

1/23/40

Dear Dr. Aydelotte,

Complying with your wish expressed on January 19, I submit here the following brief characterizations of the scholars proposed as grantees for the academic year 1940-1941:

1) Dr. Charles de Tolnay is about 36 years of age and was born in Budapest. He received his preliminary education in Hungary and studied at the Universities of Frankfort, Berlin and Vienna under the most eminent professors of art history, particularly Adolf Goldschmidt (Berlin), P. Kautzsch (Frankfort), and M. Dvorak (Vienna). He took his Ph.D. examination under Dvorak in Vienna, served as "Privatdozent" at Hamburg from 1930, resigned of his own accord in 1933 and has been living in Paris from 1933 to 1939 as a private scholar but frequently entrusted with lectures at the Sorbonne. Dr. de Tolnay is unquestionably one of the best if not the best art historian of his generation in so far as the periods of the Middle Ages and the Renaissance are concerned. His studies, which have brought to light an astonishing amount of new material, both works of art and written documents, were new departures in the following important fields:

1) Michelangelo (innumerable articles, a comprehensive monograph in course of translation into English and shortly ready for publication).

2) Peter Breughel the Elder (various articles and a: a critical edition of Breughel's drawings, reviewed by M. I. Friedlaender, who frankly admitted that de Tolnay was right in those cases in which he disagreed with the previous publications by the reviewer, and b: Peter Breughel Ancien, Brussels, 1935).

3) Jerome Bosch (J. Bosch, Brussels, 1936).

4) The origins of Flemish painting (various articles and the important book, Le Maître de Flémalle et les frères Van Eyck, Brussels, 1938).

The books on Jerome Bosch and "Le Maître de Flémalle ..." were distinguished by prizes from the Académie des Inscriptions et Belles Lettres at Paris, which is all the more remarkable since French organizations of this type are known to be reluctant to honor scholars not of French nationality. At present Dr. de Tolnay is working at the final redaction of his monograph on Michelangelo, which promises to be a fundamental work, and at various other researches in the field of Renaissance art. The thoroughness of his scholarship and the constructiveness of his mind are unquestionable and he should be given the opportunity to pursue his studies in Princeton for at least another year. This would be all the more desirable as the History of Art in Princeton tends to gravitate toward the Middle Ages so that the presence of Dr. de Tolnay makes for a well-balanced and comprehensive program.



Ms 1949-50

2) Dr. Karl Nordenfalk is about 30 or 32 years of age and holds the position of a curator at the Museum of Göteborg (Sweden), while serving at the same time as what would be called an Assistant Professor at the University of Upsala. He is the most brilliant art historian in Sweden and one of the best young art historians in general. His work on early mediaeval art, particularly book illustration, is of a truly illuminating character. Setting aside special articles too numerous to mention (a particularly interesting one, giving the solution to a previously enigmatical mediaeval cipher script, appeared in Speculum), Dr. Nordenfalk published a year ago a book on Canon arches which is generally recognized as a standard work in the field of mediaeval book illumination. An invitation extended to him would be highly desirable because his special interests would fit in very well with the important researches in mediaeval book illumination and paleography, both of which are now centered in Princeton.

Ms  
40-41  
Rec'd  
Carnegie

3) Dr. Richard Bernheimer received his academic education in Germany, took his Ph.D. at Munich under Pinder and is now a successful Assistant Professor at Bryn Mawr College. He expects to receive a half year sabbatical next year and wishes to spend this time in Princeton writing a comprehensive treatise on the problem of mediaeval symbolism. He is

certainly fully equipped to undertake a study of this kind because his previous researches on mediaeval representations of animals, and many other special studies, have proven him to be a scholar both constructive and erudite. The use of the Princeton library, which is especially well equipped in this field, and the association with scholars gathered here would facilitate his work and his presence would be desirable from the point of view of the Princeton group also.

4) Marion Lawrence is Assistant Professor, Barnard College, in charge of the Department of Fine Arts. She is the leading female scholar of this country on the early mediaeval ages, having won her reputation by a series of articles on "Early Christian Sarcophagi in the Latin West," published in the Art Bulletin in 1932. She is a PhD. from Harvard University, and was selected by the ISTITUTO DI STUDI ROMANI for its conference on American contributions to scholarship in late antique and early Christian art. She has still one section, and the most difficult section, of the early Christian sarcophagi to study and publish, namely: the sarcophagi of Ravenna, and it is for this that she wishes a grant from the Institute which would enable her to profit by a leave from Barnard College.

5) Clarence Ward is Chairman of the Department of Fine

-5-

Arts at Oberlin College and author of a Princeton Monograph which has had the best circulation of any number in that series, namely: Mediaeval Church Vaulting. He has for many years been collecting photographs and making surveys in France with a view to a monograph on Gothic Architecture and criteria for dating derived from the peculiarities of vaults and mouldings. He needs a term at Princeton to consolidate this material and work it up in the presence of an adequate library. The book is needed and awaited with considerable impatience by all teachers who have to deal with mediaeval architecture.

I wish to add that the paragraphs concerning Miss Lawrence and Mr. Ward are based on statements obtained from Mr. Morey, and that the grants to Messrs. de Tolnay, Friend, Ward and Nordenfalk, as well as the grant to Miss Lawrence, should have precedence over that to Mr. Bernheimer if one of the candidates has to be eliminated.

Friend names  
a letter (to SS)

Very sincerely yours,

*Erwin Panofsky*  
Erwin Panofsky

January 23, 1940

5173

Meeting - School of Humanistic Studies

April 6, 1940

I. The four stipends most urgently needed

|  |                 |
|--|-----------------|
| ✓ Dr. A. Raubitschek (Professor Merritt)   | \$1,500.00      |
| Dr. Charles de Tolnay (Professor Panofsky) | 2,500.00        |
| Mr. Leicester Holland (Miss Goldman)       | 1,700.00        |
| Mr. Allan S. Hoey (Professor Lowe)         | <u>2,000.00</u> |
|  | \$7,700.00      |

Dr. Richard F. S. Starr (Professor Herzfeld)  
Guggenheim Fellowship

Architectural assistance (Professor Herzfeld)

II. Continuing commitments

|                         |                 |
|-------------------------|-----------------|
| Dr. Glanville Downey    | \$2,400.00      |
| Prof. Richard Stillwell | 2,000.00        |
| Dr. Paul Tedesco        | <u>2,000.00</u> |
|                         | \$6,400.00      |

III. Desirable to have

|                            |                 |
|----------------------------|-----------------|
| 1. Dr. Karl Nordenfalk     | \$1,500.00      |
| 2. Dr. Clarence Ward       | 1,000.00        |
| 3. Prof. Paul Frankel      | 2,000.00        |
| 4. Prof. Edward Capps, Jr. | 2,000.00        |
| 5. Dr. Richard Bernheimer  | <u>1,200.00</u> |
|                            | \$7,700.00      |

IV. Mr. Robert A. Hamilton \$1,500.00

|  |            |
|--|------------|
| V. ✓ Frances Follin Jones, Assistant to Miss Goldman | \$1,800.00 |
| ✓ Isabel Kelly, Assistant to Professor Lowe          | 1,800.00   |
| Paul A. Clement, Editor, Hesperia                    | 500.00     |
| Subscriptions to                                     |            |
| American Schools of Oriental Research                | 100.00     |
| Archaeological Institute of America                  | 200.00     |

Dr. Anton Raubitschek, aged 28, Austrian, who has taken out his first papers for U.S. citizenship \$1,500.00

Ph.D., University of Vienna, 1935, student of classical languages, history of ancient philosophy, ancient history, epigraphy and archaeology, spent some time in Italy and Greece to study the remains of antiquity, archaic votive inscriptions of the Acropolis, etc., contributed articles to the Realenzyklopädie der klassischen Altertumswissenschaft, the Osterreichische Jahreshfte, etc. He is engaged in studying the early Attic dedications based upon his own photographs and drawings and material on Greek epigraphy in the Institute for Advanced Study. He desires to continue his studies with Professor Merritt.

Dr. Paul Tedesco, aged 42, Austrian, who has taken out his first papers for U.S. citizenship \$2,000.00

Ph.D., University of Vienna, 1920; first rank of Iranists, a distinguished scholar in Oriental studies - Balko-slavic, Iranian, Sanskrit or Comparative Linguistics; has published many papers; at work on linguistic researches; highly recommended by Professor Franklin Edgerton of Yale; has worked with Professor Herzfeld at Institute for Advanced Study; desires to continue his studies.

SCHOOL OF HUMANISTIC STUDIES

Academic Organization

MEMBERS

Academic Personnel

Biographical notes on School of Humanistic Studies members.

Filed in Vertical File under "H" for School of  
Humanistic Studies.

D, School of Humanistic Studies Correspondence

APPLICANTS FOR GRANTS FOR 1940-1941

School of Humanistic Studies, The Institute for Advanced Study

Dr. Charles de Tolnay, Hungarian \$2,500.00

Ph.D., University of Vienna, 1925; studied at Universities of Frankfort, Berlin, Vienna under the most eminent professors of art history; lived in Paris 1933-1939, studying and lecturing at the Sorbonne; one of the best, if not the best, art historian of his generation in so far as the periods of the Middle Ages and the Renaissance are concerned. His studies have brought to light an astonishing amount of new material, both works of art and written documents; new departures in following important fields: Michelangelo, Peter Breughel the Elder, Jerome Bosch, Origins of Flemish Painting. Two of his books have received prizes from the Academie des Inscriptions et Belles Lettres, Paris, very remarkable since French organizations are reluctant to honor scholars not of French nationality. He is at work at the Institute under a grant from the Carnegie Corporation of New York this year continuing his studies of the art of Michelangelo and is working on the first volume which contains the development of Michelangelo's art during his youth (1475-1507), composed of three parts: the text describing his early artistic evolution; a critical catalogue of the original early works of Michelangelo examined from the points of view of state of preservation, attribution, history, subject, analogies; and the appendix containing 269 hitherto unedited letters addressed to Michelangelo. He wishes to continue his studies on Michelangelo and various other researches in the field of Renaissance art. The thoroughness of his scholarship and the constructiveness of his mind are unquestionable. History of art in Princeton now gravitates towards the Middle Ages so that the presence of Dr. deTolnay would make for a well-balanced and comprehensive program. Would work with Professor Panofsky.

Allan S. Hoey, Australian, who has taken out his first papers towards American citizenship

M.A., Oxford University, 1938; studied at the University of Queensland, Oxford University; prepared the edition of the Feriale Duranum, a Roman military calendar found at Dura, continued his studies dealing with the religious cults of the Roman army, particular attention being given to the worship of the Oriental cults in the Roman army, material to be published in Yale Classical Studies and in the Transactions of the American Philological Association in 1940. Mr. Hoey desires to continue his studies and to work with Professor Lowe. Mr. Hoey has a grant in aid from the Carnegie Corporation of New York for 1939-1940. \$2,000.00



Applicants for Grants - 1940-1941 continued

- Dr. Karl Nordenfalk, Swedish \$1,500.00  
Curator at Museum of Göteborg and assistant professor at the University of Upsala; most brilliant art historian in Sweden and one of the best young art historians in general; work on early mediaeval art, particularly book illustration, is of a truly illuminating character; published last year a book on Canon arches, generally recognized as a standard work in the field of mediaeval book illumination; work and special interests would fit in very well with important researches in mediaeval book illumination and paleography now centered in Princeton; he wishes to work with Professor Panofsky and his group.
- Prof. Edward Capps, Jr. 2,000.00  
Professor at Oberlin College, desires to complete a Corpus of Early Mediaeval Ivory Carvings (from the second century of the Christian era to about 700 A.D.), a project upon which he has been long engaged. He desires to work in Princeton on account of the rich material available in his field.
- Dr. Clarence Ward 1,000.00  
Chairman of Department of Fine Arts at Oberlin College, author of Mediaeval Church Vaulting, a Princeton Monograph, which has the largest circulation of any number in that series; has collected photographs and made surveys in France with a view to a monograph on Gothic Architecture, criteria for dating derived from the peculiarities of vaults and mouldings. He desires to consolidate this material and work it up in Princeton. Book is needed and awaited impatiently by all teachers dealing with mediaeval architecture.
- Dr. Paul Tedesco, Austrian, who has taken out his first papers in U.S. 2,000.00  
Ph.D., University of Vienna, 1920; first rank of Iranists, a distinguished scholar in Oriental studies - Balkoslavic, Iranian, Sanskrit or Comparative Linguistics; has published many papers; at work on linguistic researches; highly recommended by Professor Franklin Edgerton of Yale; has worked with Professor Herzfeld at Institute; desires to continue his studies.
- Dr. Anton Raubitschek, Austrian, who has taken out his first papers in U.S. 1,500.00  
Ph.D., University of Vienna, 1935; engaged in study of the early Attic dedications based upon his own photographs and drawings and material on Greek epigraphy in Institute; desires to continue his studies with Professor Meritt.
- or
- Dr. Eugene Schweigert, Ph.D., University of Cincinnati, 1940, who desires to continue his studies with Professor Meritt
- Dr. Leicester Holland 1,800.00 or 2,000.00  
Professor of fine arts, Library of Congress  
Work with Miss Goldman
- Dr. Richard Bernheimer 1,200.00  
Ph.D., University of Munich; assistant professor at Bryn Mawr College, desires to spend his sabbatical leave at Princeton writing a comprehensive treatise on the problem of mediaeval symbolism; fully equipped to undertake a study of this kind because his previous research on mediaeval representations of animals, and many other special studies, have proven him to be a scholar both constructive and erudite.

CARNEGIE CORPORATION  
~~of New York~~

522 Fifth Avenue  
New York

Assistant to the President

January 12, 1942

Dr. Frank Aydelotte  
Institute for Advanced Study  
Princeton, New Jersey

Dear Dr. Aydelotte:

I am glad to say that we have made available through the American Council of Learned Societies the additional subsidy for the art books about which you wrote me on December 10. The action of our Trustees is formally reported in a letter to Dr. Leland of which I enclose a copy.

I think I should tell you, however, that this grant and the similar one made last fall outside our normal procedure, and it was possible to get the allocation this year only on the understanding that in the future the Institute would look elsewhere for funds to publish the output of its art scholars, as it does for research in other fields.

