, "I have it upstairs; I will bring it down to you." And the helpful dean "went up and brought down a small sphygmograph."

Flexner spent a little over a year and a half on his study, and in 1910 it was published as Bulletin Number Four of the Carnegie Foundation for the Advancement of Teaching.

What did he find? He found that the entrance requirements of the 147 medical schools in this country were enforced in only ten of the schools. He found that in 139 of the schools laboratory courses for the first and second years were deplorably equipped and poorly conducted. He found that 140 of the schools had no libraries or insufficient libraries.

There had been an overproduction of uneducated and ill-trained medical practitioners by commercial schools, many of which were promoted by blatant advertising. In many cases, universities allied themselves to medical schools "without making themselves responsible for the standards of the professional schools or for their support." Many medical schools provided no hospital facilities whatever. Students came to the schools shockingly unprepared.

Flexner urged wholesale reduction of commercial medical schools and a drastic upgrading of standards.

It is not a part of my assignment to tell you of the historic consequences of Bulletin Number Four. Instead, I should like to return to our starting point and say one more word about the young man who sat in Dr. Pritchett's office on that momentous day in 1908. A few years before that interview he had made a rather unusual decision. In 1904 he had decided to close his school in Louisville in order to study in Europe. The courage and adventurousness of that decision is worthy of note. He was 38 years old. He was a success in his chosen field. After years of straitened circumstances, he was just beginning to enjoy some measure of economic well-being. Yet he put all of it behind him, and sought wider horizons. Why did he do it? A clue may be found in something he wrote in a letter to his wife. He said: "I want to influence in some measure the life of my time insofar as that can be done through education."

He succeeded. And the way in which he achieved success has become one of the great stories in the history of American education.

In speaking of his parents, he once said: "I marvel . . . at their confidence and serenity . . . They faced facts, endured, clung to ideals, and acted fearlessly." That is a family heritage of which any man might be proud. Knowing Abraham Flexner as I do, I have no doubt that he cherishes above everything else the hope that he has been worthy of that heritage.

It is our privilege tonight to tell him that he has.

Mr. Dean Rusk, President
The Rockefeller Foundation

My colleague, John Gardner, has just recounted how and why Henry Pritchett planted a seed in a wonderfully fertile spot, the mind of Abraham Flexner, and how that seed grew into Bulletin Number Four. It is my privilege to speak briefly of later chapters in this absorbing story -- a story which continues to unfold. Our guest of honor is one of those rare men whose gifts to mankind extend from the legend of his own past far into the fog-shrouded future.

Chapter Two would tell of the immediate effect of Bulletin Number Four itself. Measuring with brutal frankness some 155 medical schools against their own pretensions and the high standards which Flexner had found at Johns Hopkins University, the report quickened the discontent then stirring the medical profession; a startled public provided the climate in which something could be done about it. Such well-documented phrases as "utterly wretched," "a disgrace to the state," "the plague spot of the country," and "a tissue of misrepresentations" could not be ignored. A number of alleged medical schools disappeared almost overnight; others consolidated to form stronger units. There were threats of legal action and at least one libel suit; there were threats of violence against Flexner himself; but truth proved to be a strong defense.

We would miss the spirit of Bulletin Number Four, however, if we thought only of the holes burned by its acid. Throughout the report was recognition of quality wherever it was found. Encouragement was given in such statements as: "The professors in charge represent modern ideals, and are enthusiastically engaged in reconstructing the entire school on progressive lines." The report was indeed prejudiced, and therein lay its monumental contribution, for its prejudice was toward excellence.

The next chapter began when Abraham Flexner came into contact with the remarkable team of Frederick T. Gates and John D. Rockefeller, Jr. It was Mr. Gates, called by his teammate "the brilliant dreamer and creator," who in 1897 had read Osler's Principles and Practice of Medicine and had drawn from it the conclusions which led to the establishment of the Rockefeller Institute for Medical Research in 1901. "Medicine can hardly hope to become a science," he said in a memorandum for Mr. Rockefeller, Sr., "until it can be endowed, and qualified men enabled to give themselves to uninterrupted study and investigation, on ample salary, entirely independent of practice."

In early 1911, Dr. Flexner was invited to lunch with Mr. Gates for what has been properly described as a "conversation of great moment." Fragments of it have entered into the folklore of American medicine.

Gates: "I have read your Bulletin Number Four from beginning to end. It is not only a criticism but a program."

Flexner: "It was intended, Mr. Gates, to be both ... "

Gates: "What would you do, if you had a million dollars with which to make a start in the work of reorganizing medical education?"

Flexner: "I should give it to Dr. Welch."

Gates: "Why?"

Flexner: "With an endowment of four hundred thousand dollars, Dr. Welch has created, in so far as it goes, the one ideal medical school in America. Think what he might do if he had a million more."

Dr. Flexner was then borrowed from the Carnegie Foundation to start discussions with Dr. Welch and Johns Hopkins which resulted, in 1913, in an appropriation of \$1½ million by the General Education Board to undergird full-time clinical teaching and research. Meantime, Dr. Flexner himself had accepted an appointment to the General Education Board and was ready to embark upon fifteen years of fateful service in association with Mr. Gates, Mr. Rockefeller, Jr., and Dr. Wallace Buttrick.

Our few moments allow only the briefest mention of a period full of much meaning for American medical education. Substantial grants went to Johns Hopkins, Harvard, Washington University, Yale, Chicago, Vanderbilt, Tulane, Iowa, Columbia, Western Reserve, and Rochester, among others. School by school, the famous second map of Bulletin Number Four began to move from recommendation to reality. Flexner found himself working with educational statesmen like Welch, Kirkland, Hadley and Judson. The vast resources required for the reorganization of medical education, far beyond the very substantial amounts made available by Mr. Rockefeller, caused Dr. Flexner to see interested men of wealth and to induce them to join in creating great medical centers. This meant talks, and sometimes hard bargaining, with men like Eastman in Rochester, Rosenwald and Lasker in Chicago, Payne Whitney and J.P. Morgan in New York, to name only a few. ~~That our guest of honor could take care of himself - and of medical education - in such company is shown by the tribute paid by Mr. George Eastman in a letter to a friend:~~

~~"...He (i.e., Flexner) himself is the worst highwayman that ever flitted into and out of Rochester. He put up a job on me and cleaned me out of a thundering lot of my hard-earned savings."~~

What was done in these fifteen years is a matter of public record. Its enduring quality came both from the underlying principles and the sense of strategy which were applied, to both of which Dr. Flexner made profound contributions. Medical education became the responsibility of strong institutions of higher learning and was subjected to rigorous scientific discipline. More full-time professors began to concentrate upon teaching and research, both in the basic medical sciences and in clinical subjects. Standards of admission were drastically raised and enforced. Full advantage was taken of the knowledge that an informed public would demand and support high quality in medicine. The standards raised under the leadership of the American Medical Association and the Association of American Medical Colleges made it increasingly difficult for poor or fraudulent teaching to survive. Funds were mobilized from many sources to provide the faculties, buildings, and equipment required by first-class medical education. Perhaps most important of all, great emphasis was placed upon men. Institutions without good men were considered poor investments. Full confidence was given to those who had demonstrated great capacity, and both effort and money were invested in giving younger men a chance to make their way.

A special chapter would be headed "Emulation." It has been a favorite word with Dr. Flexner and reflects his keen insight into our society. He was convinced that strong leaders among the medical schools would inevitably raise the level of all the rest, for the rest could not afford to remain far behind. After a large grant to the University of Iowa, other state universities in the same general area sought similar assistance; but he refused, saying, "You will

have to do it for yourselves. Our funds are not large enough to enable us to help every deserving and important school. We can pick out a school whose development will compel emulation. You cannot afford to have it said in the Middle West that Iowa has something that your university lacks." The results - indeed, the present quality of the 81 schools which draw support from the National Fund for Medical Education - confirm the magic quality of emulation.

A collateral chapter would be called "Repaying the American Debt." Dr. Flexner was deeply aware of the leadership which the United States had long received from Europe and the United Kingdom in the medical sciences and medical education, and a part of his dream was that American medicine could take its place in the first ranks. The General Education Board was limited by charter to the United States, but The Rockefeller Foundation was not. During the period of Dr. Flexner's service, the Foundation joined the Board in several instances in the United States and, under the leadership of Dr. Richard Pearce, moved to strengthen medical education both across the Atlantic and in Asia, Latin America, and the Middle East. Thus London, Brussels, Strasbourg, Peking, Sao Paulo, Beirut, Montreal were places that figured among others in the forward surge of medicine.

If I have spoken in the past tense, it is not because medical education is finished business. Indeed, medical education in the United States today faces problems as urgent and compelling as those of 1910; some are the product of success itself, others of forces beyond the control of the medical schools. May I merely name a few of them:

1. What are we to teach to medical students, within the reasonable time limits of formal education, out of the vast storehouse of advancing knowledge - a storehouse which defies a lifetime of learning? If selection has to be made, as it does, how do we bring full knowledge to bear upon the patient when he turns to his doctor for help?

2. How can the medical profession insure that a reasonable share of competent young people enter the profession to serve our rapidly growing population, and that many of the best of these can be induced to give their full time to teaching and research?

3. How can American medicine best sustain the indispensable two-way traffic with medicine abroad - lending our help where our help is needed, drawing ideas and experience to enrich our own understanding?

4. How can we best maintain and expand the intellectual capital which comes from pure or basic research, a capital from which we draw the clues and solutions for practical problems?

5. How are we to retain contact with, and some human control over, the flood of recorded knowledge now flowing out of laboratories all over the world? The printed word promises to become largely inaccessible through becoming unmanageable.