Several years ago, we set up the ACLS Committee with the idea that the funds thus expended would represent our total contribution to art publications, and I am sure that you will realize that we cannot go on making exceptions to our general policy to take care of scholars at the Institute without opening the gates to individual requests from other sources, which is just what we intended to avoid by working through the ACLS.

Sincerely yours,

(Signed) CHARLES DOLLARD

CD4h

COPI OF LETTER

CARNEGIE CORPORATION  
of New York

522 Fifth Avenue  
New York

Office of the Secretary

January 9, 1942

Dr. Waldo G. Leland, Director  
American Council of Learned Societies  
1219 Sixteenth St., N.W.  
Washington, D. C.

Dear Dr. Leland:

I am glad to be able to tell you that, at a meeting of the Executive Committee of the Corporation held January 3, the following resolution was adopted:

RESOLVED, That, from the balance available for appropriation, the sum of two thousand two hundred fifty dollars (\$2,250) be, and it hereby is, appropriated to the AMERICAN COUNCIL OF LEARNED SOCIETIES, as a supplementary grant toward support of research and publication in art, previously aided under Resolution B 1881(e).

In accordance with Miss Anderson's letter to you of December 18, 1941, this is to provide additional subsidies for the books by Erwin Panofsky and Charles de Tolnay to be published by the Princeton University Press.

Our Treasurer is being authorized to make payment of this amount on or about January 15, 1942.

Sincerely,

Robert M. Lester,  
Secretary

4/19/41

To the Director from the Faculty of Humanistic Studies:

The Institute, as we of the humanist faculty understand it, was designed primarily as a center for research where a scholar could devote all his time to the pursuit of his particular investigation, undisturbed by administrative duties and unhampered by teaching, except to pupils of his own choice. What the subject under investigation happens to be is immaterial, the useless being as valuable as the so-called useful, since the attainment of truth and the extension of knowledge are, in our eyes, the only legitimate objectives.

A scholar has two ways of proving his usefulness to learning: one is by having disciples and forming, as it were, a school to hand on and practice sound methods of research. To achieve this in our Institute it is essential that we have the necessary means for inviting suitable young assistants to collaborate with us and mature colleagues with whom to exchange ideas. This is, perhaps, the most fruitful use to which our Institute can be put. The second way of proving his usefulness is by publication: for this it is necessary to have the appropriate means. It so happens that the present professors of humanities have heretofore found their publishers outside of the Institute, but it seems to us that a center of research must also have the means to make public the fruits of research, be it research done by the faculty or by members.



The first two desiderata are financial: we need the funds to enable us to invite the right scholars to the Institute, and to give us the assurance that our researches can be made accessible to the outside world.

In the case of several professors of our School there arises a problem which involves another question of Institute policy. Work in their fields has required the building-up of a large specialized library and the acquisition of rare material obtained only at great expense and over a period of many years: examples are the thousands of squeezes of inscriptions in Mr. Meritt's library, the thousands of photographs of ancient manuscripts in Mr. Lowe's cabinets, and the extraordinary collection in Mr. Herzfeld's museum. While it is a known fact that the study of the history of fine arts is adequately supported and well represented in our universities and colleges, research in prehistoric archaeology and Oriental culture, as well as in epigraphy and paleography, have only a precarious footing in our larger universities and are utterly neglected in our colleges. Yet the latter two subjects form the very foundation for other fields of study and are therefore basic. The question of policy, then, is this: should the Institute consciously strive to be a real center for these fundamental and specialized subjects and plan for their continuation when the present incumbents of these chairs are no longer in the Institute?

In these days of crumbling values it falls to the lot of humanists to save learning and scholarship from extinction and it is the privilege of Institutes like ours to become the asylum particularly of those studies which

a period of upheaval considers of no use whatever. Just as the monks of Cassiodorus' Vivarium and of St. Benedict's Monte Cassino saved learning by offering it a timely shelter in the critical fifth century, so it may be the destiny of our Institute and of similar centers to rescue what they can of a civilization about to suffer ship-wreck. If the lights are not to go out for good and all, it will be because of the small handful of scholars here and elsewhere who are devoted to learning for its own sake. This is a point of view which is not popular just now; it is, however, of the utmost importance that it be understood and appreciated by those who have the future of the Institute in their hands.

Love

April 18, 1941.

Professor Lowe's Report - April 7, 1943

Progress with the publication of Codices Latini Antiquiores has been necessarily slow and not without some adventure. Last Autumn corrected proofs of volume IV were dispatched to the Clarendon Press, Oxford. The volume happens to deal with Italy. To make sure of their quick arrival the sheets were sent by air mail. Apparently even proof sheets live dangerously these days. All the sheets reached Oxford except the envelope with the Table of Contents and Index of Cities. Evidently the censor smelled the rat. Wishing to make sure that these Italian cities with numbers after them did not hide some secret message useful to the enemy, he kept back that batch of sheets for several months. But yesterday word came that even this lot had arrived. This means that volume IV may see the light this year, unless the Clarendon Press is too busy with government orders which needless to say must take priority.

Some time was also spent giving courses outside Princeton. As you know in most colleges the humanities/<sup>have suffered</sup>~~suffer~~ grievously: where they have not been eliminated entirely they have been crowded into a narrow corner. It did not seem inappropriate in a member of the Humanistic School of the Institute visiting certain chosen colleges and breaking a lance in behalf of the liberal studies. To some this may seem almost as important as war work, to some even more so. At any rate, courses were given at New York, Bryn Mawr, and Chapel Hill. These were attended not only by graduate students but also and to a large extent by instructors and professors. Letters received since my return make me think the time and effort spent were well worthwhile. I enclose some of them.

E. A. LOWE



Mr. Meritt has continued his work on the newly discovered inscriptions from the Agora in Athens, Fortunately all the essential material for the continued publication of these documents had been got together and brought to the Institute for Advanced Study before the outbreak of war in Greece. His assistant, Mr. Anton E. Raubitschek, also collaborated in this work until he left the Institute in the summer of 1942 to accept a teaching position at Yale University. Articles describing and interpreting many of the new documents have appeared in the 1942 and 1943 numbers of Hesperia, the Journal of the American School. The progress of epigraphical work at the Institute has been continuous in spite of the fact that there have been numerous distractions caused by the necessities of the war. Dr. Edward Capps, who was until recently a member of the staff of the Humanistic Faculty, continues his close association with the epigraphical seminary. During the past year he has published two authoritative articles in the field of the Greek drama, both of them based on epigraphical discoveries in Athens and on material at the disposal of the Institute. The longer of his two studies has brought to light new evidence for the dramatic career of the poet Sophocles and his son, Iophon. In fact the numerous collection of squeezes and photographs for comparative study has made it natural for others interested in the development of Athenian epigraphy to turn their attention to the resources of the Institute, and under Mr. Meritt's general supervision there have been further publications by Professor James H. Oliver of Columbia University, who is now a captain in the United States Army, and by Mr. W. Kendrick Pritchett, who is now a lieutenant in the United States Army Air Corps. This work is going forward.

Raubitschek  
(4 vol)

Capps

Oliver  
Pritchett

Further studies are at present under way in which Mr. Paul Clement,  
 Managing Editor of the publications of the American School of  
 Classical Studies, Mr. <sup>Oscar</sup> Broneer, who is Professor of Archaeology on  
 leave from the American School, and Mr. Raubitschek, who is now  
 at Yale, will work with Professor Meritt toward the publication of  
 an ~~complete~~ Athenian <sup>Who's Who</sup> prosopography as represented by the new discoveries  
 in Athens during the past ten years. Mr. Meritt has also prepared  
 for publication and submitted to one of the American journals a study  
 of historical problems of the fifth century B.C., based on work  
 which was begun by him and Malcolm McGregor, ~~of~~ the University of  
 Cincinnati, and H. T. Wade-Gery, of Oxford, when they were carrying  
 out a common task at the Institute in 1938.

*Cherniss  
Broneer  
Athenian  
Who's Who*

As more and more scholars are taken into the war effort, it  
 becomes increasingly apparent that the organized seminary at the  
 Institute in Princeton must play an ever larger part in maintaining  
 facilities for scholarly research and publication. The editorship  
 of the American Journal of Philology fell vacant late in 1942 because  
 of the enlistment of Professor Cherniss, of the Johns Hopkins Univers-  
 ity, in the United States Army. The Academic Council of the University  
 asked Professor Meritt to carry on the Journal during the absence of  
 Professor Cherniss, so he is now editing the Journal of Philology,  
 with the able assistance of a permanent secretary in Baltimore, as  
 well as the journal Hesperia, with the able help of the Managing  
 Editor for the American School publications, Mr. Paul Clement, at  
 the Institute in Princeton.

*see former  
in Philology*

The close association between the work of Mr. Meritt's  
 seminary and the research organization of the American School of  
 Classical Studies is made possible in part by the fact that Mr. Meritt

*Read*

is chairman of the Publications Committee of the American School. It is in his capacity as Managing Editor of Publications that Mr. Clement collaborates with him in carrying forward the research program of the School, and in his capacity as Professor/<sup>of</sup>Archaeology of the School that Mr. Oscar Broneer continues at the Institute work which he would otherwise be doing in Greece. Both Mr. Clement and Mr. Broneer are members of the Institute. It has already been noted that Professor Edward Capps participates actively in the research work carried on by this group, and, though he is no longer a member of the Institute, he is in frequent consultation with those in the epigraphical seminary who are, and the benefit of his long experience and sound advice is always very much appreciated. In a similar way Professor T. Leslie Shear of the Department of Archaeology of Princeton University, and for ten years Director of the Excavations of the Athenian Agora, is in constant consultation with the epigraphical seminary, and by virtue of his long association with the work of the School in Athens he is vitally interested in all that is being done to forward the publication of the results of ~~his own~~<sup>its</sup> discoveries.

The publications which have been carried through to completion during the last year consisted not only of the Journal articles and studies mentioned above, but include also two volumes on ceramic discoveries from Corinth. There is in progress a volume on archaic dedications from the Athenian Akropolis, which was prepared in its entirety at the Institute by Mr. Raubitschek, the publication of which is being delayed only by the lack of adequate funds. This work has been studied in manuscript not only by members of the seminary, but has been passed upon with approval by so competent an authority as Miss G. M. A. Richter of the Metropolitan Museum in New York.

The necessities of the war effort have inevitably interfered with and delayed many plans which the epigraphical seminary had hoped to carry through at an earlier date than this. The principal casualty has been the cooperative enterprise of a complete new edition of the *Prosopographia Attica*. Five of the collaborators who were to take part in the preparation of this work are now in the armed services, and there is every reason to believe that perhaps three of those now in civilian clothes will be in the services before the end of the year. Such work as can be done is carried on by those who remain, and at any rate the seminary at the Institute is keeping together the framework of the organization so that work can be resumed as soon as the war is over.

Stillwell - contact to author - now finished

Professor Stillwell of Princeton University has been the editor of the two last volumes to appear on the Excavations of Antioch and in addition has contributed chapters on architecture, sculpture and is co-author of the descriptive catalogue of mosaics. He has done an excellent job in which good taste, judgment and care are needed. The work of the editor is not spectacular, as all writers know, but it is essential and therefore of importance.

Goldman 1

H. Goldman

I have been engaged for the past two years in writing the history of the Greek and Roman terracotta figurines from Tarsus. Those of Tanagra and Myrina are known to all lovers of the minor arts of Greece and those of Tarsus, while not so well preserved, are perhaps of equal importance in the history of art especially as they cover a century (middle of the first century B.C. to middle first century A.D.) when the Tanagra factory had gone out of existence and Myrina had passed its artistic prime. There are also important pieces from the second and third centuries A.D. While the study was under way several articles were contributed to archaeological journals, Hesperia, American Journal of Archaeology and Journal of the American Oriental Society. These articles were by-products of the larger study and treated such subjects as religious symbolism in architecture and the mimetic dance. During 1942 Hesperia published the second and last article on the excavations of Halae in Greece which discussed the terracottas found in the necropolis. 1943 will see the publication likewise in Hesperia of the long article prepared by Leicester Holland of the Library of Congress during his stay at the Institute, on the Colophonian house type and other buildings uncovered at the site of Colophon.

Miss Marion Welcker, holder of a fellowship of the American Association of University Women has spent the greater part of two years at the Institute writing a study of Near Eastern ceramic chronology and another of Near Eastern metal types.

Miss Jones, in addition to acting as my assistant is now bringing to completion a manuscript on the Hellenistic and Roman pottery from Tarsus. The good stratigraphic evidence from Tarsus has made possible a real contribution to the chronology of this subject, the first stratigraphic study of an Anatolian site.



Professor Campbell was the field director of the Excavations at Antioch in Syria, an enterprise supported by a number of American universities and Museums, of which Princeton was one, and by the national museums of France. In addition to directing and planning the field work which covered a vast area, he has contributed important articles on architectural subjects to the three volumes which have been published up to date on the results of these excavations. An immense number of mosaics, illustrating the history of that art, and so indirectly the history of painting, were uncovered. They represent a sequence beginning in late Hellenistic times and ending probably in the sixth century A.D. It would be difficult to exaggerate the importance to the history of art of this coherent and continuous series which will enable scholars for the first time to write the history of painting in the first six centuries of the Christian era.

Doro Levi (Guggenheim fellow)

The publication of the Antioch mosaics has been entrusted to Professor Doro Levi. He has already worked for two seasons as holder of Guggenheim fellowships. The treatment of the mosaics as such has, as he tells me, been completed, and he is now engaged upon the larger aspects of the subject: the relationship of the mosaics of Antioch to those from other sites and their place in the development of painting. Professor Levi is an archeologist of very varied attainments: an authority on Etruscan art, lecturer at the university of Florence and director of antiquities for the island of Sardinia before racial discrimination drove him out of Italy. He has been the head of important excavations in Crete, the mainland of Greece, and in Mesopotamia and his publications have kept pace with his field work. Our knowledge of the geometric art of Crete and the early orientalizing style rests almost wholly on his discoveries and subsequent publications.

Saul Weinberg (Guggenheim fellow)

Mr. Weinberg is now a corporal in the armed forces of the United States. He is a very capable prehistorian with a thorough knowledge of the literature on the subject and many years of field experience. He spent a year at the Institute during which, as holder of a Guggenheim fellowship, he began the writing of a book on the Prehistory of Greece. When he was called into the army he had completed three chapters covering two phases of neolithic culture and the so-called Early Helladic or Early Bronze age. When completed the book will cover the cultural history of almost three millenia during which Mycenae, "rich-in-gold" rose to glory and fell into dust and oblivion. It includes the historic events which form the basis of the Homeric epics and the marvels of early Cretan culture. It is an exciting, important and difficult period to handle chiefly on account of the gaps in our knowledge and the lack of adequate publication in some fields. Mr. Weinberg had made an excellent start in the synthesis of evidence and all prehistorians hope that he will return to the Institute after the war to finish what is well begun.

1942/43

*Handwritten notes:*  
revised - Frankfurt, Reich - post Schuler -  
Pr docent unit Pausanias Naumburg 1923-33  
The Paris-Sorbonne - Prus - see from Paris 1936

De Tolnay.

*Handwritten notes:*  
Difficult, rights / German - but  
fertile mind / difficult neighbor

Published; several articles. (Art Bulletin)

*Handwritten note:* Rittner & Co NY

In print; Michelangelo, I. - Pr Univ Press

History and Technique of Old Master Drawings.

*Handwritten note:* Subsidies /

In preparation ; Further volumes on Michelangelo. - 5 vols

The Music of the Spheres in Renaissance Art.

*Handwritten notes:*  
Ren idea, Harmony, & balance - Bal vs Power vs  
met idea, etc on a pyramid

Swarzenski (Pausanias)

*Handwritten note:* 20 pages - his id

Published ; Collective Review of recent literature on the  
Minor Arts in the Middle Ages. - Art Bulletin

In print; The Berthold Missal and the School of Weingarten  
(publications of the Morgan Library, I).

*Handwritten notes:*  
starts the series  
went up 13th Cent  
German school of  
Illumination  
Duch, Leicester Coll.  
Kilcomb Hall,  
Photo reproduction  
+ excerpts from  
other MSS.

In preparation ; The "Minor Arts" in the Middle Ages.

*Handwritten notes:*  
Ivory carvings, metal work - goldsmiths work  
Book illumination, was really major arts - (not  
hard to see color and major arts)

Frankl.

Published ; several articles. - Glass painting, 15th Cent - Sculpture - 15th Cent.

Completed, but not yet in print; The Gothic Style in the  
Judgment of Five Centuries. 1st vol. - needs editing - must  
be translated.

In preparation ; Gothic Architecture.

*Handwritten notes:*  
Planned 5th intro  
to Gothic Arch.

Weitzmann. (Lover) 1 or 2 vols - 2 or 3 yrs

*Handwritten notes:*  
Pan. wants to keep him for  
until it is finished - comparable to Friedländer

In print; Several articles. (Art Bulletin)

The Byzantine Octateuchs (Princeton Corpus of  
Byzantine Manuscripts).

*Handwritten note:* how in progress.

*Handwritten notes:*  
Brought to work  
+ from before  
Pausanias

Completed, but not yet in print;

Roll and Codex. - Papyrus, copying from roll to  
Codex - changes  
in illustration +  
text

Illustrated Greek Mythographers.  
Byzantine Rev. - human, classic illustrations  
in ivory + 10-11th Cent illumination

Panofsky.

*Handwritten notes:*  
2500 photos - with other etc. went from the animal trip - fuel order

Published; Several articles. Cellar + Sears - MS in under  
(Art Bulletin) at gallery - Rev Exhibits

*Handwritten notes:*  
Pr. MS exhibits +  
photographs

In print; Albrecht Dürer.

*Handwritten notes:*  
1st vol. complete - 2nd in progress / subsidies

In preparation ; The Gothic Style. - small book - Page - B

*Handwritten notes:*  
Some principles - arch - sculpture - painting

The last-named book will be an elaboration of the  
Page-Barbour Lectures delivered at the University of  
Virginia in May 1942 and will incorporate part of  
the results of the author's studies on the Inter-  
national Style of about 1400, especially in the  
field of Flemish book illumination. In addition to  
the Page-Barbour Lectures the author delivered two  
of the Lorado Taft Lectures (University of Illinois)  
which also dealt with the International Style of  
about 1400.

*Handwritten note:* 1/2

*Handwritten notes:*  
R. He - Art Bulletin - Illustration of Tasso & artists  
was a classic - then by. fit. "ut pictura poesis" - Half year  
for 4. Quil - Residence for week-end.



Doro Kei - Gugg fellow - Arch on mosaic - in  
A Bulletin - working on antique mosaics  
how relation between mosaics - murals

Suzanne Zuckerman - to Frankfurt - father Dir Gen  
n Museum - now in Boston - PhD Brown  
D Ver. for K. W. W. style - German murals  
in 12 + 13 countries. - Fellowship Harvard -  
Ode in Berlin until 1933, Pan Gal Gen over 1936  
now Ant 40

Post 1944

Mr. Meritt:

Will you read the attached copy,  
make corrections and additions, and  
return to Dr. Aydelotte?

DD  
all right so far as I am concerned!  
B.D.M.

S175  
Post Nov 8, 1944

In Persian archaeology, Professor Herzfeld, who retired in 1944, is continuing his work on a special research grant. His "Materiaux Pour Un Corpus Inscriptionum Arabicarum: Aleppo," is now being printed by the Princeton University Press and the work "Zoroaster and His World" is being prepared for publication. Professor Herzfeld plans another trip to Persia when war conditions make this possible.



In the history of art a varied list of books and articles have been published or prepared for publication by the faculty and members of the Institute. Dr. Frankl has published several articles, with others in print, and worked at his study of the Gothic Style as interpreted in literary sources from the inception of the style up to our own day. Miss Lawrence wrote a monograph on the Early Christian Sarcophagi of Ravenna which will be published as soon as circumstances will permit. Dr. Swarzenski completed, apart from several articles, his long-prepared book The Berthold Missal, published by the Pierpont Morgan Library in 1943.

Dr. de Tolnay published, apart from several articles, the first volume of his monumental work on Michelangelo (Michelangelo, vol. I: The Youth of Michelangelo, Princeton, 1943) as well as History and Technique of Old Master Drawings, New York, 1943. The second volume of his Michelangelo (The Sistine Chapel) is in print and scheduled for publication in the spring of 1945. Dr. Weitzmann published several articles. His two long-prepared books, one entitled Roll and Codex, the other The Byzantine Octateuchs, will appear at the earliest possible moment, with the illustrations already in print.

Professor Panofsky published, apart from several articles, a book Albrecht Dürer, Princeton, 1943 (second edition in print and scheduled for publication early in 1945). His edition, translation and commentary upon the writings of Abbot Suger of St. Denis is in print and scheduled for publication in the spring of 1945.

Owing to the disappearance of Graduate Students and other war conditions, educational activities were considerably reduced. Dr. Lee fulfilled, on a part-time basis, his obligations as professor

at Smith College and delivered, in 1942, a series of lectures on Nicolas Poussin at Johns Hopkins University. Dr. Swarzenski gave, in 1942, a Graduate seminar on Romanesque book illumination in Princeton. Dr. de Tolnay delivered, in 1942, a series of lectures on old master drawings in Princeton. Dr. Weitzmann gave, in 1941 and 1942, Graduate seminars on Byzantine book illumination in Princeton, and delivered a series of lectures on the same subject at Dumbarton Oaks (Research Library of Harvard University) in 1942. Professor Panofsky gave a Graduate seminar on Baroque art in Princeton in 1941 and a Graduate lecture course on high medieval architecture and sculpture at New York University in 1941. Further he delivered the Lorado Taft lectures at the University of Illinois in 1943, the Page-Barbour Lectures at the University of Virginia in 1942, and a series of lectures on the Gothic Style in the Pierpont Morgan Library in 1943.

Of the two members who joined the group this year, Dr. Strunk is working, in close collaboration with Dr. Weitzmann, on such unpublished manuscripts, photographed by Dr. Weitzmann in Greece, as throw light upon the history of Byzantine music. Mr. Forsyth, recently released from the Navy, is completing his monograph on the Church of St. Martin in Angers, the plates of which had already been printed before he went into service. In addition, he will assist Professor Panofsky in the preparation of his book on Gothic based on the Page-Barbour Lectures delivered in 1942.

In October 1943, Dr. Swarzenski left the Institute with a leave of absence for the duration of the war in order to join the staff of the National Gallery of Art in Washington where he func-



tions as Curator of Sculpture and Assistant to the Chief Curator.

Dr. Lee devoted much of his time to his task as Editor-in-Chief of the Art Bulletin; since many contributors to this periodical, which has emerged as the leading art historical magazine of the world, are foreigners of all nationalities, not always expressing themselves in idiomatic English, the tasks involved by this editorship by far transcend those of a normal editor. In October 1944, Dr. Lee has resigned from this editorship and accepted the post of Executive Secretary of the "Committee of the American Council of Learned Societies on Protection of Cultural Treasures in War Areas." Throughout the year 1943-44, Dr. Lee himself, as well as Dr. Frankl, Dr. Weitzmann and Professor Panofsky also participated in the preparation of the maps, lists and handbooks issued by this Committee for distribution to the Armed Forces.

To the history of art work <sup>or papers for publication</sup> published since  
the last Bulletin was issued include the  
following.

To the history of art- <sup>a varied</sup> ~~an impression~~  
list of books and articles has been  
published or prepared for publication by the faculty and  
members of the Institute.



THE INSTITUTE FOR ADVANCED STUDY

SCHOOL OF HUMANISTIC STUDIES

PRINCETON, NEW JERSEY

November 8, 1944

Dr. Frank Aydelotte,  
The Institute for Advanced Study,  
Princeton, N.J.

Dear Dr. Aydelotte,

I take pleasure in complying with your request for a brief report on the activities of the group of scholars engaged in art historical research during the period from 1941 to 1944.

Apart from the undersigned, this group included : in 1941/42 : Dr. P. Frankl, Miss Marion Lawrence ( with leave of absence from Barnard College), Dr. H. Swarzenski ( Research Assistant ), Dr. Ch. de Tolnay, Dr. K. Weitzmann ( Field Mediaevalist);

in 1942/43 : Dr. P. Frankl, Dr. R.W. Lee (Member without Stipend), Dr. H. Swarzenski, Dr. Ch. de Tolnay, Dr. K. Weitzmann;

in 1943/44 : Dr. P. Frankl, Dr. R.W. Lee, Dr. H. Swarzenski ( up to October 11, 1943 ), Dr. Ch. de Tolnay, Dr. K. Weitzmann;

in 1944/45 : Dr. P. Frankl, Mr. G.H. Forsyth, Jr. (with leave of absence from Princeton University), Dr. R.W. Lee, Dr. O. Strunk ( with leave of absence from Princeton University ), Dr. Ch. de Tolnay, Dr. K. Weitzmann.

I. Publications.

*No 9* Dr. Frankl has published several articles, with others in print, and worked at his ~~big publication about~~ the Gothic Style as interpreted in literary sources from the inception of the style up to our own day. *study 17*

*No 9* Miss Lawrence wrote a monograph on the Early Christian Sarcophagi of Ravenna which will be published as soon as circumstances will permit.

*No 9* Dr. Swarzenski <sup>completed</sup> published, apart from several articles, his long-prepared book The Berthold Missal, published by the Pierpont Morgan Library in 1943.

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Drawings, New York, 1943. The second volume of his Michelangelo (The Sistine Chapel) is in print and scheduled for publication in the Spring of 1945.

No 9

Dr. Weitzmann published several articles. His two long-prepared books, one entitled Roll and Codex, the other The Byzantine Octateuchs, will appear at the earliest possible moment, with the illustrations already in print.

~~Professor Panofsky~~

The undersigned published, apart from several articles, a book Albrecht Dürer, Princeton, 1943 (second edition in print and scheduled for publication early in 1945). His edition, translation and commentary upon the writings of Abbot Suger of St.-Denis is in print and scheduled for publication in the spring of 1945.

~~II. Educational Activities.~~

Owing to the disappearance of Graduate Students and other war conditions educational activities were considerably reduced.

No 9

Dr. Lee fulfilled, on a part-time basis, his obligations as Professor at Smith College and delivered, in 1942, a series of lectures on Nicolas Poussin at Johns Hopkins University.

No 9

Dr. Swarzenski gave, in 1942, a Graduate seminar on Romanesque book illumination in Princeton.

No 9

Dr. de Tolnay delivered, in 1942, a series of lectures on old master drawings in Princeton.

No 9

Dr. Weitzmann gave, in 1941 and <sup>1942,</sup> Graduate seminars on Byzantine book illumination in Princeton, and delivered a series of lectures on the same subject at Dumbarton Oaks (Research Library of Harvard University), in 1942.

No 9

~~Professor Panofsky~~

The undersigned gave a Graduate seminar on Baroque art in Princeton in 1941, a Graduate lecture course on high medieval architecture and sculpture at New York University in 1941. Further he delivered the Lorado Taft lectures at the University of Illinois in 1943, the Page-Barbour Lectures at the University of Virginia in 1942, and a series of lectures on the Gothic Style in the Pierpont Morgan Library in 1943.

and

~~III. Research and Other Activities.~~

~~All the members mentioned pursued and, so far as they reside in Princeton at the time of this writing, pursue research in their respective fields with an eye on future publication.~~

Of the two members who joined the group this year, Dr. Strunk is working, in close collaboration with Dr. Weitzmann, on such unpublished manuscripts, photographed by Dr. Weitzmann

AS in the  
old church  
1st Dec  
rd. coll. hours  
ed. transcripts  
Commentaries

*he will assist -  
Professor Panofsky*

in Greece, as throw light upon the history of Byzantine music. Mr. Forsyth, recently released from the Navy, is completing his monograph on the Church of St.-Martin in Angers the plates of which had already been printed before he went into service. In addition, ~~the undersigned hopes to benefit by Mr. Forsyth's expert knowledge of medieval architecture in the preparation of his book on Gothic which he tries to develop from the Page-Barbour Lectures delivered in 1942.~~

*"Gothic style"*

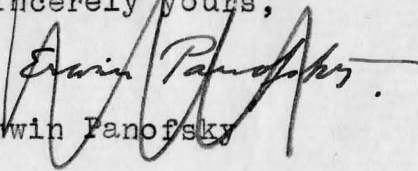
*(based on*

In October 1943 Dr. Swarzenski left the Institute with a leave of absence for the duration of the war in order to join the staff of the National Gallery of Art in Washington where he functions as Curator of Sculpture and Assistant to the Chief Curator.