6. How can we find large resources to maintain and improve our medical education?

The changing pattern of American wealth seems to make it clear that medical schools will have to mobilize financial support from the broadest possible base; endowment gifts such as the wise and generous gifts recently announced by the Ford Foundation and Commonwealth Fund; regular alumni and corporate

donations; provision by local communities for services rendered by teaching hospitals; a wise combination of fees and scholarships to approach true costs without denying medicine as a career to young people of great talent and modest means. Good health has added enormously to the productivity of the American people; we must find ways and means to draw from current income substantial sums for the longer range purposes of education. The National Fund for Medical Education plays a crucial role in developing habitual annual giving out of current productivity; the more habitual and reliable, the more effective in advancing medical education. I was not asked to make this point - but it occurs to me that were the Fund able to meet its announced goal year after year, the total effect would be comparable in scale to the capital grants made to American schools by the General Education Board, Rockefeller Foundation, Ford Foundation, and Commonwealth Fund combined.

Complex questions are on the agenda of American medicine. As the search for answers goes forward, we draw inspiration from the qualities which Abraham Flexner brought to bear upon questions posed to him. Among them, a burning ambition for excellence in our medical schools; the deep sympathy which expresses itself in candor - and not mere courtesy - when important issues are at stake; contempt for pretense and fraud; a deep respect for the power of an able mind wherever it is found; patience and persistence in the approach to perfection. Such qualities were not fashioned by our guest for a purpose; they came from the man himself and from the deep draughts he has drunk from the great stream of western culture. Speaking, in part, for his former colleagues who shared great adventures with him, I hope that Dr. Flexner will take away this evening a full measure of the satisfaction he has splendidly earned.

H. G. Weiskotten, M. D.
Chairman, Council on Medical Education and Hospitals
American Medical Association

The American Medical Association welcomes the opportunity to pay tribute to you, Dr. Flexner, for having made the greatest single contribution that has ever been made to the advancement of medical education in America.

The primary objective in the establishment of the American Medical Association in 1847 was the improvement of medical education. For more than fifty years through its Committees and later its Council on Medical Education the Association struggled along in its more or less unsuccessful efforts to raise standards.

However, the majority of the medical schools showed little or no inclination to cooperate in these efforts to improve medical education and the public was both uninformed and apathetic.

Early in 1908 the Council learned that the Carnegie Foundation for the Advancement of Teaching had become interested in the improvement of professional education. It decided to seek the cooperation of this Foundation in its efforts to improve medical education. President Pritchett expressed the willingness of the Foundation to be of assistance and stated that he knew the ideal person to undertake the task.

In December of that year the Council held an informal conference with President Pritchett and Dr. Flexner. The minutes of that conference include the following:

"He (President Pritchett) agreed with the opinion previously expressed by members of the Council that while the Foundation would be guided very largely by the Council's investigation, to avoid the usual claims of partiality no more mention should be made in the report of the Council than any other source of information. The report would therefore be, and have the weight of an independent report of a disinterested body, and would then be published far and wide."

The publication of your still world-famous report following the completion of the survey of the medical colleges of the country enabled the Council on Medical Education and the Association of American Medical Colleges to establish and maintain standards of medical education which have assured the American public of a constantly improving type of medical care.

That we have attempted to keep faith is indicated by the fact that today there is not a single unapproved medical school operating in the United States.

The American Medical Association will be ever grateful to you for your unequalled contribution to medical education.

Robert A. Moore, M.D.
President, Association of American Medical Colleges

One of the characteristics of a democratic society is that all parts and all activities may not be in balance. For example, we may have more basic knowledge than we can apply or we may have more applied knowledge than we can use because of economic or sociologic reasons.

As medical education evolved in the last century from the preceptorship, to the didactic school, to a scientific discipline, America found itself out of balance in several relations. Scientific knowledge had progressed far ahead of the educational program to prepare physicians for practice. Scientific knowledge was accumulating at a rate in excess of the capacity to utilize and apply it. Many medical schools were more vocational courses than academic university education. Students were accepted who had not even completed high school.

Although some of the medical schools had banded together as the Association of American Medical Colleges and the American Medical Association had organized a Council on Medical Education and Hospitals and both groups had dedicated themselves to self-evaluation, something more was needed. Medical education needed to be looked at from the outside as well as the inside, and it needed the viewpoint of the university rather than just of the profession.

Just after the turn of the Century, the Carnegie Foundation for the Advancement of Teaching was established. As expressed by the president, Henry S. Pritchett, "...the trustees felt themselves compelled to begin a critical study of the work of the college and of the university in different parts of this wide area, and to commend to colleges and universities the adoption of such standards as would intelligently relate the college to the secondary school and to the university."

Fortunately for medical education and for the country there was in 1908 a young man of 41, born and raised on the frontiers, who had sat at the feet of Daniel Coit Gilman, and who in his autobiography states as a motto "I burn that I may be of use." Mr. Abraham Flexner visited 150 medical schools and made his report in that famous "Bulletin Number Four." It is from this report that the high quality of medical education has evolved.

The story is the same as in all walks of life. There are times when the world needs an individual about whom to gather; an individual with ideals, with vision, and with courage. It is my privilege this evening, Sir, as one who was just starting grammar school in 1908, to extend the respects of the Association of American Medical Colleges to you and thank you for those early labors from which generations have benefitted.

S. Sloan Colt, President
National Fund for Medical Education

Dr. Flexner:

How can I add to the words that have been spoken in your praise this evening?

The heads of the Carnegie Corporation and of the Rockefeller Foundation -- two of our oldest and greatest.... and wisest.... philanthropies -- have told from their own areas of experience how your important study was conceived and undertaken upwards of forty-five years ago.

And leaders of the American Medical Association and of the Association of American Colleges have confirmed the vast benefits of Bulletin No. 4 right down to this day.

Yet, while I cannot speak from the experience of these specialists in the medical, philanthropic and teaching fields, there is indeed something that I have to say. For it is you, Dr. Flexner, who have presented the challenge that brought the National Fund into being. Your balanced judgment and prodigious energy brought to medical education in America a structure worthy of a great profession. We today would be derelict were we to permit that structure to become weakened by pressures undreamt of forty years ago.

The system of medical education has not faltered, Dr. Flexner, since your great report set it on the road to stability. Given the freedom and the will to establish high standards in all the factors that pertain to the teaching of the healing art, the country's medical schools have hewed to the line staked out by your great study.

It has been this very devotion to the finest teaching standards over the years that has, in a sense, created today's critical problems in the field of medical education. Wanting nothing less than the best, the deans and faculties have been ever more pressed to provide this brand of medical teaching in the face of advancing costs and of advancing medical knowledge. It costs so much more to train a doctor today, Dr. Flexner, than it did when you were blazing the trail of reform in 1910. And there is so much more to be taught, so much more to be sought in the research laboratory, to endow today's medical graduate with the tools and know-how of his increasingly complex profession.

So while we hail you for the impetus and dignity you have given to medical teaching in America, at the same time we find your achievement a challenge to the maintaining of the course you charted.

With eternal thanks for your great contribution to medical education and with the pledge that we, your successor generation, will carry out the responsibility to keep medical education in America free and inquiring and strong, I now -- in behalf of the National Fund for Medical Education, the American Medical Association and the Association of American Medical Colleges -- confer upon you the Frank H. Lahey Memorial Award for outstanding leadership in medical education.

Response of
Dr. Abraham Flexner
upon receiving the
Frank H. Lahey Memorial Award
for
Outstanding Leadership in Medical Education

I am grateful to the National Fund for Medical Education for the Frank H. Lahey Memorial Award in recognition of what you are pleased to call my services in the field of medical education. But I hope you will pardon me if I say in all candor that I am not one of those primarily responsible for the transformation of medical education which took place in the last decade of the nineteenth century and the first two decades of the current century. This citation should have gone to Dr. William Henry Welch, who was the creator and the first dean of the Johns Hopkins Medical School. The ideas of Dr. Welch and his associates furnished America with a new goal towards the realization of which it has been striving ever since.

The second hero, without whose cooperation the high standards might never have been realized throughout the country, was Dr. Henry S. Pritchett, president of the Carnegie Foundation for the Advancement of Teaching. Shortly after the Foundation was established by Mr. Carnegie in the early years of the present century, Dr. Arthur Bevan, Chairman of the Council on Education of the American Medical Association, called on Dr. Pritchett and explained to him the sorry situation of our medical schools with the sole exception of the Johns Hopkins. Pritchett acted at once upon Dr. Bevan's suggestion, and the ultimate outcome was Bulletin Number Four, a candid and truthful description, school by school, state by state, of the deplorable situation in American medicine. This would have remained only the exposure of a scandal but for the fact that Bulletin Number Four was read and studied by Mr. Frederick T. Gates, who represented Mr. John D. Rockefeller, Sr. in all his philanthropic and educational activities.

Mr. Gates realized that the bulletin was not only a criticism, as he expressed it, "but a program." He succeeded not many years later in obtaining from Mr. Rockefeller for the General Education Board, approximately \$50,000,000 to be used in raising endowment for medical schools. In the course of the next twelve years between six hundred and seven hundred millions were raised for the endowment of American medical schools by matching funds and gifts of wealthy men, and the deed was accomplished. Welch and Pritchett have left as their successors the gentlemen who form this audience - deans and professors of medical schools, who work in the spirit of Welch and in the spirit of Pritchett. But the one man concerned in the rehabilitation of medical schools a generation ago, who has left no successor, is Mr. Frederick T. Gates, whose pride, intelligence, and ambition procured the funds which elicited further funds and enabled the reconstruction of our medical schools to take place at the highest possible level.

Two incidents fraught with consequences that cannot be foreseen have happened recently. Mr. Malcolm P. Aldrich, President of the Commonwealth Fund, has devoted over seven million dollars out of a relatively small endowment for the permanent improvement of certain medical schools, and the Ford Foundation has with rare imagination promised ninety millions for the same purpose. If these two funds amounting to almost one hundred millions can be utilized to raise further sums, as Mr. Rockefeller's original gift was utilized by the General Education Board, the financial outlook of our medical schools will be

enormously improved, and there will be no occasion for an appropriation by the Federal Government of vast sums to be raised from the public by taxation. The schools which are now operating in the red and losing ground will be once more made comfortable. They will be in no danger of going to pieces. This is the challenge which is now addressed to American foundations. They - and not the Government of the United States - can save this situation if they will act with the vigor with which Mr. Gates entered the field in the second decade of this century and which is now duplicated by the Ford Foundation and the Commonwealth Fund.

I say, "The foundations are challenged." When President Eisenhower accepted this same award on November 16, 1954, he emphasized the reliance of medical schools on private initiative. He passed by, certainly knowing what he was doing, Federal appropriations, but he was right in emphasizing the role of private benevolence.

From the standpoint of organization there is one type of American medical school and one only: the type that was started in Baltimore in the early 1890's. From the standpoint of support there are two types: the type common in the Middle West in the main liberally supported by the states maintaining them; for example, the Medical School of the State University of Iowa will have received in 1957 from taxation, over eighty-two million dollars. The other type is the endowed school. Endowment must be secure and productive. In my day most of our effort was concentrated upon procuring for the Hopkins, Washington University, University of Chicago, University of Rochester, Columbia, Cornell University, and other schools increased endowment. There is no substitute for endowment. Tuition fees, however high, do not produce enough to maintain the medical school at its present level and tend to confine the study to sons of the well-to-do. It has been said by a prominent foundation official that endowments are now out of fashion. If endowment ceases to keep pace with the progressive needs of the schools in equipment and staff, our medical schools face not only gradual but even sudden and persistent decay. It behooves therefore American foundations to step into the breach and to take upon themselves in conjunction with wealthy individuals and flourishing corporations the opportunity to save and reinvigorate our medical schools, which a few years ago had won for themselves the first place in contemporary education.

The Hon. Marion B. Folsom
Secretary of Health, Education and Welfare

It is a privilege to be with you tonight and to pay tribute to the Nation's medical schools and to a great pioneer in their behalf -- Dr. Abraham Flexner.

I am not altogether unfamiliar with Dr. Flexner's efforts on behalf of medical schools. For many years I was an assistant to Mr. George Eastman. And it seems that Dr. Flexner enlisted the support of Mr. Eastman in contributing quite substantially to building the University of Rochester Medical School. After his encounter with Dr. Flexner, Mr. Eastman had this to say -- in friendly fashion -- in a letter in 1921:

"He (Dr. Flexner) is the worst highwayman that ever flitted into and out of Rochester. He put up a job on me and cleaned me out of a thundering lot of my hard-earned savings. I have just heard that he is coming up here June 2nd to speak at the graduation exercises of the allied hospitals. I have been asked to sit on the stage with him, but instead of that I shall probably flee the town for fear he will hypnotize me again."

The spirit of Dr. Flexner has been responsible in no small measure for the growth and strength of our medical schools over many years. We are motivated by this spirit in this meeting tonight, and our concern for medical schools is shared by millions of other Americans. For medical schools are a key to the Nation's health. They are the source of our physicians and most of our medical scientists. Through their teaching hospitals, the schools help promote high standards of medical care. And they conduct much of the Nation's medical research.

Over the years, the medical schools have faced many challenging situations, and they have made much progress. Again today, however -- as at the time of Dr. Flexner's famous report in 1910 -- medical education is in a challenging period of transition.

Medical schools now face a larger and far more complex job than ever before. Our population has grown and continues to grow at a net rate of about 7,000 daily, or more than $2\frac{1}{2}$ million persons annually. This alone requires a larger volume of medical care, and, thus, a larger supply of physicians from our medical schools.

Moreover, important new advances in medical knowledge are reported almost daily. Thus, medical schools not only must train more physicians, but they are called upon to impart more knowledge, and more complex knowledge, than ever before.

As new light dispels some medical problems, new problems emerge. The rapidly growing proportion of older persons in the population, for example, calls for greater attention to the enigmas of chronic disease. And so the demands upon medical school research, as well as the demands on medical teaching, are growing.

All these conditions, and others, compel an expansion of modern medical education, which increasingly requires highly expensive facilities -- hospitals, laboratories, and other equipment -- and the highest caliber of professional instruction.

In the face of these increasing needs, medical schools already are suffering from critical shortages of funds for both operating expenses and physical facilities. A recent study by the National Fund for Medical Education showed that tuition and fees from students accounted for less than one-fifth of the teaching budget of medical schools -- about \$19½ million out of \$104 million. The difference had to come from private income, endowment, and tax sources. In addition to the need for operating funds, there is the challenge of providing adequate physical facilities -- the costly buildings, laboratories, and equipment needed if medical education is to fulfill its role.

Good health is both a personal and a national asset. It is fundamental to a satisfactory life for the individual, to economic and social progress, to national defense, and to the general welfare of the Nation. And medical schools are indispensable to this basic asset of good health. In the light of the increasing needs of medical schools, clearly -- in the national interest -- increased support of medical schools is essential.

Clearly, the problem must be met through a partnership effort -- an increased effort on the part of industry, philanthropy, the medical profession, voluntary health agencies, and various levels of government. This increased support, with all its diversity, must be provided in an atmosphere which maintains the freedom and independence of medical schools. For the freedom and independence of medical schools are requisites of the creative spirit which fosters progress.

The Federal Government, as one of the partners in this vital cooperative effort, already is moving to increase its contributions to medical education and research.

Nine months ago, when I first assumed my duties in the Department of Health, Education and Welfare, I was impressed anew with the dramatic progress and opportunities of medical research. The average life span has increased 5 years during the past decade alone; and since the beginning of this century, 21 years have been added to American life expectancy. In the past 10 years, the death rate has dropped 90 percent for influenza, for instance and about 73 percent for tuberculosis and acute rheumatic fever. And yet many other diseases -- such as cancer, heart disease, and mental illness - remain unsolved and exact a terrible toll.

Within the past 15 years, Federal appropriations for medical research have increased from about \$4 million to almost \$100 million this year. Total funds for medical research from all sources have increased from \$40 million to \$240 million. In terms of percentage increase, this growth may seem impressive. But I believe the current level of support for medical research is far too low in relation to the need, or to the tremendous opportunities, or to the economy as a whole. For every dollar spent for medical research, 20 dollars are spent for research and development in other fields. In view of the importance of health, all the facts point in one direction.

This Administration, therefore, has recommended to Congress the largest dollar increase ever sought for medical research in any one year. The President has proposed appropriations of \$126.5 million for the next fiscal year - an increase of \$27.5 million above the current budget of the National Institutes of Health, the principal research arm of the Public Health Service. Under this program, research in government laboratories would be expanded slightly and grants for research conducted by medical schools and other laboratories throughout the country would be increased by 47 percent. Already the research grants program of the Public Health Service constitutes an important segment -- about

a third -- of all research conducted in the medical school environment. In our research grants, a fair allowance should be made to the schools for the indirect overhead costs involved.

Increased funds for research would also permit an expansion of medical research manpower. The Public Health Service would be able to assist more than 3,000 young scientists, either as fellows or trainees, at critical times in their research careers. In addition, under our proposal, about \$9½ million would be provided for the medical schools in the form of teaching grants, to broaden the educational experience in areas of special concern, such as heart disease, cancer, and mental health.

The research activities of medical schools are closely intertwined with their education and training functions, and with community medical services. It is very important that we advance all three functions as a balanced program. If any lack of balance exists, the answer lies in strengthening support for the lagging service and not in cutting back on the others.

In seeking to expand and improve medical research, however, we have found that one of the limiting factors -- indeed, a serious bottleneck -- is the critical shortage of training and research facilities.

Most medical schools, private and public, already are hard pressed to obtain needed operating funds. And the problem of operating funds may grow more acute unless more support is provided. Private contributions and tax funds provided by the states thus have been used -- of necessity -- to meet operating expenses. This has left little or no capital funds to erect expensive and urgently needed hospital and research and teaching facilities. Many of you business men who are familiar with modern industrial research laboratories would be shocked, I believe, at the cramped, obsolete, and dilapidated facilities often provided for medical research and training. Such facilities have hampered the effectiveness of medical schools in their current operations and in some cases have been a drain on scarce operating funds.

Unless assistance is provided for the construction of research and training facilities, medical research will be retarded, and, in the end, the health of the American people will suffer. We have discussed this problem with medical school deans and with many others. Because the problem is so important to the national welfare, because the needed funds cannot be obtained from other sources, this Administration is urging Federal assistance to help meet this emergency condition.

The President has therefore proposed a new program of Federal aid for the construction of research and teaching facilities of medical, dental, and non-profit research institutions. This program would provide \$250 million in grants over a five-year period for building or modernizing facilities. The grants would be matched, on an equal basis, by the institutions.

This program would enable the schools to use all their funds more effectively and to improve the quality of their existing programs. It would enable them to conduct more medical research. And the construction program would enable the schools to plan for the future with more assurance. In similar programs, past experience has shown that government assistance often serves to stimulate the contribution of private capital and increase the total funds available. In this program, a large share of the matching funds would come from private sources.