Dr. Lee devoted much of his time to his task as Editor-in-Chief of the Art Bulletin; since many contributors to this periodical, which has emerged as the leading art historical magazine of the world, are foreigners of all nationalities, not always expressing themselves in idiomatic English, the tasks involved by this editorship by far transcend those of a normal editor. In October 1944 Dr. Lee has resigned from this editorship and accepted the post of Executive Secretary of the "Committee of the American Council of Learned Societies on Protection of Cultural Treasures in War Areas." Throughout the year 1943, Dr. Lee himself, as well as Dr. Frankl, Dr. Weitzmann and ~~the undersigned~~ have also participated in the preparation of the maps, lists and handbooks issued by this Committee for distribution to the Armed Forces.

*/ 1944*

Very sincerely yours,



Erwin Panofsky

*Professor Panofsky*



COPY

SAS

Columbia University  
in the City of New York

Department of History

May 8, 1945

Professor Edward Mead Earle  
Institute for Advanced Study  
Princeton, New Jersey

Dear Ed:

Allbright of Johns Hopkins is quite a different type from Lowe or Ben Meritt. If considered from the purely scholarly point of view I doubt if he is the equal of either of them. Lowe is, of course, in his specialty, an outstanding man.

My judgment of Allbright is somewhat dangerous as a guide to you because I am not an Orientalist. I know that he edits the Bulletins of the Oriental Institute at Jerusalem, and for the mass of scholars his reputation rests upon a recent book - "From the Stone Age to Christianity" - which is what is called a tour de force. This book has been highly praised by the Zionists because Allbright seems to have gone over, at least ostensibly, to the Zionist cause. Certainly, they claim him. Allbright is a first-rate archaeologist and also a good philologist. He combines as philologist the ancient Semitic languages with Egyptian. This is a rare combination, which Eduard Meyer had - although Allbright is not in any degree to be compared with Meyer. His book seems to me to show the characteristic tendency of the Orientalist to stand the pyramid of ancient history upon its apex. Certainly, the book decreases in value measurably after the period of the Persian Empire, that is, in the Greek and Roman fields.

As always,

[William L.] Westermann

February 27, 1945.

SHS  
Barr

REPORT OF MR. PANOFSKY ON MR. ALFRED H. BARR, JR.

Soon after the establishment of the School of Humanistic Studies and upon consultation with Professor Morsy of Princeton University, the undersigned submitted an outline for future activities in the field of the history of art. Nearly all the desiderata set forth in this outline have been converted into reality, with one notable exception. It was proposed to extend art-historical research to the domain of Modern Art, provided that this research could be conducted by Mr. Alfred H. Barr, Jr., originator and Director of the Museum of Modern Art in New York (see enclosure no.1).

This suggestion was prompted not only by a desire to counter-balance, to some extent, the overwhelming emphasis on classical and mediaeval studies in Princeton and to establish a vital yet disinterested contact between humanistic research and the life of our own day, but also by more basic considerations. It is only in this country that the art of the present can be studied and interpreted with the same scholastic detachment and strictness of method as can that of the past. In Europe the communication lines between the various countries were disrupted long before the war, and the very nearness of the phenomena tended to produce pronunciamientos pro and contra rather than scholarly research and discussion. On this side of the Atlantic, the European developments could and can be registered and coordinated both comprehensively and impartially, the distance in space and traditions serving as an equivalent of that "historical perspective" which in Europe can be engendered only by time; it is no accident that the very idea of a Museum of Modern Art, whose standards of collecting, exhibiting, cataloguing and publishing are at least as high as those of the most respected museums devoted to "historic" art, could be conceived and realized only in the United States. It was felt, therefore, that the comprehensive practical and educational synthesis achieved by this unique Museum should be climaxed by an equally comprehensive literary synthesis for which the Institute for Advanced Study would be the most appropriate place, and for which the originator of the Museum of Modern Art himself, distinguished by brilliance as well as integrity, and internationally recognized as the foremost authority in the field, would be the most suitable person. And it was hoped that sooner or later Mr. Barr himself would wish to give full scope to his scholastic inclinations once the task of building up the Museum has been accomplished.

Last year Mr. Barr was in fact relieved of his administrative duties and now serves at the Museum of Modern Art in the capacity of "Director of Research in Painting and Sculpture". The Museum itself has thus given him an opportunity to devote most of his time to research and writing. However, favorable though his new position is in every other respect, it still makes him subject to all those distractions which in a big city, teeming with the conflicting interests of artists, dealers, critics, journalists and political groups, will always disturb a member of the staff of the Museum of Modern Art even when he has ceased to be its technical



- 2 -

administrator. In these circumstances he may now be induced to accept a call to the Institute for Advanced Study. From his point of view, such a call would mean that he could write the History of Modern Art, which only he can write with authority, under still more favorable conditions; from the point of view of the Institute, it would mean -- setting aside the aspect of "prestige" -- the realization of what had been thought desirable from the very inception of the School of Humanistic Studies.

For Mr. Barr's career and previous publications, see enclosures nos. II and III. That Mr. Morey's opinion of Mr. Barr's scholastic qualifications has not changed since 1936, is attested by enclosure no. IV. For further opinions, the following authorities might be approached:

1. Professor Paul J. Sachs, Harvard University, Cambridge, Mass.
2. Mr. John Rothenstein, Director of the National Gallery, Millbanks (known as the "Tate Gallery"), London, England.
3. Mr. Daniel Catton Rich, Director of the Art Institute, Chicago, Ill.

Mr. Barr is a Director of the College Art Association of America and, according to "Who's Who in America", "member of Advisory committee on art, Office of Coordinator of Commercial and Cultural Relations between the American Republics (Council of National Defense; '\$1.00 a year' man); member of advisory commission, Institute of Modern Art, Boston, and Cincinnati Modern Art Society; Chairman, N.Y. com., National Art Week, 1940. Member, Association of Art Museum Directors (vice-president 1940-41.)"

x *bt*

MEETING OF THE HUMANISTIC FACULTY

MARCH 9, 1945

CONVENED AT 3:00 P. M. IN

THE DIRECTOR'S ROOM

*Henzel?*

PRESENT: Dr. Aydelotte, Professors Goldman, Lowe, Meritt and Panofsky.

(1) The Director announced that Hans Baron will be in residence in 1945-1946 as a member of the Institute accredited to the Humanistic School, and that he holds a stipend from the Rockefeller Foundation.

(2) Professor Lowe opened the discussion of stipends in the Humanistic School by reporting the conclusions reached at the informal meeting of the Humanistic Faculty held at Professor Goldman's home on February 12, 1945 as follows:

(a) Assistants: For the coming year, 1945-1946,

Professor Meritt requests \$2,000 for an assistant.

Professor Goldman wishes to continue \$1,000 for Miss Jones and have an additional \$1,000 for extra assistance.

Professor Panofsky wishes no assistant, but wishes to remind the Faculty that normally he will expect to have one.

Professor Lowe wishes to continue the now existing arrangement with Miss Sachs.

(b) Secretaries: For 1945-1946, Mrs. Dauncey and Mrs. Liebman to be continued.

(c) Recommend that Mr. Weitzmann be given a permanent position on the staff of the Institute at an annual salary of \$5,000.00.

(The Director stated that he would take up this recommendation with the Policy Committee.)

(d) Recommended that Dr. De Tolnay be continued for three years at an annual salary of \$3,000.00 with the understanding that his appointment be terminated then.

(The Humanistic Faculty decided during the discussion to leave the decision with the Director whether the annual salary should be increased to \$3,600 or \$4,000.)

*Sw was back yet?*

*10/1/45*

(e) Stipends Recommended for 1945-1946:

|                                |         |  |
|--------------------------------|---------|--|
| Frankl                         | \$2,750 | (an increase of \$250 over 1944-1945)  |
| De Tolnay                      | \$3,000 | (Subject to the increase indicated in paragraph d. above)  |
| Clement                        | 500     | (No change)  |
| Leslie Jones                   | \$3,000 | (New)  |
| Otto Benesch                   |         | (This case was left to the Director with power)  |
| Bertha Segall                  | \$2,400 | (New)  |
| Virginia Grace                 | \$2,400 | (New)  |
| <i>no note</i> Arthur Woodward |         | (Discussion of this case was postponed until June, when Meritt's plans for 1945-1946 would be clear) |

The meeting was adjourned at 5:00 P. M. to be reconvened on Monday, March 12, 1945 at 10:30 A. M.

(1) The Director stated that he considered the list of stipends recommended on the preceding Friday as purely tentative, and subject to further discussion unless the Faculty wished to act formally on certain items of urgency. The Faculty thereupon formally approved the grants of \$3,000 to Mr. Jones and of \$2,400 to Miss Segall. The other items in the list were left without prejudice.

(2) Professor Lowe stated his plan, which was unanimously approved, to invite Herbert Bloch to come to the Institute at some early date as a member for one year.

(3) The Faculty proposed as new permanent appointments with the rank of Professor the following three men:

William Foxwell Albright  
Alfred Hamilton Barr, Jr.  
Oscar Theodore Broneer

Statements concerning these candidates were made to the Director and



- 3 -

information on their records and careers was supplied.

The Director stated that he would consider the nominations and again consult with the Faculty.

The meeting adjourned at noon.



Vert 545

THE INSTITUTE FOR ADVANCED STUDY  
SCHOOL OF HUMANISTIC STUDIES  
PRINCETON, NEW JERSEY

May 3, 1945

To: Dr. Aydelotte  
From: The Humanistic Faculty  
Subject: Appointments to the Faculty

We have learned from you with deep concern that you have so far planned to make no recommendation to the Faculty on May 4 for new appointments in the Humanities. Inasmuch as we are losing two professors by retirement we have been confidently expecting that they would be replaced so that our group, if not strengthened, would at least remain intact. Now we learn further that you are hesitant to propose even one of our recommendations at the coming meeting of the Faculty.

We have met again and have carefully gone over our proposals submitted to you, as you requested, after our meeting of February 12. We still feel justified in recommending that you submit to the Faculty the following names, in the following order of preference: William F. Albright, Alfred H. Barr, and Oscar Broneer.

We respectfully petition that you bring these names to the attention of the Faculty at its meeting on May 4.

EA. Lowe

Hetty Goldman

S. Panofsky

B.P. Merrill

A 10718/55

THE INSTITUTE FOR ADVANCED STUDY

SCHOOL OF HUMANISTIC STUDIES

PRINCETON, NEW JERSEY

May 29, 1945

Miss Jane S. Richardson,  
Institute for Advanced Study.

Dear Miss Richardson,

This is the list you asked for. In order to make it as objective as possible, I have listed all the members who came to the Institute on my application but have marked those with whom I have intensively cooperated in that sense that major traces of this cooperation can be found both in their publications and mine. Their present affiliations are indicated to the best of my knowledge.

*wrong - 1938/9*  
1935: George Rowley, <sup>((also 1939))</sup> Professor, Princeton University.

1937: \* William S. Heckscher, Professor, University of Saskatoon.

*This date may*  
Francis W. Robinson, <sup>((also 1939))</sup> Curator, Cincinnati Art Museum.

\* \* Glanville Downey ( up to 1940), Librarian, Art Library, Yale University. *all Am. to do*

\* \* Hanns Swarzenski ( still with the Institute, but Curator of Sculpture, National Gallery of Art, Washington, D. C. ) *(for the duration)*

\* \* George H. Forsyth ( also in 1940 and 1945), Ass. Professor, Princeton University (on leave for the duration).

\* No ref to collaboration in bibliography

1939\*: ~~X~~ Rensselaer W. Lee ( also 1942 - 1945 without stipend),  
Professor, Smith College.

~~X~~ David M. Robb, Professor, University of Pennsylvania.

James Carson Webster, Professor, Northwestern University.

Georg Swarzenski, Research Fellow, Museum of Fine Arts,  
Boston.

1940\*: ~~X~~ John P. Coolidge, now Lieutenant USNR.

~~X~~ Charles de Tolnay, still with the Institute.

~~X~~ Millard Meiss, Associate Professor, Columbia University.

1941\*: ~~X~~ Paul Frankl, still with the Institute.

Marion Lawrence, Professor, Barnard College.

1943 - 1945 : Oliver Strunk, Assistant Professor, Princeton  
University.

I have not listed Dr. Weitzmann whose affiliation with  
the Institute antedates my own.

Sincerely yours,

*Eric Partridge.*

*Corrections*

*Weitzmann ?  
de Tolnay ?*

*Bulletins 8+9 mention Swarzenski  
the first as helping Partridge.*

*\* No ev. collab. in Biography.*

*\* No GAS mbl.*

PROFESSOR GOLDMAN.

L I S T    O F    M E M B E R S .

Dorothy H. Cox  
Florence Day  
Nelson Glueck  
Cyrus Gordon  
Glanville Downey  
Leicester B. Holland  
F. F. Jones    Asst  
Doro Levi  
Berta Segall  
Saul S. Weinberg  
Marian Welker.

The following were on the excavation staff of Tarsus and worked on the material for publication, although not in residence at Princeton:

Robert W. Ehrich  
Anne Hoskin Ehrich  
Margaret Woods  
Sarah Anderson  
Maynard Riggs  
J. Franklin Daniel  
Prof. Emil Forrer, of the Berlin University.



SCHOOL OF HUMANISTIC STUDIES.

L I S T    O F    M E M B E R S .

Unassigned.