As the government provides increased support for research projects and for facilities, medical schools will look to private sources to help meet their increasing needs for general operating expenses. In our cooperative effort, these various programs complement and supplement each other. It is gratifying to know that private capital, such as that provided through the National Fund for Medical Education, is being attracted to this cause. Increasingly, industries have seen the value of support for medical schools. The National Fund is contributing annually about \$2,600,000 to support the educational mission of the 81 medical schools in the United States. The Ford Foundation has announced that it will soon allocate some \$90 million for endowment purposes for medical education. The Foundation has already given \$10 million to the National Fund for Medical Education. The Commonwealth Fund has given over \$7 million to the medical schools and is about to expand this program.

The Nation's professional organizations and voluntary health agencies have also recognized the need. The directors of the American Cancer Society, for example, are making plans to allocate a portion of their funds to medical schools and research institutions, to be used to help defray general operating expenses. Many other professional and voluntary groups, in recognition that medical schools are the source of most medical and research talent, should embark on a similar course.

All of these actions and proposals, public and private, indicate an awakening to the need of a broad base of support of medical schools. In all this cooperative effort, increasing emphasis should be placed on the basic sciences, which so often open the door to medical progress. For tomorrow's practical advances depend largely on the acquisition today of fundamental knowledge. Our budget request for 1957 proposes additional funds for this basic work, both in research and in research training. It also provides for several new programs designed to explore ways of strengthening the basic sciences and research training in the medical school environment.

All of us should seek to strengthen the viewpoint which Dr. Flexner sought as a pioneer to establish in this country. His urge towards excellence, his impatience with dogma, his insistence upon "the usefulness of useless knowledge" -- to quote the title of a famous article he wrote in 1939 -- are guides for progress in medical research and education.

In the ultimate sense, the caliber of the individual -- teacher, scientists, physician -- will determine medical progress. To attract the right kinds of people and to assure them the right kinds of career opportunities, medical education must have our best efforts. Increased support for medical schools is needed now and will be needed for some time to come. Each of us here must share in that support.

Investments in medical schools can yield rich dividends in the form of new heights in medical science and new victories over disease. The government has a great stake in the future of medical education. You who are leaders in industry, medicine, voluntary organizations, and civic affairs, also have a great stake in that future. As we work together, as support for medical schools is increased, as we strengthen our cooperation toward our mutual goals, medical education can advance to a new golden age of achievement. And from these achievements will flow the ultimate result for which medical education works -- the benefit of humanity.



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1945-54

vert. file "F"

JEWETT FELLOWSHIPS

Foundations

SCHOOL OF MATHEMATICS

Academic Organization

~~JEWETT~~ JEWETT, FRANK B.

Biographical

VEBLEN, O.

A pamphlet, "The Frank B. Jewett Fellowships in the Physical Sciences" filed in Vertical File under "F".

Three Jewett Fellowships at I. A. S. 1948-9: Karplus, Olum, and Thomas.

D, Jewett, Fellowships

The
Frank B. Jewett Fellowships
in the
Physical Sciences

THE FRANK B. JEWETT FELLOWSHIPS
IN THE PHYSICAL SCIENCES

established by

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FRANK BALDWIN JEWETT

FRANK BALDWIN JEWETT, Ph.D., D.Sc., LL.D.

1879-1949

*A pioneering proponent of the application to
industry of the research methods of science*

Dr. Jewett was born in Pasadena, California, September 5, 1879, and died in Short Hills, New Jersey, November 18, 1949. He received an A.B. degree from Throop Polytechnic Institute (now California Institute of Technology) in 1898, and a Ph.D. degree from the University of Chicago in 1902.

He was an instructor at Massachusetts Institute of Technology for two years, and then Transmission Engineer with American Telephone and Telegraph Company from 1904 to 1912; with Western Electric Company, 1912-1925, as Assistant Chief Engineer, later Chief Engineer and Vice President; Bell Telephone Laboratories, 1925-1944, as President from its incorporation to 1940, then as Chairman of the Board of Directors; American Telephone and Telegraph Company, 1925-1944, as Vice President in charge of development and research.

Dr. Jewett was awarded the Edison Medal in 1928; Faraday Medal in 1935; Franklin Medal in 1936; John Fritz Medal in 1939; Medal for Merit in 1946; Hoover Medal in 1949. He was President of the National Academy of Sciences from 1939 to 1947.

Description of Fellowships

THE FRANK B. JEWETT FELLOWSHIPS are postdoctoral fellowships. They are intended to stimulate and to assist research in the fundamental physical sciences, including chemistry, mathematics, and physics, and particularly to provide their holders with opportunities for individual growth and development as creative scientists. The fellowship awards will enable their recipients to devote themselves to research in pure science for a year or two following their doctorates.

The American Telephone and Telegraph Company has established a trust fund sufficient to finance five of these fellowships in each of the ten years 1945 to 1954, inclusive. Five members of the staff of Bell Telephone Laboratories, Incorporated, serve as trustees and award the fellowships.

The fellowships are awarded about February first of each year. Each fellowship is for a term of one year, usually starting July first. An award may be extended by renewal to cover the succeeding year, but no individual shall receive awards for more than two years. \$4,000

Each fellowship carries an honorarium of ~~\$5,000~~ payable in twelve equal monthly installments.

Each fellow will be free to choose any academic institution within the United States at which to conduct his research, and he will be expected to make his own arrangements. An honorarium of \$1,500 will be paid to the institution selected towards defraying the expense of the facilities it provides.

Eligibility and Method of Selection

SINCE THE PURPOSE of the fellowships is to provide for the full-time continuation of academic research, awards will normally be made to those who have obtained the doctorate within the preceding year or are expected to receive that degree not later than the beginning of the next fellowship term.

Awards of fellowships will be made by the trustees on recommendation of the Frank B. Jewett Fellowship Committee. This committee, appointed by the trustees, consists of seven members of the scientific staff of Bell Telephone Laboratories who are actively and creatively engaged in research in the respective fields of physics, mathematics, and chemistry.

In the selection for fellowship awards the primary criteria will be: demonstrated research ability of the applicant, the fundamental importance of the problem he proposes to attack, and the likelihood of his growth as a scientist.

Selection for a fellowship award and its acceptance shall involve no implication or commitment on the part of Bell Telephone Laboratories or on the part of the recipient as to later employment in the Laboratories.

APPLICATION FORMS may be obtained from the Frank B. Jewett Fellowship Committee, Bell Telephone Laboratories, Inc., New York 14, N. Y. Applications should be received by the Committee prior to December first preceding the term of the fellowship.

vert. file "F"

1922-1937

GENERAL

Educational Institutions

ROCKEFELLER

Foundations

FLEXNER, A.

Biographical

For three long essays written by Flexner which have been copied see Vertical File under "F" for Flexner.

The essays were sent by Mrs. Esther S. Bailey to Mrs. Stern and are entitled: A Proposal to Establish an American University, The Usefulness of Useless Knowledge, and Foundations - Ours and Others.

From memoranda sent by Mrs. Bailey to Mrs. Stern, 5/29/56 (Returned to her)

Verif-File F

C
O
P
Y

June 2, 1937
Bryn Mawr College

THE USEFULNESS OF USELESS KNOWLEDGE

I have been reading lately the biography of Sir Edward Grey by George Macaulay Trevelyan, Regius Professor of Modern History at Oxford. No Foreign Secretary within the memory of man has for eleven pitiless years occupied so exposed and difficult a post as Edward Grey. Trevelyan tells his story simply, honestly, and candidly. I found myself frequently wondering how one who cared so profoundly for world peace and general welfare and so little for political responsibility could have for so protracted a period physically endured the torment and anxieties through which Grey passed. Nor were his cares limited to public affairs. The brief note, in which in 1905 he told his devoted wife that he had accepted the Foreign Secretaryship, never reached her. She had been mortally injured by an accident on the very day upon which Grey wrote the note and, when he reached her bedside, she was unconscious and passed away without recognizing her beloved husband. Other sorrows of a personal nature crowded in upon him one after another during the next decade. How was Grey enabled to carry his almost insupportable burden? He had never been a man of vigorous health and, as the years wore on, his sight was seriously impaired until he ultimately became blind. He was a lonely man, increasingly denied companionship even of books which might have diverted his mind and given him such relaxation as he needed. But he had one personal trait, trivial from the standpoint

of use, which stood him in good stead during this entire period. He loved birds. He and his wife, who shared his pleasure in birdlife, had erected a simple cottage to which before her death and afterwards he repaired week after week even when his sight was steadily failing him. Walking in the woods or sitting under the trees he could forget himself in this simple pleasure.

When Theodore Roosevelt, recently retired from his second term as President, having finished his hunt for big game in Africa, returned to America by way of England he kept a long delayed appointment with Grey in order that the two of them, birdlovers both, might spend a few days in New Forest comparing American and English birds.

It was Edward Grey's capacity to forget the pressing cares of public life whenever he was able to leave London and to bury himself in his cottage that preserved his sanity, that enabled him to pursue a constant course towards America, towards France, towards Germany, towards the Balkans during the years which, in spite of him, resulted in the World War; it was, I say, Edward Grey's love of birds that made him for a period of more than ten years the one hope of preserving world peace. What is the use of a bird? It is almost a silly question. We take birds for granted. We do not have to justify them. They are here. They remind us of the coming of spring with their earliest notes and the coming of autumn as their notes disappear. They need, to be sure, no justification, but they can be justified if beauty is truth, and that is all one needs to know. Birds are but one example of an apparently useless phenomenon that does not only serve an aesthetic but may also on occasions serve a world purpose. Had it not been for birds, Edward Grey would

have broken underneath the cares imposed upon him, and for all we know the World War might have come earlier in our history and been even more disastrous.