(Pctn )

- William A. Campbell    *Antioch Div Lecor    Arch-Mbr, fac.*
- Harold Glidden    *Islamic student*
- E.J. Jurgi    *"*
- R. Stillwell    *Antioch 21.*
- James Breasted    *gypt very stat.    A. E. ...*
- Richard Starr    *95 Jan*
- George Miles.    *Harvard.*

*all pr. sum miles Breasted*

May 31, 1945

Herbert H. Maass, Esq.  
20 Exchange Place  
New York 5, New York

Dear Mr. Maass:

I have gone through our lists of members and compiled for you the number who have worked with various members of the Faculty of Humanistic Studies since the organization of that School in 1935. The list is as follows:

Professor Meritt - 19 plus 3 Princeton graduate students. 15

Professor Panofsky - 16

Professor Goldman - 11 plus 7 members of the excavation staff of Tarsus whose work she directed although they were not in residence at Princeton. (Pw 4)

Professor Herzfeld - 3

Professor Lowe - 5  
54

We have had in addition seven members of the School of Humanistic Studies who were not definitely allocated to any one member of the Faculty but who worked with various individuals. You will realize, furthermore, that during the war period the number of members in all Schools has been sharply curtailed.

The achievements of the School of Humanistic Studies have been, as you know, highly satisfactory both as to quantity and to quality.

Yours sincerely,

Frank Aydelotte

Copy sent to Mr. Maass at Elberon, Ind. Sta., Long Branch, New Jersey

FA:jer

MEMBERS - SCHOOL OF HUMANISTIC STUDIES.

| N a m e  | D e g r e e             | M e m b e r s h i p   |
|--|-------------------------|---|
| BARON, Hans <span style="float:right">1900</span>                | Ph.D., Berlin, 1922     | 1945/36 Guggenheim  |
| f BENESCH, Otto <span style="float:right">1896</span>            | Ph.D., Vienna, 1921     | 1945/46 Guggenheim \$1,000<br>1946/37 IAS. \$2,500. \$1,500 |
| BERNHEIMER, Richard Max <span style="float:right">1907</span>    | Ph.D., Munich, 1930     | 1940/41 (2nd term) Carnegie                                 |
| BREASTED, James H. <span style="float:right">1908</span>         | M.A., Chicago, 1937     | 1939-41 Carnegie  |
| M BRONEER, Oscar <span style="float:right">1894</span>           | Ph.D., Calif., 1931     | 1939-42   |
| CAPPS, Edward, Jr. <span style="float:right">1903</span>         | Ph.D., Princeton, 1931  | 1940-41 Carnegie  |
| M CLEMENT, Paul A. <span style="float:right">1906</span>         | Ph.D., J.Hopkins, 1930  | 1938 (Carnegie) \$500<br><i>1938-1939</i>                   |
| COOLIDGE, John Philip <span style="float:right">1913</span>      | A.M., N.Y.U., 1939      | 1939-40<br><i>+ 1800 1939-40</i>                            |
| M CREAGHAN, John S. (Rev.) <span style="float:right">1913</span> | S.T.L., Woodstock, 1944 | 1944-45; 1945-46<br><i>+ 2300 1943-5</i>                    |
| G *DAY, Florence E.  | Ph.D., Michigan, 1940   | 1938-39; 1939-40 (2nd term)<br><i>+ 3000 45-46</i>          |
| L *DEAN, Ruth Josephine  | Ph.D., Oxford, 1938     | 1943-44 A.A.U.W.  |
| DEBEVOISE, Neilson C. <span style="float:right">1903</span>      | Ph.D., Illinois, 1930   | 1940-41 (visiting DAA)                                      |
| DOWNEY, Glanville (R.E.G.)                                       | Ph.D., Princeton, 1934  | 1936-40   |
| ETTINGHAUSEN, Richard <span style="float:right">1906</span>      | Ph.D., Frankfort, 1931  | 1937-39   |
| f FORSYTH, George H., Jr. <span style="float:right">1901</span>  | M.F.A., Princeton, 1927 | 1937-38; 1939-40; 1944-45. \$3,000                          |
| f FRANKL, Paul <span style="float:right">1878</span>             | Ph.D., Munich, 1910     | 1940- \$2,500   |
| H GLIDDEN, Harold W. <span style="float:right">1910</span>       | Ph.D., Princeton, 1937  | 1937-38   |
| GORDON, Cyrus H. <span style="float:right">1908</span>           | Ph.D., Penn., 1930      | 1939-40; 1941-42  |
| *GRACE, Virginia <span style="float:right">1901</span>           | Ph.D., Bryn Mawr, 1934  | 1945-46 \$2,400<br>1946-47. \$2,350                         |
| L HAMMER, Jacob <span style="float:right">1894</span>            | Ph.D., Columbia, 1926   | 1938; 1939-40 Guggenheim<br>1944-45 \$3,000                 |
| f HECKSCHER, William <span style="float:right">1904</span>       | Ph.D., Hamburg, 1936    | 1936-39; 1946-47.   |
| HOEY, Allan S. <span style="float:right">1907</span>             | Ph.D., Yale, 1940       | 1939-41 Carnegie  |
| G HOLLAND, Leicester B. <span style="float:right">1882</span>    | Ph.D., Penn., 1919      | 1941-42 (1st term)  |

| N a m e |                               | D e g r e e                                  | M e m b e r s h i p  |
|---------|-------------------------------|--|--|
|         | JONES, Leslie W. 1917         | Ph.D., Harvard, 1925                         | 1945-46 \$3,000  |
| G       | JURJI, Edward J. 1907         | Ph.D., Princeton, 1936                       | 1936-38  |
|         | *LAWRENCE, Marion 1901        | Ph.D., Radcliffe, 1932                       | 1941-42 Carnegie and IAS   |
| P       | LEE, Rensselaer W. 1898       | Ph.D., Princeton, 1926                       | 1938-39; 1943-45   |
| P       | LEVI, Doro 1898               | Ph.D., Florence, 1920<br>(Magna cum laude)   | 1938-39; 1941-1945<br>1945- IAS & Princeton Univ.<br>each \$100 p.m. |
|         | LOUGHRAN, Chas.P. (Rev.) 1905 | M.A., Oxford, 1937                           | 1944-45 (2nd term)   |
| M       | McGREGOR, Malcolm 1910        | Ph.D., Cincinnati, 1937                      | 1937-38 <i>by Cincinnati U.</i>                                      |
|         | MEISS, Millard 1904           | Ph.D., N.Y.U., 1933                          | 1939-40 (2nd term) Carnegie  |
|         | MILES, George C. 1904         | Ph.D., Princeton, 1937                       | 1938-39  |
|         | *POPHAM, Kathleen             | B.Lit., Oxford, 1936                         | 1938-39  |
| M       | RAUBITSCHKE, Anton E. 1912    | Ph.D., Vienna, 1935                          | 1938-42 IAS. 1944-45 ASCS.<br>1945- \$3,000                          |
|         | ROBB, David M. 1903           | Ph.D., Princeton, 1941                       | 1938-39 (2nd term)   |
|         | ROBINSON, Francis W. 1907     | M.F.A., Princeton, 1933<br>(Magna cum laude) | 1936-37 (1st term);<br>1938-39 (2nd term)                            |
|         | ROWLEY, George                | M.F.A., Princeton, 1926                      | 1938-39 (1st term)   |
|         | SCHWEIGERT, Eugene 1910       | Ph.D., Cincinnati, 1940                      | 1939-40  |
|         | *SEGALL, Berta                | Ph.D., Vienna, 1928                          | 1945-47. \$2,400   |
|         | STARR, Richard F.S. 1900      | Ph.D., Princeton, 1938                       | 1935-38 IAS; 1938-39 Carnegie<br>1940-41 Guggenheim                  |
|         | STILLWELL, Richard 1899       | M.F.A., Princeton, 1924                      | 1936-42  |
| P       | STRUNK, Oliver 1901           | Litt.D., Rochester, 1936<br>(Honorary)       | 1944-45  |
| P       | SWARZENSKI, Hans P. Th. 1903  | Ph.D., Bonn, 1927                            | 1936-(On leave since 1943)   |
| P       | TEDESCO, Paul M. 1898         | Ph.D., Vienna, 1920                          | 1938- IAS and Yale Univ. (1944-<br>1945- Yale \$2,000                |
| M       | *THREPSIADES, Antigone        | Ph.D., Athens, 1932                          | 1938-39  |
| M       | THREPSIADES, Ioannes          | Ph.D., Athens, 1929                          | 1938-39 <i>Princeton Univ.</i>                                       |
| P       | TOLNAY de, Charles 1899       | Ph.D., Vienna, 1925                          | 1939- \$3,000; 1945-48 \$4000p.                                      |



| Name                                       | Degree  | Membership                        |
|--|---|-----------------------------------|
| VANDERPOOL, Eugene<br>WALLACE, Wm. Pitkin. | A.B., Princeton, 1929<br>Johns Hopkins, 1936. Ph.D. | May-June 1944<br>1946. (2nd term) |
| WEBSTER, J. Caron                          | Ph.D., Princeton, 1939                              | 1938-39 (1st term)                |
| WEINBERG, Saul S.                          | Ph.D., J. Hopkins, 1936                             | 1941-42 Guggenheim                |
| WEITZMANN, Kurt                            | Ph.D., Berlin, 1929                                 | 1935- \$4,500                     |
| *WELKER, Marian                            | Ph.D., Penn., 1938                                  | 1940-41; 1942-43                  |
| WILBER, Donald                             | M.F.A., Princeton, 1933                             | 1935-39                           |

*14 of whom  
 29 men on their  
 names + their  
 work*

To date, there have been <sup>4</sup>53 members (of whom 8 women members) and the following in the School of Humanistic Studies:

*15 Ph.D.s or M.F.A.  
 etc.*

| Name  | Degree                                    | Date and Status  |
|---|---|--|
| ANDERSON, David J.                            | M.F.A., Princeton, 1944                   | 1/6/42-21/5/44 Assistant to Prof. Herzfeld               |
| CAMPBELL, Wm. A.                              | M.F.A., Princeton, 1930 (Magna cum laude) | 1937-43 Field Archaeologist                              |
| *CHEEVER, Mary F.                             | B.A., Radcliffe,                          | 1939-40 Assistant to Prof. Lowe                          |
| *DOW, Elizabeth (Mrs. Wm. K. Pritchett)       | A.M., N.Y.U., 1937                        | 1937-38 Asst. to Prof. Lowe                              |
| *JONES, Frances Follin                        | M.A., Bryn Mawr, 1936                     | 1938- Asst. to Prof. Goldman and at Princeton University |
| *KELLEY, Isabelle R. (Mrs. A. E. Raubitschek) | Ph.D., Columbia, 1943                     | 1940; 1942-44. Assistant to Prof. Lowe                   |
| PRITCHETT, Wm. K.                             | Ph.D., J. Hopkins, 1942                   | 1936-42 Asst. to Prof. Meritt                            |
| *SACHS, Judith                                | Ph.D., Fribourg, 1938                     | 1944- Asst. to Prof. Lowe                                |
| WADE-GERY, Henry T.                           | M.A., Oxford, 1919                        | 1937-38 Visiting Professor                               |
| WALLACE, Wm. Pitkin.                          | Ph.D., Johns Hopkins, 1936.               | 1946 (2nd term).   |

*1 1/2 Ph.D.s - a phase  
 lines*

PROFESSOR GOLDMAN.

L I S T O F M E M B E R S .

Dorothy H. Cox. (*Special work - not a member*)  
Florence Day.  
Nelson Glueck.  
Cyrus Gordon.  
Glanville Downey.  
Leicester B. Holland.  
F. F. Jones.  
Doro Levi.  
Berta Segall.  
- Saul S. Weinberg.  
Marian Welker.

The following were on the excavation staff of Tarsus and worked on the material for publication, although not in residence at Princeton:

Robert W. Ehrich.  
\* Anne Hoskin Ehrich.  
\* Margaret Woods. (*Mrs. E. f. Keith*)  
\* Sarah Anderson. (*Mrs. Zimmerman*)  
\* Maynard Riggs. (*Mrs. Chas. Crane Bradley*)  
J. Franklin Daniel.  
Prof. Emil Forrer, of the Berlin University.

-----  
SCHOOL OF HUMANISTIC STUDIES.

Unassigned.

William A. Campbell.  
Harold Glidden.  
E. J. Jurgi.  
R. Stillwell.  
James Breasted.  
Richard Starr.  
George Miles.

5/28/45  
8306in

THE INSTITUTE FOR ADVANCED STUDY  
PRINCETON, NEW JERSEY

Mittell

- 3 Princeton graduate students
  - Benedict
  - Olson
  - Henry Robinson
- 1 Gelamillo Journey (Princeton)
- 1 McGregor (from Cincinnati)
- 1 Wade-Crey (from Oxford)
- 1 Pritchett (from Ave School in Athens)
- 1 J. Thapsiades (from Athens)
- 1 Clement
- 1 Raubitschek (from Vienna)
- 1 A. Thapsiades (from Athens)
- 1 E. Schweigert (from <sup>Pennsylvania</sup> ~~Athens~~)
- 1 O. Brouer (from Athens)
- 1 E. Vandupool (from Athens)
- 1 J. Creaghan (from Fairham)
- 1 V. Grace (from Bay Mills)
- 1 <sup>Assistants (Mittell)</sup>  
Miss Eleanor Weston 1937-1938 (from Bay Mills)
- 1 Pritchett
- 1 Miss Peters
- 1 Miss Laelkel
- 1 Miss Palmer

19

Pub ASCS  
11/14/45

Benjamin D. Meritt Began 1935  
Board action April 22, 1935 in Aug. 1935

E. A. Lowe Began July 1, 1936  
Appointed Jan 26, 1936

Hetty Goldman - Began Nov. 1, 1936  
appointed Oct. 13, 1936

Ernst Herzfeld - Began July 1, 1936  
retired 6/30/45

Erwin Panofsky - Began Sept. 1, 1935

---

|            | members  | Accts. |
|------------|----------|--------|
| meritt     | 8        | 2      |
| lowe       | 3 + 1    | 2 + 1  |
| Goldman    | 6        | 1      |
| Herzfeld   | 2        | 1      |
| Panofsky   | 11       | 1      |
| all others | 2        | 7      |
|            | <hr/> 32 |        |

5/25/45



Ment 9A5  
Ver.  
757.50  
~~1857.50~~  
1500

15 hrs  
(Ment 9A5  
who came to share  
hours of work. See book  
#9 text.)

~~162.50~~

9AS Pmt

B D Merrill

1935-1936

On leave

1936-1937

B D Merrill - offered seminar to Princeton students

Edward Capps - visiting professor \$2400

Pritchett (Asst)

\$1200

E

1937-1938

Edward Capps \$2400

Malcolm F. McGregor Paid by Cincinnati

\$6000

H. T. Wade - Conroy: Carnegie Corp. of N.Y.C.

\$1500

Pritchett

6 payments of \$625 = \$3750.00

1938-1939

Summer of '38 - \$500 ad loc.

Edward Capps \$2400

Johannes Therssiades Rockefeller ~~Grant~~ <sup>Foundation</sup>

\$1500

Paul A. Clement (Carnegie Grant)

\$1500

Antony E. Raubitschek

Antigone J. Therssiades

\$1500

W. Kendrick Pritchett (Assistant)

\$1900

Cutter (Secy)

1939-1940

|                      |                   |   |
|----------------------|-------------------|---|
|                      | B Demeite         | Martini Lectures in Nov.                |
| <del>Last year</del> | Edward Capps      | \$2400                                  |
| \$500                | Clement           | + \$1800                                |
| \$1500               | Raubitschek       |   |
|                      | Eugene Schweigert | (spring of 1940 only)<br>then to Penna. |
| \$1500               | Pritchett         |   |
| \$2000               | Cutter            |   |

1940-1941

|        |             |                    |
|--------|-------------|--------------------|
|        | Ed. Capps.  | \$2400 (Last year) |
|        | Bronner     |                    |
| \$500  | Clement     | + \$1800 Carnegie? |
| \$1500 | Raubitschek |                    |
| \$1500 | Pritchett   |                    |
| \$2200 | Cutter      |                    |

1941-1942

|        |             |                    |
|--------|-------------|--------------------|
|        | Bronner     |                    |
| \$500  | Clement     | + \$1800 Carnegie? |
| \$1500 | Raubitschek |                    |
| \$1500 | Pritchett   |                    |
| \$2400 | Cutter      |                    |

1942-1943

|        |             |                            |
|--------|-------------|----------------------------|
|        | Bronner     |                            |
| \$500  | Clement     | + <del>\$2300</del> \$1800 |
|        | Miss Cutter | left in Aug. of 1943       |
| \$2400 | Cutter      |                            |



1943 - 1944

his last  
year  
\$500

Bronner  
Clement + \$2300

Vandupool (May 1 - Sept. 15, 1944)

(Mitt had no assistant + no secretary from Aug. to Dec. 1943  
except unsatisfactory ones / temp. secretaries + Miss Daitron)

\$1500

Mrs. Dauncey begins as Secty in Jan. 1944

1944 - 1945

\$500

Clement + \$2300

Raulitschek + \$3500

\$1500

Father <sup>John</sup> ~~Gregory~~ July 1 - September 1, 1944

Mrs. Dauncey

1945 - 1946

\$500

Clement + \$3000

\$1000

William Wallace

John Kent (paid by Am. School)

William Kendrick Pritchett (paid by Am. Sch.)

\$1800

Mrs. Dauncey

1945 - 1946

\$500

Clement + \$3000

Pritchett (until Feb. 1) Paid by Am. Sch.

\$3000

M. Mitsos

\$2100

Mrs. Dauncey

Copy for Dr. Aydelotte S#5.

MINUTES OF THE MEETING OF  
THE FACULTY OF THE SCHOOL OF HUMANISTIC STUDIES  
HELD IN THE OFFICE OF PROFESSOR MERITT  
AT 10:00 A.M., ON THURSDAY, SEPTEMBER 25, 1947

Present: Professors Meritt, Thompson, Oppenheimer.

Dr. Aydelotte presided.

(1) The Faculty agreed to welcome Mr. T. S. Eliot as a member on recommendation of the Director with a stipend of \$1,000 to supplement a grant of \$2,000 which he is to receive from the Rockefeller Foundation.

(2) A request from Dr. de Tolnay for travelling expenses to France and return was declined with regret.

(3) Dr. Hans Baron's stipend of \$2,000 for 1947-1948 was confirmed with the understanding that his membership will be terminated with the end of this appointment. The Director informed the Faculty that Mr. Baron might receive a Guggenheim fellowship for 1948-1949 and asked the Faculty to be prepared to consider an application for renewed membership in that year without stipend from the Institute, in case the Guggenheim appointment became effective.

(4) The request of Dr. Cyrus Gordon for membership in 1947-1948 was declined with regret.

(5) The Faculty elected Professor Malcolm McGregor to membership without stipend for the second term of this



academic year.

(6) An application for membership from Professor Harold Miller was postponed for discussion at a later meeting.

(7) The Faculty elected to membership for 1948-1949 Mr. G. A. Stamires with a stipend of \$2,000 and an additional travelling allowance of \$1,000.

(8) The request of Miss Wilhelmina Lepik for membership in 1948-1949 was declined with regret.

(9) The Director commented upon Dr. Frankl's visit to Berlin and the uncertain status of his present membership in the Institute, but promised further information as soon as it was available.

The meeting adjourned at 11:00 A.M.

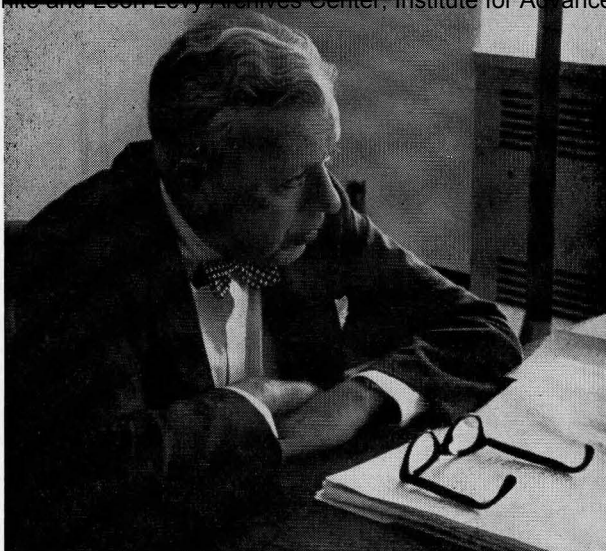
B. D. MERITT

P. U. aca atmosphere

# The Council of the Humanities

By Whitney J. Oates

Reprinted from *The Alumni Weekly*, April 22, 1955



# The Council

A promising start  
is reported by the Council's  
chairman and chief architect

By WHITNEY J. OATES '25

*Photographs by Robert M. Mottar*

WHEN the Council of the Humanities was established in February of 1953, the Trustees and Faculty of the University acted in the belief that they were constructing a powerful means for fostering significant teaching and research in the Humanities. From the very beginning the Council has maintained as its fundamental principle that there is no subject within the purview of the University which does not have its important humanistic aspects (which is merely another way of affirming the principle of the unity of knowledge).

Secondly, the Council has maintained its belief in the primary importance of men, of individuals whose competence can be measured not only by depth in their own specialties but also by range and breadth of interest. If the development of significant research and teaching in the Humanities in a University depends first upon men, then obviously the initial attack upon the problem should not take the form of tricky and pat curricular re-arrangements. The Council has therefore concentrated upon the Fellows, since it firmly holds that sound and lasting modifications of the curriculum will be a function of the wisdom and imagination of the individuals who are doing the re-arranging. In other words, the more such wise and imaginative men on the University's staff, the better its curricular structures will be. In the light of these two principles—the unity of knowledge and the importance of men—there are implications for all the constituent parts of the University and not merely for the circumscribed area of the conventional Humanities. Furthermore there are implications for the entire University community from the youngest freshman to the oldest member of the faculty.

Here we should recall that there are three main areas in which the Council operates, (1) the nomination of the Fellows of the Council, that is "distinguished professors," from both the senior and junior ranks; (2) the supervision of the interdepartmental programs in the Humanities and (3) the creation of graduate fellowships and the allocation of funds for library acquisitions, and the like.

The Committee of the Council initially decided that, inasmuch as the structure of the Council was broadly based, as is indicated by the membership of the Interdepartmental Committee, efforts should be made in the first year to get several representative activities of the Council under way across the broad field of its potential operation. In other words, it was decided not to build one wing of the edifice but rather to concentrate on marking out the dimensions of its foundation.

The Council first decided to establish two advanced graduate fellowships in the Humanities, equivalent in worth to the distinguished Procter Fellowships, and to allocate a modest sum for the Library. By special arrangement with the Librarian, one-half of this sum is set aside to meet the book needs of the incumbent Fellows of the Council and the other half to be devoted to the identification, through professional assistance, of our greatest needs in the fields of the Humanities.

Next, eight Fellows of the Council were appointed for the present academic year, five of whom are regular members of the Princeton faculty. The nominations were made after careful conferences with departments, divisions and programs, in order to determine where the greatest needs were to be found and to identify those staff members who would be available for appointment as Fellows. The first of the five, Professor Oliver





# Council of the Humanities

Strunk, was singled out because of his eminence in the field of musicology. Professor Blanchard Bates of the Department of Modern Languages was chosen because of his highly important role in the development of the Special Program in European Civilization. Professor Szathmary of the Department of Philosophy and Dr. Fred Licht of the Department of Art and Archaeology were appointed because of their qualifications for developing a new course on the relation of philosophy and the arts, one of four new courses launched at the instigation of the Council. This interdepartmental course will have two chief aims: (1) to gain a clearer understanding of methods used in interpreting works of art as expressions of ideas, attitudes and philosophical beliefs; (2) to understand what contribution can be made to our knowledge of periods of history by examining ideas expressed in philosophical theories and in works of art.

And finally, Professor J. W. Ward of the Department of English was appointed in order to enable him to devote the major portion of his time to the preparation of a new introductory course in American Civilization. To be entitled "Individualism and Conformity in the United States," its primary purpose will be to provide an introduction to the methods used in the humanities and the social studies, their differences, interrelationships and limitations.

Three Visiting Fellows of the Council have likewise been in residence this year: Professor F. B. Simkins, a historian of the American South, served during the first term as the Class of 1932 Visiting Lecturer and Visiting Fellow of the Council. His primary obligation was to assist in the Conference offered under the auspices of the Special Program in American Civilization on the topic "The Changing South." Professor Richard T. Burgi of Yale University is serving as the Visiting Hodder Junior Fellow of the Council. His special field is Russian Literature and his presence has contributed not a little to the growth of interest in Russian studies in the University. Mr. Bernard McGuinness of Oxford University has been in residence as a Junior Fellow of the Council. His field is Ancient Philosophy and he

has enriched the work of the Department in this area during the present year.

One budgetary point is in order here: the salaries of all these Fellows have been charged against the budget of the Council. The Departments concerned, therefore, have corresponding sums released for them to use for the development of their own Departmental operations. For example, owing to the fact that Professor Strunk's salary appeared on the budget of the Council, the Department of Music was able to obtain as a Visiting Professor the services of the distinguished musicologist, Professor Pirotta of Italy. The Philosophy Department, likewise, was able to appoint as a Visiting Lecturer Y. P. Mei who has offered this year a course in the History of Chinese philosophy as well as a course entitled "The Philosophy of East and West." In the same way, the Department of Modern Languages was able to bring to Princeton for the autumn term the eminent Hispanist, Salvador de Madariaga.

## Area-Study Seminars

IN connection with the development of the University's work in the field of area studies, a series of six seminars is currently being held under the auspices of the Council for the benefit of members of the Princeton Faculty who are currently serving on the staffs of the Special Program in American Civilization, the Special Program in Near Eastern Studies, and the Special Program in European Civilization. The council is very proud to record that the scholars conducting the several seminars include the really outstanding figures in various area-study programs in the United States. The seminar leaders are: Professor Arthur Whitaker of the University of Pennsylvania, who has spoken on "Methods of Coordinating Arts and Letters with Political and Social Institutions;" Professor Ralph Turner of Yale University followed with "The Analysis of a Total Civilization or Culture." Professor G. von Grunbaum of the University of Chicago has as his topic "The Problem of Cultural Influences," and Professor Henry Nash Smith of the University of California will



## Interdepartmental Committee

The governing body of the Council is a Committee composed of representatives of the nine Departments embraced by the Humanities, plus a representative of the natural sciences, the social sciences, engineering and architecture. The pair of photographs at the left show a meeting of the Committee. L. to r.: E. Baldwin Smith, Art and Archaeology; T. Cuyler Young, Oriental Languages; George F. Thomas, Religion; Arthur K. Parpart, the Natural Sciences; Daniel C. Sayre, Engineering; Walter T. Stace, Philosophy; Willard Thorp, English; and Robert R. Palmer, History. The Chairman, Whitney J. Oates '25, represents the Department of Classics. Absent when the photographs were taken were Ira O. Wade, Modern Languages; Roger Sessions, Music; George A. Graham, the Social Sciences; and Robert W. McLaughlin Jr. '21, Architecture.



# THE COUNCIL OF THE HUMANITIES

1955-56

## Interdepartmental Committee

This governing body is composed of representatives of the nine departments in the Humanities, plus one each from the Natural Sciences, Social Sciences, Engineering, and Architecture.

### New Courses

1. Individualism and Conformity in the United States
2. History and Influence of Scientific Thought
3. Philosophy and the Arts
4. Modern Social Thought (graduate course)

### Interdepartmental Programs

1. Special Program in the Humanities
2. American Civilization Program
3. Program in Near Eastern Studies
4. Special Program in European Civilization
5. Creative Arts Program
6. Christian Gauss Seminars in Criticism

### Fellows of the Council

Two Senior Fellows  
 Four Visiting Senior Fellows  
 Four Junior Fellows  
 One Visiting Junior Fellow

During their incumbency of one to three years, Fellows teach half time or less and are relieved of administrative duties, devoting balance of their time to research.