We hear it said with tiresome iteration that this is a materialistic age and that its main concern should be the wider distribution of material goods and worldly opportunities. It is quite true. The untiring ingenuity of the inventor converts to some new purpose the disinterested investigations of the scientist and his laboratory. The justified outcry of those who through no fault of their own are deprived of opportunity and a fair share of worldly goods is diverting an increasing number of students from the studies which their fathers pursued to the equally important and no less urgent study of social, economic, and governmental problems. I have, as you will see, no quarrel with this tendency. The world in which we live is the only world about which our senses can testify. Unless it is made a better world, a fairer world, a juster world, millions will continue to live their lives in it and to go to their graves saddened, silent, and disappointed. I spent a good many years pleading that our schools should become more acutely aware of the world in which their pupils and students were destined to pass their lives. I wonder sometimes now whether that current has not become too strong and whether there would be sufficient opportunity for a full life if the world were emptied of some of the precious things that give it significance, in other words, whether our conception of what is useful may not have become too narrow to be adequate to the roaming and, if you will, capricious possibilities of the human spirit.

We may look at this question from two points of view: the scientific and the humanistic or spiritual. Let us take the scientific first. I recall a conversation which I had some years ago with Mr. George Eastman on the subject of use. Mr. Eastman, a wise and gentle far-seeing man, gifted with exquisite taste in music and art, had been saying to me that he meant to devote his vast fortune to the promotion of education in useful subjects. I ventured to ask him whom he regarded as the most useful worker in science that he knew. He replied instantaneously: "Marconi." I surprised him by saying:

"Whatever pleasure we derive from the radio or however wireless and the radio may have added to human life, Marconi's share was practically negligible."

I shall not forget his astonishment on this occasion. He asked me to explain. I replied to him:

"Mr. Eastman, Marconi was inevitable. The real credit for everything that has been done in the field of wireless belongs to a young student who worked in Helmholtz's laboratory during the nineties, Heinrich Hertz by name. Hertz worked silently and unostentatiously with no thought whatsoever that anything that he did would ever prove of the slightest use. He discovered, however, the electromagnetic waves γ which are the carriers of wireless signals. He had no practical objective. The inventor in the legal sense was of course Marconi, but what did Marconi invent? Merely the last technical detail, mainly the now obsolete receiving device called coherer, almost universally discarded."

Hertz could invent nothing, but it was his useless theoretical work which was seized upon by a clever technician and which has created new means for communication, utility, and amusement by which men whose merits are relatively slight have obtained fame

and earned millions. Who was the useful man? Nor Marconi, but Hertz. Hertz was a genius without thought of use. Marconi was a clever inventor with no thought but use.

The mention of Hertz's name recalled to Mr. Eastman the Hertzian waves, and I suggested that he might ask the physicists of the University of Rochester precisely what Hertz had done; but one thing I said he could be sure of, namely, that Hertz had done his work without thought of use and that throughout the whole history of science most of the really great discoveries which had ultimately proved to be beneficial to mankind had been made by men and women who were driven not by the desire to be useful but merely by the desire to satisfy their curiosity or their individual pleasure.

"Curiosity?", asked Mr. Eastman.

"Yes", I replied, "curiosity, which may or may not eventuate in something useful, is probably the outstanding characteristic of modern thinking. It is not new. It goes back to Bacon and to Sir Isaac Newton, and it must be absolutely unhampered. Our institutions of learning are institutions that should be devoted to the cultivation of curiosity and the less they are deflected by considerations of immediacy, application, etc., the more likely they are to make contributions to human welfare as well as to the equally important satisfaction of intellectual interest which may almost be said to have become the ruling passion of intellectual life in modern times."

What is true of Heinrich Hertz working quietly and unnoticed in a corner of Helmholtz's laboratory in the last years of the nineteenth century may be said of scientists and mathematicians the world over for several centuries past. We live in a world that would be helpless without electricity. Called upon to mention a

discovery or invention of the most immediate and far-reaching practical use we might well agree upon electricity. But who made the fundamental discoveries out of which the entire electrical development of more than one hundred years has come? An unknown scientist, Michael Faraday by name, working inconspicuously in a wretched laboratory belonging to the Royal Institution, wondered one day what would happen if he passed an electrical current through a copper wire wound around a bar of soft iron. It developed that the iron became magnetized, and Faraday, though amused and interested, was not concerned with the practical applications of his discovery. They came afterwards as one by one men with one eye to science and another to utility devised the infinite number of gadgets by means of which electricity has lightened the burden and increased the opportunities of modern life.

In the domain of higher mathematics almost innumerable instances of the same kind can be cited, for example, the most abstruse mathematical work of the eighteenth and nineteenth centuries was the "Non-Euclidian Geometry". Its inventor, Gauss, though recognized by his contemporaries as a distinguished mathematician, did not dare to publish his work on "Non-Euclidian Geometry" for a quarter of a century. As a matter of fact, the theory of relativity itself with all its infinite practical bearings would have been utterly impossible without the work which Gauss did at Göttingen.

Again - and I am not a mathematician, so I must not be asked to explain the terms I use - what is known now as "group theory" was an abstract and inapplicable mathematical theory. It was developed

by men who were curious and whose curiosity led them into strange paths, but the "group theory" is today the basis of the quantum theory of spectroscopy, which is in daily use by people who have no idea as to how it came about.

The whole calculus of probability was discovered by mathematicians whose real interest was the rationalization of gambling. It has failed of the practical purpose which they designed for it, but it has furnished a scientific basis for all types of insurance and vast stretches of nineteenth century physics are based upon it.

Let us look in another direction. In the domain of medicine and public health the science of bacteriology has played for half a century the leading role. What is its story? Following the Franco-Prussian War of 1870 the German Government founded the great University of Strasbourg. Its first professor of anatomy was Wilhelm von Waldeyer, subsequently professor of anatomy in Berlin. In his "Reminiscences" he relates that among the students who went with him to Strasbourg during his first semester there there was a small, inconspicuous, self-contained youngster of seventeen by name Paul Ehrlich. The usual course consisted of dissection and microscopic examination of tissues. Ehrlich paid little or no attention to dissection, but, as Waldeyer remarks in his "Reminiscences":

"I noticed quite early that Ehrlich would work long hours at his desk, completely absorbed in microscopic observation. Moreover, his desk gradually became covered with colored spots of every description. As I saw him sitting at work one day, I went up to him and asked what he was doing with all his rainbow array of colors on his table. Thereupon this young student in his first semester supposedly

pursuing the regular course in anatomy looked up at me and blandly remarked, 'Ich probiere.' This might be freely translated, 'I am trying or I am just fooling.' I replied to him, 'Very well. Go on with your fooling.' Soon I saw that without any teaching or direction whatsoever on my part I possessed in Ehrlich a student of unusual quality."

Waldeyer wisely left him alone. Ehrlich made his way precariously through the medical curriculum and ultimately procured his degree mainly because it was obvious to his teachers that he had no intention of ever putting his medical degree to practical use. He went subsequently to Breslau where he worked under Professor Cohnheim, a teacher of our own Dr. Welch, founder and maker of the Johns Hopkins Medical School. I do not suppose that the idea of use ever crossed Ehrlich's mind. He was interested. He was curious. He wondered, and in course of time he discovered that different bacteria and tissues stained with aniline dyes looked different under a microscope. Thereupon it soon emerged that a new and powerful and most useful method of medical diagnosis had been unwittingly discovered and could be brought into instant play. It became possible to know whether a sick patient had pneumonia or diphtheria or tuberculosis, and an enormous impetus was given to the practical solution of remedy and cure. Suppose Waldeyer had asked Ehrlich: "What is the good of all this? To what will it lead?" What could Ehrlich have replied? "I can foresee no good in that in which I am interested." As a matter of fact, Ehrlich's work then and thereafter revolutionized the practice of medicine.

"I am not for a moment suggesting that everything that goes on in laboratories will ultimately turn to some unexpected practical

use or that an ultimate practical use is its actual justification. Much more am I pleading for the abolition of the word, "use", and for the freeing of the human spirit. To be sure, we will thus free some harmless cranks. To be sure, we will thus waste some precious dollars, but what is infinitely more important is the fact that we will be striking the shackles off the human mind and setting it free for the adventures which in our own day have taken Hale and Rutherford and Einstein and their peers millions upon millions of miles into the uttermost realms of space and loosed the boundless energy imprisoned in the atom. What Rutherford and others like Bohr and Millikan have done out of sheer curiosity in the effort to understand the construction of the atom has released forces which may transform human life, but this ultimate and unforeseen and unpredictable practical result is not offered as a justification for Rutherford or Einstein or Millikan or Borh or any of their peers. Let them alone. No educational administrator can possibly direct the channels in which these or other men shall work. The waste, I admit again, looks prodigious. It is not really so. All the waste that could be summed up in developing the science of bacteriology is as nothing compared to the advantages which have accrued from the discoveries of Ehrlich, Theobald Smith, and scores of others, and these practical advantages could never have accrued if the idea of possible use had permeated their minds. These great artists, scientists and bacteriologists, disseminated the spirit which prevailed in their laboratories in which for all they and others knew they were simply following the line of their own natural curiosity.