### Sub-Committees of the Council

1. Area Studies
2. New Courses
3. Recommendation of Fellows
4. Graduate Study
5. Budget

### Special Services of the Council

1. Awards Fellowships
2. Provides Publication Funds
3. Provides Library Funds

Speak this week on "The Problem of Method in American Studies." At the end of this month these four men will gather together for a joint general discussion. It is hoped that the final session will be held early in May under the leadership of Professor Robert Redfield of the University of Chicago, who will speak on "Concepts for Characterizing Cultures and Civilizations."

The Council has been able to underwrite these various activities out of its currently limited income plus the funds available from the generous grant of \$250,000 from the Carnegie Corporation which will be available to the Council at the rate of \$50,000 a year for five years.

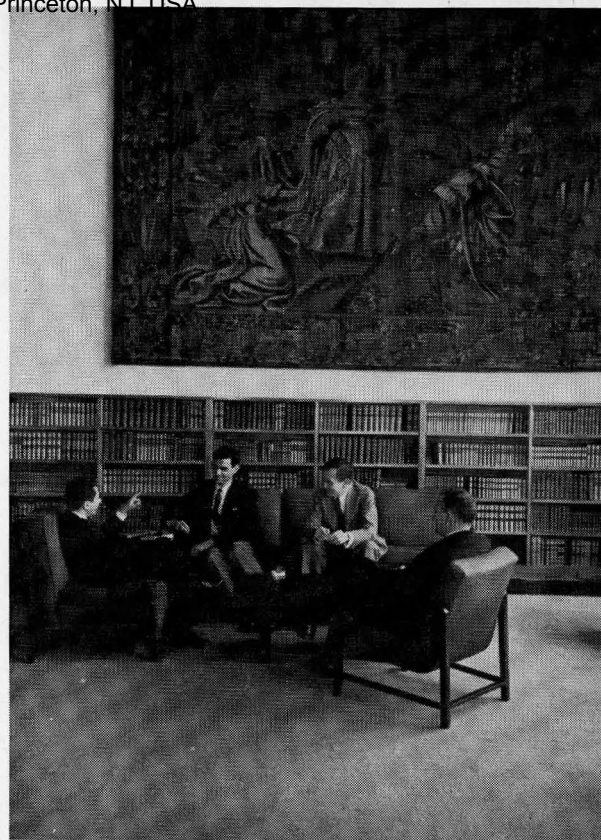
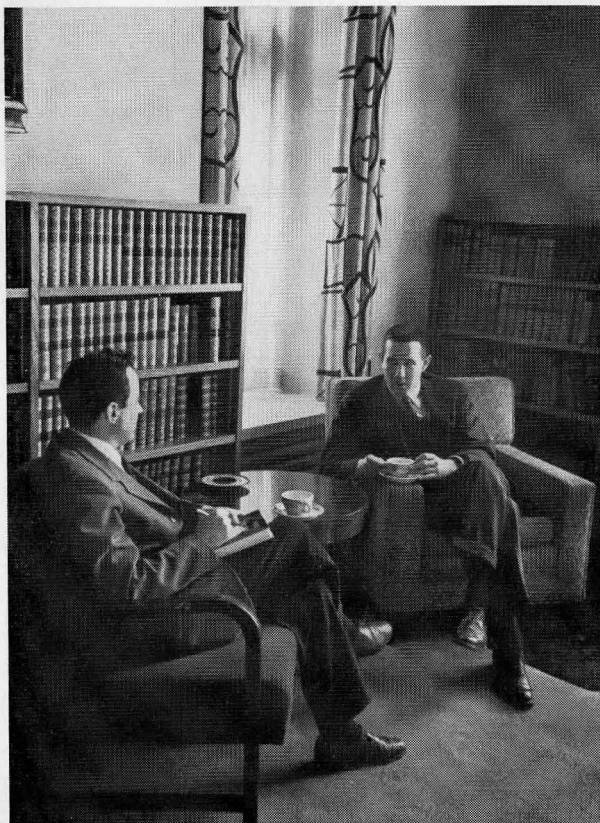
Next year for the first time the Council, through the Program in Near Eastern Studies, will have the benefit of the recent generous endowment grant of \$500,000 by the Rockefeller Foundation to promote the University's important work in this field. The income will be devoted for the most part to increasing the Faculty staff engaged in the activities of the Program as well as to underwrite a series of special lectures on the Near East. The total budget for 1955-56 will be increased to \$122,000, compared to an ultimate goal of about \$300,000 in operating income.

## Fellows for Next Year

PLANS for next year are virtually complete and appear even more promising. Among the new group of Fellows are five from the Princeton faculty:

1. Professor William Ebenstein, of the Department of Politics, will be a Senior Fellow. His primary obligation will be to offer a graduate course for the special benefit of graduate students in the Departments of the Social Sciences to be entitled, "Modern Social Thought."

Comparing notes on the interdepartmental programs in which they have interests are Junior Fellows R. T. Burgi, of the Special Program in the Humanities, and J. W. Ward, who teaches in the American Civilization Program. Other Fellows for 1954-55 not shown are F. B. Simkins and B. F. McGuinness



In the Faculty Lounge of the Library, a group of Fellows of the Council discuss a matter of mutual interest. Philosopher Arthur Szathmary (left) makes a point to art historian Fred S. Licht, who is assisting him with a new course in the philosophy of art. On the right are Oliver Strunk and Blanchard Bates

The course will involve a study of the major socio-economic and political trends in Western society from the rise of classical economics and liberal democracy to the present time. It is interesting to note that the demand for this kind of course originated in the thinking of the Advisory Council of the Department of Economics and Sociology.

2. Professor R. S. Willis, of the Department of Modern Languages, will serve as a Senior Fellow. Professor Willis is the senior member of the Spanish section of the Department of Modern Languages and has contributed fundamentally to the development of the Special Program in European Civilization.

3. Assistant Professor C. C. Gillispie, of the Department of History, will serve as a Junior Fellow. His primary obligation will be to offer the newly instituted course under the auspices of the Council entitled, "The History and Influence of Scientific Thought, 1500-1900." It is a source of great satisfaction to the Council that valid steps are now being taken to fill the need in the University curriculum for undergraduate work in the history of science.

4. Assistant Professor Alfred Schwarz, of the Department of English, will serve as a Junior Fellow. Professor Schwarz has already distinguished himself as a teacher and scholar in the field of criticism as well as in the relations obtaining between English and Germanic literature.

5. Mr. Loic Bouvard, an instructor in the Department of Modern Languages, will likewise serve as a Junior Fellow. Mr. Bouvard, who is a competent teacher and scholar in French Civilization as well as in Political Science, will serve as a liaison between the Department



of Politics and the Special Program in European Civilization.

The Visiting Fellows will include the following:

1. Raymond Aron, of the Institut des Sciences Politiques in Paris, has been invited to become a Visiting Professor of History and a Visiting Senior Fellow of the Council during the fall term. Professor Aron, who is widely known as a distinguished editorial writer for *Le Figaro*, will continue the work on problems in area studies initiated this year in the seminars, which have already been described. It is widely held that M. Aron is as well qualified in this field as any other living person.

2. Professor Alfred Guillaume, of the University of London, will be the Class of 1932 Visiting Lecturer in the Department of Oriental Languages and Literatures, and a Visiting Senior Fellow of the Council. Professor Guillaume, one of the world's great semitists, will play an important role in the work of the Program in Near Eastern Studies.

3. Professor Joachim Wach, of the University of Chicago, will serve as a Visiting Senior Fellow and Visiting Professor in the Department of Religion. Professor Wach, whose chair at Chicago is in the History of Religions, will assist the Department of Religion significantly in its newly organized program of graduate study.

4. Mr. John Ackrill, Fellow of Brasenose College, Oxford, will serve for the autumn term as a Visiting Senior Fellow of the Council and a Visiting Associate Professor in the Department of Philosophy. Mr. Ackrill is one of the most distinguished young English scholars in the field of Ancient Philosophy. It is most fortunate that he will be in residence here next autumn to work with the University's newly appointed professor of Philosophy in the ancient field, Gregory Vlastos, who is coming to the University from Cornell.

5. Peter Gay, of Columbia University, will serve as Visiting Assistant Professor of Politics and will be the Visiting Hodder Junior Fellow of the Council. His published works deal with the political philosophers of the period of the Enlightenment, a field in which he is regarded as one of the most distinguished younger authorities in the country.

It should not escape notice that four of the Fellows in the above list, Messrs. Ebenstein, Bouvard, Aron and Gay form a group which will be working to clarify the fundamental relationships between the Humanities and the Social Sciences. Three of the Fellows, Messrs. Schwarz, Ackrill and Wach are being appointed primarily for the benefit of their respective Departments. Messrs. Willis and Guillaume will have an active share in two of the special area study programs, while Mr. Gillispie will be devoting himself to the new course in the History of Science.

### Problems of Graduate Study

To complete the account of the Council's projected activities for the coming year, four graduate fellowships have been made available to the Faculty Committee on the Graduate School and the contribution to the Library for book acquisitions has been continued. In addition, a modest sum will be set aside as a book publication fund primarily to continue the publication activities of the Special Program in American Civilization. Furthermore, the Humanities Council will carry the instructional costs of the four new courses, "Philosophy and the Arts," "The History and Influence of Scientific Thought," "The Introduction to American Civiliza-

tion: Individualism and Conformity in the United States," and "Modern Social Thought."

Since last autumn, a special sub-committee of the Council has held long deliberations on the various thorny problems which exist in the whole area of graduate study. It has been examining such questions as: (a) how should our general program of graduate work in the Humanities be modified, in particular to meet the special need of greater numbers of teachers in the next ten or fifteen years? (b) should the various special interdepartmental programs within the Humanities Council expand their work into the graduate field? (c) to what extent should the Council sponsor new cooperative graduate courses in such fields as criticism, drama, epic, the philosophy of law, etc.? It is hoped that sometime during next year, the Council can submit to the Faculty Committee on the Graduate School some specific recommendations on these matters.

### An Agency for Cooperation

ALL in all, these two years have been most exciting for they have shown with considerable clarity that a flexible agency such as the Council can contribute to the best kind of cooperation among divisions, special programs and departments. It has further shown that departments individually can be aided in many ways in improving and enriching their own operations. Also, it seems certain that the Council can take steps to fill gaps in the curriculum and to develop areas of study which, in an institution of Princeton's size, cannot readily or easily be covered. For example, it may very well be that the Council can help the University cope with the problems of Indian and Far Eastern culture and civilization by the judicious recommendation of Fellows and by sponsoring courses in Eastern religions, philosophy, history and the arts.

It has been asserted above that the Council had implications for the entire University community both across the breadth of the curriculum and up and down the vertical axis of students and staff. To support this contention, by illustration, it is reasonable to suppose that next year a considerable number of underclassmen will take the course offered by the Special Program in the Humanities entitled, "The Western Tradition: Man and His Freedom," or the new introduction to American Civilization. Many upperclassmen will benefit by the course, "The History and Influence of Scientific Thought," or the course to be offered by Professor Szathmary, "Philosophy and the Arts," in which he will be assisted by members of the literary departments as well as Art and Music. Graduate students will profit by Professor Ebenstein's new offering on "Modern Social Thought." Graduate students and Faculty will continue to have the opportunity to participate in the Gauss Seminars, and, finally, all Faculty persons connected with the Area-Study Programs will gain immensely from the consultative efforts of M. Aron.

The Council believes that its achievements thus far and what further may be accomplished in the future—for example, a clarification of the relation of the Natural Sciences to the Humanities—derive from the initial principles with respect to the importance of men and the unity of knowledge. The Council should serve, and it is hoped will serve, to help maintain Princeton as a University with all elements within it working together and not allow it to go the way so many institutions have gone—the way of multiversity. The goal of the Council, in sum, is to serve Princeton as a genuine Liberal Arts University.

Vert. file "H"

1953-54

HUMANITIES

Academic Activities

PRINCETON UNIVERSITY

~~Relatio~~ Educational Institution

Memoranda on Princeton University Council of the  
Humanities. (W. J. Oates)

Filed in Vertical file under "H" for Humanities.

W. J. Oates of Princeton University



PRINCETON UNIVERSITY

THE COUNCIL  
OF  
THE HUMANITIES

A  
Statement of Purpose  
and  
Organization

Princeton  
New Jersey

January 11, 1954

Princeton's Council of the Humanities

1. Introduction

Beyond doubt, we are living in a time of sharp reaction against the consequences of premature specialization in the education of our youth. Recent decisions on the part of business, industry, and the professions reflect an increasing awareness of the importance of liberal education. This attitude is apparent, for example, in the investigation of pre-medical education sponsored by the American Medical Association, and in the new recruiting and training policies adopted by such corporations as General Electric and the Bell Telephone Company. These actions really amount to a reaffirmation of the fundamental unity of knowledge, and to a demand that educational institutions do all in their power to repair the losses that divisions in knowledge and overemphasis on early specialization have produced.

Much ingenuity has been expended upon defining and differentiating the particular functions or roles of the three great conventional divisions of knowledge, the Natural Sciences, the Social Sciences, and the Humanities. In these definitions, science is usually identified as the exploration of the physical and biological orders of the universe. There is often talk of "the scientific method" and the assertion that science has nothing to do with "values." Many have asserted that there is no real difference between the Social Sciences and the Humanities since man is at the center of them both. A working distinction has frequently been made, if one is needed, to the effect that the Social

Sciences concentrate on man in his social relationships while the Humanities are more concerned with man as an individual, his artistic and literary expression, his awareness of history, philosophy and religion.

Whatever may be the merits of these differentiations, and indeed there is a good deal of truth in each of them, they still leave vaguely dissatisfied the thoughtful individual, - the man who cares deeply about the life of the mind. If he is a natural scientist he will know how his discipline involves humane values. If he is a social scientist he will know how important certain scientific techniques are for him as well as how difficult it is to separate his own enterprises from those of the Humanities. And in turn, the humanist knows how much he must depend upon the data of the natural and social sciences if he is to keep his own activity in proper perspective. Further, the natural and social scientists know how the Humanities in their distinctive way can cultivate the kind of creative imagination so indispensable to experiment and research. Finally the humanist knows how much he needs the support of his colleagues in these other fields. He needs it if on the one hand he is to do his proper job of providing the necessary "philosophical" context in which natural and social science may flourish, - and on the other if he is to carry on his own task of preserving and transmuted tradition. ✓

Clearly, then, no one of these conventional divisions is individually self-substantiating, or capable of healthy separate existence. Each needs the other two. The health of a university dedicated finally

to the principle of the unity of knowledge will depend upon a uniform state of well-being in all three divisions of the liberal arts. It would be idle to rehearse the various reasons why in the last seventy-five years the Humanities either have not fulfilled, or have not been permitted to fulfill, their proper role either in education or in the life of the nation or the world. But of one thing we can be sure, that there is no profit for the Humanities in fighting rear-guard defensive actions. Now rather it is time to make several positive affirmations, - to assert unequivocally that knowledge is one, that the fields of knowledge are allies, not rivals, and to affirm that there is a profound sense in which the well-being of Natural Science and Social Science is a function of the well-being of the Humanities.