Do not for a moment suppose that I am criticising institutions like schools of engineering or law in which the usefulness motive necessarily predominates. I cannot deal with them at length, but I may in passing say this: over a period of one or two hundred years their great contribution to their respective activities will probably be found to lie not so much in the training of men who may tomorrow become practical engineers or practical lawyers or practical doctors but in the fact that even in the pursuit of strictly practical aims an enormous amount of apparently useless activity goes on, and out of this useless activity there are likely to come delightful as well as useful truths which may well prove of infinite more importance to the human mind and to the human spirit than the accomplishment of the useful ends for which they were founded.

It must be obvious to you that I cannot touch at every point upon the importance of spiritual and intellectual freedom. I have spoken of birds; I have spoken of science; I have spoken of mathematics, but what I say is equally true of music and art and of every other expression of the untrammelled human spirit. The mere fact that they bring satisfaction to an individual soul bent upon its own purification and elevation is all the justification that they need. And in justifying these without any reference whatsoever implied or actual to its usefulness we justify colleges, universities, and institutes of research. An institution like this college, which has set free successive generations of human souls, is amply justified whether this graduate or that makes a so-called useful contribution to human knowledge or not. A poem, a symphony, a

painting, a mathematical truth, a new scientific fact bear in themselves all the justification that Bryn Mawr College and other colleges need or require. I say nothing to character^{and}/of other catchwords which have been used from time to time to justify expenditure upon institutions of learning. Character is dependent upon upbringing, upon association, and upon the dignity with which human beings associate with one another. It is no particular business of Bryn Mawr or any other institution of learning to cultivate character. If character does not spontaneously develop in the atmosphere of these buildings and of this campus, it is worth no teacher's while to make an effort to develop it at all.

The subject which I have chosen has at this moment a peculiar poignancy. In certain large areas - Russia, Germany, and Italy especially - the effort is now being made to clamp down the freedom of the human spirit. Universities are being reorganized so that they may become tools of those who believe in a special political, economic, or racial creed. Now and then a thoughtless individual will even question the fundamental importance of absolutely untrammelled academic freedom in some institution situated in one of the few democracies left in this world. The real enemy of the human race is not the fearless and irresponsible thinker, be he right or wrong. The real enemy is the man who tries to mould the human spirit so that it will not dare or will not be able to spread its wings as its wings were once spread in Italy, Germany, Great Britain, and the United States. In the letter which Mr. Bamberger and his sister wrote on establishing the Institute for Advanced Study this sentence is to be found:

"It is our hope that the staff of the institution will consist exclusively of men and women of the highest standing in their respective fields of learning, attracted to this institution through its appeal as an opportunity for the serious pursuit of advanced study and because of the detachment it is hoped to secure from outside distractions."

It is not a new idea. It is the idea which animated President Gilman in the founding of the Johns Hopkins University after which every university in this country has sought in greater or less degree to remake itself. It is the idea that inspired the friends who founded this college. It is the idea to which this institution and to which every individual who values his immortal soul will be true whatever the personal consequence to himself. Justification of spiritual freedom goes, however, much further than creation whether in the realm of science or humanism, for it implies tolerance throughout the range of human dissimilarities. In the face of the history of the human race what can be more silly or ridiculous than likes or dislikes founded, for example, upon race or religion? Does humanity want symphonies and paintings and profound scientific truth, or does it want Christian symphonies, Christian paintings, Christian science, or does it want Jewish symphonies, Jewish paintings, Jewish science, or does it want Mohammedan or Egyptian or Japanese or Chinese or American or German or Russian or Communist or Conservative contributions and expressions of the infinite richness of the human soul? The follies of a few countries in the Old World have had two quite contradictory effects. They have prodded indifferent people into active tolerance and cooperation. So far they have done good, but they have also through their economic and

other repercussions stirred up bad blood between nations and races. It is to its infinite credit that, when the greatest living woman mathematician of her time, Emmy Noether, was driven from Göttingen for no better reason than that she was a Jewess, Bryn Mawr welcomed her with open arms. Other institutions have in greater or less degree reacted similarly. This is civilization. This is culture, and any person or any institution that raises objections in reference to these refugees, be they refugees on account of their political opinions or their supposed descent, is at bottom an enemy to civilization. I do not overlook the practical difficulties encountered in the pursuit of a liberal policy, but a country like America of which only a small fraction has been culturally developed can only be enriched by the folly which drives the great thinkers and dramatists and poets of the Old World to make a fresh start in the New.

Abraham Flexner

1947-9

Paul Frankel

Frankel

Suggestion for Frankel's return to Göttingen 1946-7. 1/20/47 Frankel asked how
 for extra time, at some time being. A4. that G.P. did not support his wife at
 and then he had her to return to Peter to be that. He's been in Berlin
 that he was to be the director! 9/24/47 A to Gas King advised Control
 Council asking him to call on Frankel Berlin to find out if he has been
 refused professorship there yet out. Sanitation.

9/27/47 Frankel F.A. He has received full invite from Berlin U. (apparently
 under total or partial Russian control?) offered ~~for~~ lecture ship on single nomination
 over. Reg. issued. Travel + Permit for 3 mo only as guest prof. Renouncing all
 other priv. rights. Wife not involved - he didn't "care".

Letter 10/11/47 from Berlin U. to Göttingen U. because of hardships, doesn't offer
 his status. & lack facilities in out Frankel not refuse Perm. professorship Berlin.
 1/20/48 SHS pre. met + decided they could come to Göttingen on a perm basis. (Per. only
 to Göttingen 1/20/48)

Frank stayed 2 yrs almost hourly + getting data in Germany

In books, photos - all burned

Close to Frank because he + his family had Quakers + used Quaker doctrine
(He got Quaker extension) He got medical for work
Published in Geneva - book in words Quaker - not World Federalist position

Part A. Answer + Pds Jan 1949. with further

and at 24 p. 10 of it - index sheet - and at 24 p. 10

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FR P.F.

March 24, 1949
(P.F. 11/12)

October 11
Hotel Arago,
19 rue de la Glaciere
Paris XIII^e

Dear Mr. Aydelotte:

My husband received your letter from Sept. 29th today. We are happy to inform you that the permit for a lecture of my husband at Berlin University finally arrived - after four months of repeated applications. Now we shall leave for Berlin on Sunday 19th of October. The permit is given for 3 months. Whether there will be the chance to extend my permit of 15 days, nobody can know in beforehand.

In the mean time you will have received our combined letter written a few days ago. Yesterday we were invited to a couple, both have been my husband's pupils, and it is touching to feel their warmth and esteem. The American citizenship makes all the difference for the French scientists, who formerly ignored all German history of art. The young generation has changed. Switzerland had a very warm welcome for my husband during the Congress for stained glass in Bern - old and new colleagues, pupils etc. We have found out that the most practical way to have our mail addressed to the American Express in Berlin, so one can even send books.

We are looking forward to receive Mr. James King. We shall stay at our daughters flat in the beginning: Frau Hanneliese Kulbach, Filandastrasse 4, Steglitz - Berlin, U.S. Zone.

I leave the other questions to my husband. With warm thanks for your interest and kindness,

Yours

Elsa Frankl

Greetings to Mrs Aydelotte.

P.S. In the Meeting yesterday I heard from Miss Wood that next year the affiliations of American Schools will be extended to German Schools. Margaret H Stevens in Freiburg is in charge of visiting such schools, and I heard they got already all the details of the Odenwald Schule from Minna Specht's own specialized letter.

My husband and I have been at Mr. and Mrs. Paul R yesterday, a delightful couple who are in charge of the International Quaker Centre for young people. He is French, she Swedish from birth. For ten years they have been in Madagaskar. It is a very good atmosphere in the whole Paris Meeting, here - always changing.

Greetings to Mrs. Aydelotte.

Yours sincerely,

Elsa Frankl

Address since Oct. 20th
c/o Kulbach, Filandastrasse 4
Berlin - Steglitz, American Sector

October 11, 1947

Dear Dr. Aydelotte:

My letter sent to you few days ago gave you already a short report about my doings since I left America. In the meantime the reentry permit arrived and we shall leave Paris coming Sunday Oct. 19. I thank you for your recommendation of Mr. King. He may be of great help for me.

When I shall stay longer in Berlin than the first time (Aug. 13-31) I shall be able to report more about the situation in Germany. Your question whether I could be happy returning to a German professorship I can only answer with an emphatic: No. In Germany nobody is happy. Of course there are individuals who are cheerful by nature, people who are happy because they have personal private experiences of success or love or getting a baby, but the general situation is not encouraging. A professorship especially would be hampered by lack of books. In Berlin I saw only the library of the Kunsthistorische Seminar and that of the Museums. The first is very small filling two bookshelves, it was once a great library although not so complete as ours in the Princeton University. It seems that a part of this library has been burned when the "Alte Komode" was destroyed by our bombers. In this Palais from the time of Frederick II the Institute has been installed. Now it is in the University itself. There is one relatively big room where the slides are which have been nearly completely saved, what is the foundation of my coming lectures. A second room is prepared for the students. When I saw it, the floor was not yet done and the chairs only promised. I do not see what the students will read. The other library has still less than one third of its books. The rest including all periodicals was taken by the Russians. Those remnants were not yet unpacked, but still in boxes. They may be unpacked when I shall be back. This library is under the Pergamon Museum. The sculpture had been brought away by the Nazis when the defeat became undeniable. This was done carelessly in great hurry and some of the sculptures are said to have been damaged. But I do not know whether this rumour is justified because the Russians took the Pergamon Altar to Russia and in Berlin nobody knew where it is at present. This big room where the altar was exhibited had of course a roof of glass. As this is broken it rains into the Museum and the water runs down into the library. One began to substitute the glass roof by a wooden one and when this will be done the boxes of the "Museums bibliothek" will be unpacked. I had no time to pay visits to the Universitäts bibliothek and the Staatsbibliothek. The first is said to be saved, the latter is partly damaged. The side walk along this building at least in the Under den Linden is still covered with rubble. There was still another library for students of art history, that of the Kunstgewerbemuseum of the Albrechtstrasse. This has been transferred to Dahlem, the American Sector of Berlin, and there my son in law is working under the advice of Prof. Koch. I have not seen this library by lack of time. Now it has been ordered. But I shall not be able to use those books frequently because they will be far away from the University and I shall need books day by day preparing the lectures. Furthermore it specializes in arts and crafts. It has a famous collection for history of the Costume but not what I need. I do not believe that I could write my history of Gothic Architecture in Berlin. The best places to do it are Princeton and the Avery library in New York. Also in London and Paris I do not find the completeness which I am used to in U.S.A. There were complete collections in Munich. But here all books of art history are burned. Those of the Staatsbibliothek of the Kunsthistorische Seminar (which had bought part of my own private library) that of the Akademie der bildenden Künste and that of the Technische Hochschule. Hitler began with burning of books and the bombers finished the job. It will be one of the most important actions of America to restore the libraries of Germany. Without books no recovery of scholarship is possible.

I was a little explicit upon this question as a justification for my

"NO! Certainly this is not the only reason. At present one suffers under the restriction of travels. An art historian has to decide himself where to go, without asking some office. At present I got the reentry permit into the American Zone of Germany. The words "French" and "British" are cancelled. However, I hope that this is a good sign for me and that it means I shall get a new permit for the other Zones when I shall apply for a prolongation of the Visa to accomplish my travels for the Guggenheim fellowship.

One has no books, no photographs (except in Marburg which fortunately was not bombed) no periodicals, the Museums are empty, to travel is difficult and every day one has first to consider where to eat, whether the ration cards will be sufficient and so on.

The Russians are interested to have the courses of the University going. Therefore several workers are daily working to bring the ruined parts of the building in shape. The room where I shall lecture will be heated and the electricity will work for the lanterns to show the slides. I shall lecture Monday and Thursday 11-1. I should have preferred four days with one single hour, but this is bad for the students. They prefer to save the way (subway etc). My Seminar will be Friday 4-6 p.m; not 5-7 because in winter the later hours become dangerous for people who go home through badly illuminated streets.

All these details are as such unimportant, but they may help you to imagine that one encounters difficulties at every step.

These negative remarks may be supplemented by positive ones. I talked with people of my nearest circle, my family, my friends, few colleagues, everywhere I found the readiness for a clear reorientation to democratic ideals, they only did not know what to do. They had not heard anything of the movement which is slowly growing in U.S.A and several other countries. Nobody knew that there was a conference in Montreux. Yet the same is the case here in France, although the leader of the "Etats Unies du Monde" Mr. Lamaron in Paris, has been chosen as President of the new "Mouvement Universet pour une Confederation Mondiale." I talk about these questions to every intelligent person I meet and I advise them to join this movement even if they do not agree in all details. Nothing is at yet fixed, everything still fluid and flexible and everybody can still influence the further development. The journals, the whole press is still silent, it is not paid for propaganda and also, as it seems, a little bit helpless and without understanding. The American group has now more than 20,000 members, the French the same sum. I do not know how many are in other countries. Personally I have the conviction that the movement will grow without my help. However, I hope to incite people in Germany to work for spreading of this idea of World Federation. I met people who believe in Pan-europe. They do not see that this is only a block against Russia and that therefore Churchill is so much interested in it. Some people were immediately impressed by the idea of World Federation and also of the relative progress of this movement and asked for literature, as nothing of this kind exists in Germany. One even does not know Reves Anatomy of Peace. My own ms. about World Democracy found a sponsor when I crossed the ocean. He mediated a Dutch publisher who now is waiting for the paper allocation. So far I know the situation, this book will not appear before spring 1948. It would be easier for me to have it ready now and to give it to those who ask for literature about World peace, World government, etc. Anyhow I shall be able to have meetings with those circles who were created by the OMGUS through Prof. Alexander. There I hope to find open minded youth which may be able and willing to spread the ideas with the same enthusiasm as the students in Chicago etc. whom I met partly when I was still in the U.S.

I have to wait whether my optimism is justified and I shall write you later about my experiences. At present I can only say that much more should and could be done in supporting real democratic ideas in Germany. Since I am sure that

I shall be back woon these problems become again urgent to me. I hope that the preparations of the lectures will let time enough to have these meetings. I know that the first difficulty will be to find a place and also the right time, as people will not gather lte evening.

I consider how to use the coming week. Probably I shall see one or two of the Gothic cathedrals in the neighborhood of Paris. Then we have to pack and prepare our travel to Berlin. Our daughter will be at the station and I myself have already exprience how to bring the luggage home without taxi. The first day after my arrival I may bring my wife to the OMGUS and then report to the Dean and Rector of the University. Did I write you that up to now there is no chance to get my money back. The Russians declare that they are no "Rechtsnachfolger" of the Third Reich, and my University Mallea.S. is now in the Russian Zone. I shall have the highest salary but with subtraction of 55% for taxes. Yet I shall talk over this question with a lawyer of the OMGUS to whom I have a recommendation.

The next report comes from Berlin. Time in Paris was beautiful, good weather, old streets, nice people, excel lent food, good and cheap hotel and good Museums. The Grande galerie du Louvre is reopened.

Kind regards to Mrs. Aydelotte and good wishes to you.

Sincerely yours,

Paul Frankl

1922-1937

vert file "F"

GENERAL

Educational Institutions

ROCKE FELLER

Foundations

FLEXNER, A.

Biographical

For three long essays written by Flexner which have been copied see Vertical File under "F" for Flexner.

The essays were sent by Mrs. Esther S. Bailey to Mrs. Stern and are entitled: A Proposal to Establish an American University, The Usefulness of Useless Knowledge, and Foundations - Ours and Others.

From memoranda sent by Mrs. Bailey to Mrs. Stern, 5/29/56 (Returned to her)

vert. file F

C
O
P
Y

Nov. 1922

A PROPOSAL TO ESTABLISH AN AMERICAN UNIVERSITY

I

What is a University?

A university is a free society of scholars and students devoted to the higher training of men and to the advance of knowledge. It is properly called a "free society", because mature persons, presumably animated by intellectual purpose, must be left to pursue their own ends in their own way. The advanced worker, especially the original worker, is strongly individualistic. It is a mistake to over-organize education at any level: certainly at the higher level, over-organization is a destructive irritant. University education is for this, among other reasons, a thing apart; for, at all the lower levels more or less organization and compulsion are necessary to the ends at which the several types of school aim; but mature students, having completed their secondary and collegiate training, and university professors, whose instruction goes hand in hand with research, should be free to work out their problems according to their own lights. They need simple surroundings, books, laboratories, and, above all, tranquility - freedom from distraction, either by worldly concerns or by the burden of parental responsibility for a more or less immature student body. A university professor should offer opportunities for study and guidance to students who want to work; and he should be an active contributor to science and

scholarship. But it should be no part of his duty to entice or compel students to work. Men who rise to university posts are not, as a matter of fact, likely to be indifferent to students of solid ability and high purpose; and there is no reason why they should waste their time and interfere with their productive efforts for the sake of those who are students in name only.

II.

Real Universities

The great mediaeval universities were universities in the sense in which I am employing the term. Human knowledge was indeed very limited; and the apparatus for increasing knowledge was very slight and imperfect. But the teachers were students and scholars, keen to learn and to increase learning, as best they could, and students came to them freely to study on their own individual responsibility. In the absence of a technique for increasing knowledge, the mediaeval universities disappeared or degenerated into a lower type of school. For example, Oxford and Cambridge became a mere collection of colleges for the secondary training of boys.

The situation was completely changed in the nineteenth century by the development of experimental science. The conception of the university as a place for higher training and research was clarified by von Humboldt under whose influence the University of Berlin was established. In the course of the succeeding half century all the mediaeval universities of Germany and Austria were reorganized on this model, and soon the type was adopted elsewhere on the Continent - in Scandinavia, Holland, and Switzerland.

The university, so conceived, had two outstanding features:

(1) a loosely organized teaching staff, the members of which could and did devote themselves singly to higher teaching and research; and
(2) a large student body, the members of which, having been well trained previously, were left free to pursue their objects in their own way.

Towards the end of the nineteenth century, the success of the German university aroused both England and America. In England, efforts were made at Oxford and Cambridge to develop activities of university grade, and with a certain measure of success. These university activities were grafted on the old college or undergraduate system. The English universities are still mainly colleges for the training of a miscellaneous body of boys; but there are a few cases - laboratories or libraries in which great scientists or scholars work, more or less apart from the hubbub of undergraduate life.

III.

American Conditions

The American college was originally, and indeed, up to very recent times nothing more than a secondary school; in some sections of the country this is all it is - or at any rate should be even now. But with the development of the preparatory school and high school the college has, in its more advanced form, moved up. Though still largely a secondary school, the upper classes do a certain amount of advanced work in preparation mainly for professional

school or teaching. In addition to its educational object, however, the American college cherishes - and often to the confusion and detriment of education - many other purposes; for example, it makes much of social activity and competitive physical prowess - so much, that intellectual ability is not taken seriously enough, and intellectual interest, though neither impossible nor entirely unappreciated, is in constant danger of being swamped by boyish activities. Some of these things are in moderation good for youth, but they are worse than irrelevant in a genuine institution of higher learning.

The German conception of the university as a place for advanced teaching and research was actually embodied in the plans of the Johns Hopkins University opened in the middle seventies; and there a faculty of great distinction and a student body of university grade and purpose were assembled. But the Johns Hopkins University did not long maintain its distinctive character, and this, for two reasons: (1) an undergraduate college, started for the purpose of providing well trained students for the graduate departments, has developed all the distractions that exist in colleges that are colleges and nothing else; and (2) the funds of the institution were soon impaired, so that for two decades it was a question of life and death.

In the nineties another opportunity to create in America an institution wholly devoted to higher training and research arose at Chicago. Like the Johns Hopkins University, the University of Chicago was at its zenith at the start. It has never been so truly a university

as its first few years. Its purpose has become vague; its faculty is on the whole less eminent than it was; the undergraduate body has increased in numbers and vociferousness. Despite the existence of much activity of university grade, the University of Chicago is today not distinctly different from most of our large so-called universities. In fact, they all tend more and more to become the same sort of thing - the University of Chicago losing ground, the others gaining ground, until all now occupy a double position which is not best for either collegiate or university work, for the present combination of undergraduate and graduate work makes the former too elaborate and expensive, while it seriously dilutes the latter.

The other institutions to which I have alluded - Harvard, Yale, Columbia, Princeton, etc. - were colleges and were called colleges thirty or forty years ago. Under the influence of the Johns Hopkins University and the University of Chicago, they have all developed graduate departments and have, therefore, dropped the name "college" for the name "university." But in dominating spirit and interest they are mainly colleges still - secondary institutions for the training of large and rapidly increasing numbers of boys, mostly with slight intellectual interests. As at Oxford and Cambridge, so at all our American universities, some advanced teaching and some advanced work are carried on. But it cannot be fairly said that any one of them exists even mainly, not to say altogether, for the prosecution of serious work at a high scholarly or scientific level.

We may say, then, that in America there exists no university in the Continental sense; we possess no institution simply and

wholly devoted to higher teaching and research. We have at best colleges, with more or less important appendages in the shape of graduate or professional schools. Nowhere have we assembled a homogeneous faculty of productive scientists and scholars with a homogeneous student body of mature, independent, and self-responsible workers. On the contrary, everywhere the prestige of undergraduate activities and interests - some of them wholesome and some very unwholesome - hampers the serious objects for which real universities exist. The two conceptions - college and university - are at cross purposes. Science and scholarship suffer; money is wasted; even undergraduate training is, under these conditions, less efficient than it might be, if left to itself.

IV.

Research Institutions

The establishment of research institutions has to some extent furnished a refuge for intense workers who could not be happy or most effective in our nondescript universities. But research institutions, valuable and necessary as they are, cannot alone remedy the difficulty - first, because relatively few men are most happy and effective if their entire energies are concentrated solely upon research; second, because the number of young men who can be trained in research institutions is necessarily limited. Both these reasons are important. Many productive teachers are stimulated by contact with students, provided the students are serious and competent and the relationship is not that of guardian and ward;

and such teachers do their best in universities rather than in research institutions, where, their contacts being fewer, they are driven back largely upon themselves. Again, if research institutions admit too many young, even though serious, workers, in quest of training, they lose their peculiar character. Research institutions cannot, therefore, take the place of universities where men receive higher training in scholarship, science, or a learned profession.

V.

An American University

If the Johns Hopkins University or the University of Chicago had been established in 1920, instead of 1875 or 1890, neither institution would have an undergraduate department. There is today no lack of college graduates; and of these there are enough who are well-trained and serious to furnish the varied and mature body of advanced workers that a real university requires. The university idea - the university conceived as a free society of productive scholars and serious independent students - would undoubtedly by this time have succeeded in Baltimore or Chicago, even if the undergraduate department had never been started in either place. The need is far more urgent now than it has ever been, for the college is a millstone about the neck of the graduate school. To no small extent the best brains of the country are working in spite of, rather than because of, the conditions supplied by our institutions of learning; young men who might lead productive intellectual careers cannot find a thoroughly sympathetic environment; we are producing less in the way of thought and knowledge than we might readily produce; we

are training fewer men at a high level than we might train, and we are training them less well. A real university - a university free of undergraduate students, free of the distractions that the college involves, free of the routine that the college needs - would attract investigators, teachers and students for whom a congenial home does not now exist in America.

If it be conceded that an effort should be made to establish an American University without undergraduate instruction, an institution where scholars and scientists, free from social, athletic or other worldly distractions, can carry on their own productive work and train mature young men and women for intellectual careers, the question arises as to how best to proceed. Though the influence of such an institution may ultimately result in divorcing graduate and undergraduate work in the older universities, the college tradition is too strong to permit any such experimentation at this time; even less feasible would be the summary suppression of the undergraduate department at Harvard, Yale, or Columbia.

This step - the suppression of the undergraduate department and concentration upon real university work - might conceivably be taken at the University of Chicago or the Johns Hopkins. There are at Chicago two obstacles - (1) the strength and numbers of the undergraduate body, (2) the limitation upon the choice of the President. At Johns Hopkins the college group is neither so numerous nor so influential; Baltimore possesses, like Chicago, the advantage of a university tradition, which, though obscured, could again be brightened; and the further advantage of possessing university schools

of medicine and public health. But the philosophic faculty is not sufficiently eminent, and many chairs would have to be duplicated until time does its work. Certain administrative changes would also have to be made.

There are advantages, as there are dangers, attending an altogether new creation. Eligible cities are scarce: Washington is, however, entitled to consideration.

The amount of money required would be much less if Chicago or Johns Hopkins could be freely remodelled than if a new institution were created out-of-hand. The resources of Chicago in endowment, buildings, and laboratories, etc., might be adequate for the time being; it would not require an impossible addition to make the Hopkins endowment suffice for some time to come. An entirely new university with faculties of philosophy, science, and medicine could hardly be undertaken without the immediate assurance of a sum approaching \$50,000,000. Any institution would, of course, require additional funds from time to time.

Decision as to the practical question is, however, not important, or even desirable, at this stage. It is, however, important to realize the confused, not to say, chaotic condition of higher education in America. Curious as it may sound this is an encouraging, not a discouraging, situation. We have, as a matter of fact, made great progress; that is why we can not accomplish something that neither President Gilman nor President Harper thought feasible. Our problem is one of the problems that arise out of progress; it is not a problem due to stagnation or retrogression.

It is, therefore, a hopeful phenomenon that secondary and collegiate education are so widely diffused and eminent scholars and scientists so numerous that the country is ready for the next forward step - the creation of a university which needs no feeding school of its own, because the country abounds in colleges by which it will be fed.

If a university so conceived were established, it would not only provide a home for scholars, scientists and students now in search of conditions favorable to intellectual exertion - it would in all probability stimulate other institutions to reorganize. Some of them might in time drop the college; others might effect a complete differentiation between college and graduate schools; still others might confine themselves to college work, on a more modest basis than is feasible so long as college and university aims are mingled. Higher education in the United States needs the new stimulus, the new ideal, which a genuine university would supply.

✓ 1929

12/19

FLEXNER, A.

Biographical

BLUESTONE

LEIDESDORF

Initialed copy of a letter Bluestone to Flexner placing date above as of which Bluestone referred Leidesdorf to Flexner first.

Filed with this memo under Flexner in ~~Biographical File~~.

F. Vertner

Handed to me by Flexner, 10/24/56

MONTEFIORE HOSPITAL
NEW YORK 67, N. Y.

PLEASE ADDRESS ALL MAIL TO ME AT
3725 HENRY HUDSON PARKWAY WEST
NEW YORK 63, N. Y.

October 2, 1956

Dr. Abraham Flexner
522 Fifth Avenue
New York 18, N.Y.

Dear Doctor Flexner:


In further elaboration of the letter which I wrote to Mr. Leidesdorf on the occasion of his 75th birthday, I can give you the following details. Mr. Samuel D. Leidesdorf, who was one of the executive officers of our Board of Trustees at the time, called on me on Sunday morning, December 19, 1929, in accordance with his custom, to discuss hospital affairs. Among other things, he told me of the new Benberger development and said that five million dollars would be made available for some important public benefaction. Specifically, he asked my opinion about the desirability of establishing a Jewish medical school. I did not hesitate to tell him that a strictly Jewish medical school was not as urgent a necessity at that time as other educational projects which might be more eligible for consideration. This led to my suggestion that he seek you out as an outstanding educator and leading thinker on the subject of medical education who is universally credited with the remarkably effective reorganization of medical schools in the United States. In his characteristic perceptiveness and philanthropic spirit, Mr. Leidesdorf agreed that he must talk the entire matter over with you. The actual letter of introduction to his subsequent meeting with you was placed in his hands by the late Mr. Fred M. Stein, who was beginning his presidency of Montefiore Hospital at the time.

You can imagine the pleasure in which I heard shortly after that of your meeting with Mr. Leidesdorf, of the idea of the Institute for Advanced Study which you placed before him, of the establishment of the school and of your appointment as director of the enterprise. I have always felt a glow of satisfaction for the part, however minor, which I played in this dramatic turn of events.

My meeting with you at lunch this noon was another pleasant experience in our long friendship and I hope that you will have many more happy years in which to enjoy the memories of great deeds productively done.

With affectionate regards, I am

Faithfully yours,


E. M. BIRSTONE M.D.
Consultant.

Note: 12/19/29 was a Thursday.

Moreover, the sum of \$5 million was
not decided upon until April 1930.