It was in the spirit of these affirmations that in February, 1953 the Faculty of Princeton University, after months of study and discussion, unanimously approved a program shaped to strengthen its teaching and scholarship in the Humanities. This program, which is presented in detail in the following pages, is perhaps one of the broadest coordinated attacks upon the problem ever proposed. It projects a new Council of the Humanities to carry forward Princeton's traditional emphasis upon the teacher-scholar as the most essential element in advanced education.

- ① It projects the continuation and extension of several interdepartmental and interdivisional programs which have been important in its teaching of the Humanities through the past two decades. It makes provision for
- ② substantial extensions of graduate fellowships and resources for research, publication, and library acquisitions.



If the plan can be implemented through the provision of adequate supporting funds, it will surely prove a major determinant in the development of education at Princeton. It could well, if successful, influence by example the patterns of development in many other institutions of higher learning.

The action of the Princeton Faculty in thus singling out the strengthening of the Humanities as the most important immediate objective for a University which also has the strongest traditional interest in the Natural Sciences and the Social Sciences may best be understood by turning to a consideration of the relevance of the Humanities to daily living.

## 2. The Contribution of the Humanities to the Lives of Men

The ways in which the Humanities contribute to the lives of men should need no apology or lengthy elaboration. Close study of history, philosophy, religion, literature, and the arts, expands and deepens a man's understanding of human nature in a way that individual experience alone cannot do. Every man's personal experience is necessarily limited, by the circle of his personal friends, by the mentality of his vocation or profession, by the prejudices of his class, his nation, his religion, by the climate of opinion of his particular historical era. But through these studies anyone with intelligence and imagination is able to make his own the most penetrating insights of generations of thoughtful and sensitive observers of man. The result is usually a startling sense of the range of human possibilities. One cannot have come close to a

great novelist, a great painter, a great philosopher, a great scientist or a great statesman, without an increased feeling for the potentialities of human nature.

A realistic, deep-driving, but uncynical knowledge of the possibilities of human nature, both for good and for evil, is a proved advantage in positions of leadership of any sort. The recurrent problem, in business as in government, is the mobilization and effective use of technical knowledge. But since men are not machines, the problem is never merely one of organization. As happens so often in the area of industrial relations, in the end it is always a problem of judgment - of understanding human nature, what men will or won't, should or should not do, of enlisting human understanding and loyalty. If an executive is unable to break out of his own personal or professional thought-world, he may assemble and organize but he can never lead. The problem, particularly in a democracy, as we all know, is the development of as large a number as possible whose thinking is not limited by their community, their occupation, their class, or even their nation. Testimony in support of the Humanities by men in public service and in business is too common to be overlooked. It is an affirmation that the strength and understanding necessary to assume responsibility for guiding America in the mid-twentieth century is not gained through mastering facts and techniques alone. The study of the Humanities may not guarantee this understanding. But it is in the Humanities and in studies humanely approached that thoughtful men have found reservoirs of strength and understanding for a good many centuries.

"Nobody denies," wrote John Stuart Mill, "that people should be so taught and trained in youth as to know and benefit by the ascertained results of human experience. But it is the privilege and proper condition of a human being, arrived at the maturity of his faculties, to use and interpret experience in his own way. It is for him to find out what part of recorded experience is properly applicable to his own circumstances and character."<sup>1</sup> Mill's remark sums up the obligations of the individual: to know, to choose, and to choose wisely. It also summarizes, by implication, the obligation of the Humanities to the individual: to help him to know, to indicate the possibilities of choice, and so to train his mind that he may be expected to make his choices in the wisest manner possible.

In the eighteenth century President Witherspoon defined a liberal education as one designed to "put all human powers into motion." This is the definition of an educator who was himself a distinguished humanist. His remarks are still applicable in 1954. If the individual man of the twentieth century is to develop all his powers to the highest possible degree and to permit none of them to remain dormant or unused, if he is to learn how to use them in his effort to live honorably and well in an age when (as in all ages) it is very difficult to do either, if he is to make only the wisest choices among the myriad possible options which lie open to him in his personal life, humanistic studies are clearly indispensable to him.

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1. On Liberty, Chapter III



### 3. The Role of the Humanist Teacher in Modern Society

The Humanities have been called mankind's collective memory, since they preserve the sense of continuity of identity and meaning.

An adult human being without memory is a helpless and pathetic spectacle, no longer really a person. So a society which loses nearly all sense of continuity with its past is usually a society unsure of itself, incapable of sustained and purposive activity. In this sense a collective memory is an absolute prerequisite for future action. A society cannot get away from its past; therefore it is vital that it know the full meaning of that past.

The principle needs clear and emphatic statement today, but it also needs careful qualification. Not only do we need to restore to humanistic scholars and teachers the high sense of their responsibility as the trustees of mankind's cultural heritage. We need also to remember that mere preservation of heritage is never enough.

What are the tasks and ideals to which the humanist teacher and scholar should be committed?

① Tradition must first of all be comprehended in all its richness and diversity — no easy matter in a society as normally uninterested in the past as ours has been. This means that some in society must make it their business to see their heritage in its entirety, to understand it for its own sake, and to resist all attempts of impatient men to distort the meaning of this or that aspect of the past for special and selfish purposes in the present.



(2) The next job is to interpret and transmit the heritage thus comprehended. This means to make it relevant to contemporary experience without twisting or perverting its essential character. The temptation of the scholar is too often to stop with comprehension - and communication only to his colleagues rather than to a wider world.

(3) The final job is to criticize and reshape the tradition which is being transmitted. Not all of even the best-comprehended and best-interpreted tradition is worth preserving. To select and to modify is the creative aspect of the humanist's calling. The humanist scholar may not actually write creatively or compose or paint, but he must never forget that the tradition and behaviour of tomorrow is being created under his own eyes and that his critical work is closely related to this creation.

Ideally this threefold task is necessary in order to preserve the connection between our society's sense of the past and its attitude toward the future, between heritage and destiny.

These are perhaps the most generalized arguments for supporting the study and teaching of the humanities. In history, philosophy, religion, literature, and art are stored mankind's best-tested spiritual resources, the records of man's heroism as well as of his failure, the insights into what is good and bad, beautiful and ugly, true and false, which have guided him at various times and places. This storehouse must not be rifled by facile dogmatists. Rather, it must be opened for men to widen their intellectual horizons, deepen their human insights,

sensitize their consciences, expand their sympathies, and thus prepare themselves to play the man in the face of anything life may offer. Surely it is the peculiar responsibility of teachers of the Humanities to cultivate in men the capacity to use the treasures in the storehouse.

#### 4. Principles of Attack

Many sympathetic observers will grant the arguments so far raised. But they will rightly insist that the real question is one of practical action. Where must the job begin? The sector for attack is clearly higher education, for three reasons. Although certain of the humanities (especially literature, history, and religion) may play an important part in secondary education, only the college student has the maturity to grasp fully the whole range of Humanities subjects well taught. Second, it is in the colleges and universities for the most part that scholarship and research must take place; the quality of these activities will perforce profoundly affect the secondary school curriculum. Third, it is in the colleges and universities that the future teachers of the Humanities and of the humanistic aspects of the other areas of learning discover that they wish to become teachers.

Sch  
research

If it is admitted that higher education is the proper sphere of attack, a phase of it has already been undertaken in the area of scholarship and research. Numerous unrelated but otherwise worthy projects have been supported on a considerable scale. Yet on the whole this piecemeal approach to the problem has been found to be limited in its effectiveness. Indeed it is difficult to see how widely scattered undertakings, however

important they may be, (and they are not always so), can contribute in any broad sense towards establishing the relevance of humanistic study to human experience in general. Erasmus, one of the greatest humanists, long ago laughed at "those who blacken paper with trivialities and write learnedly -- to win the approbation of one or two other weak-eyed scholars."

Much knowledge in the humanities rests squarely upon minute and careful monographic research, but human understanding and insight is not necessarily cumulative in the humanistic fields. For one thing, the critic's understanding of literature is obviously related to the quality of his own experience as a human being, let us say of love or tragedy or comedy, in a way that the natural scientist's understanding of physical processes is not. The American humanist Ralph Waldo Emerson summed the matter up in a memorable statement: "Only so much do I know as I have lived."

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Why study?

The clear alternative to a piecemeal, disjointed, or desultory attack on the problem is a resolute and concerted forward movement on the broadest possible front. At the present time we need above all scholar-teachers of a particular sort, who through their teaching and scholarship can reach the widest possible audience. They must be thoroughly trained in one or more of the humanistic disciplines. But they must also be well-informed in others. They must be intelligently interested in the Natural and Social Sciences, they must recognize the immediate relevance of humanistic study to public and private life, and they must be determined to work out that relevance in a lifetime of teaching and writing. Any college or university would be happy to have even a handful of such men



on its faculty. Yet few if any institutions have attempted to sketch a comprehensive plan for their recruitment, training, encouragement, and advancement.

Such a plan must take account of the fact that the problem is both complex and integral. We recruit college teachers, upon whom the future of higher education will depend, while they are undergraduates, usually juniors and seniors. The best undergraduates will rarely consider teaching in the Humanities as a career unless undergraduate programs of instruction in the field are designed with intelligence and taught with an enthusiasm which is catching. Again, those who enter graduate work in the Humanities will not develop into the kind of scholar-teachers mentioned above unless graduate fellowships and graduate programs are conceived with that general goal in mind and worked out under proper leadership. Those who have begun their academic careers will not steer the wise middle course between pedantry and superficiality unless deliberate attempts are made to create an intellectual atmosphere favorable to their most fruitful development. This intellectual atmosphere must be one which encourages the philosopher, the historian, and the student of art, literature, or religion to think of his work as part of a larger whole, the study of man, his nature and his destiny. Academic rewards in the forms of promotion, release from routine duties, and approbation in general will be forthcoming not only for distinction in a specialty (the indispensable foundation) but also for breadth of vision and the sense of the unity of all knowledge.



The complex inter-relations just sketched out make it imperative that every element of a plan for strengthening the Humanities must be thought of as part of a larger whole. Since higher education is carried on in this country by separate corporate institutions, it is clear that these individual institutions must do the planning. Each must conceive an integral plan instead of continuing to ask support for separate and uncoordinated projects. For instance, a new course in the Humanities, an interdepartmental program for undergraduates, an experimental graduate seminar, a crucial addition of personnel on the instructional staff, a device for encouraging "cross-fertilization of ideas" among humanists and scientists, or for overcoming the artificial barriers between divisions and departments, the acquisition of important materials by a university library or museum -- each of these should be fitted into a general plan and administered as such. This principle of the coordinated attack is the cornerstone of Princeton's decision to establish a Council of the Humanities.

##### 5. The Nature of the Council

Princeton proposes to embody this principle in a concrete plan for the strengthening of the humanistic side of university education. The following pages attempt to outline the main aspects of the plan, and to show, in each instance, precisely how they may be expected to produce the admittedly desirable results. A very brief history of the origin of the proposal -- Section A -- will suffice to show how it grew out of a

series of experimental efforts which have been in operation at Princeton for some years. Section B describes the directorial and advisory functions of the Interdepartmental Committee of the Council, with some account of the proposed apportionment of the endowment under the Committee's direction. Section C summarizes the duties and functions of the Fellows of the Council. Section D briefly describes the Interdepartmental Programs already in existence and shows how they fit into the total pattern. Section E demonstrates the value of the Special Funds in lifting the level of the whole humanistic enterprise.

A. Origins

In February, 1953, when the Faculty of Princeton University unanimously approved the proposal to establish a Council of the Humanities, it hoped to consolidate the gains which Princeton had made during the past quarter-century, and to make possible further gains in fostering significant teaching and research in the humanities. It is safe to say that no other educational proposal since the departmental concentration plan of 1923 aroused such widespread interest, controversy, and (in the end) enthusiastic support among the Princeton Faculty.

The Council should be looked at as a means for placing the keystone in the arch of Princeton's long constructive effort in the field of the Humanities. Experiment and invention in undergraduate instruction has been going on for some time at Princeton, in seminars, interdepartmental programs, and cooperative courses. The University's highly individualized teaching methods have provided means for making these

experiments unusually effective. Some of the ablest younger teachers of humanistic subjects, both at Princeton and elsewhere, received their undergraduate training (and sometimes their 'call' to teach) in the Special Program in the Humanities. Many of them were encouraged and enabled to begin graduate work through the Woodrow Wilson Fellowship Program, inaugurated at Princeton after the Second World War. The purpose of this Program, now being realized on a national scale, is to recruit first-rate young men and women for the academic profession. A cooperative course in "The Western Tradition: Man and his Freedom" was developed during the war years by the initiative of several faculty members. By the spring of 1954 this course had reached a purely voluntary enrollment of over 200 students (it fulfills no general education requirement and is an entirely free elective) -- and had attracted wide attention outside the University. The fact that humanistic courses are widely elected and that in 1954 42% of the University's upperclassmen were majoring in the departments of the Humanities suggests that Princeton humanists are entirely capable of making the Humanities relevant to the experience of future doctors, lawyers, ministers, business men, and public servants, as well as that of future teachers. In short, the Council builds upon foundations already well established.

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But Princeton wishes to go on from there. The plan seeks to consolidate, encourage, and coordinate the programs, the special courses and seminars already in effect, as well as to promote cooperation among programs, departments and the divisions of the University. It seeks

further to provide the support necessary for expanding really significant scholarship in the Humanities. It seeks finally to raise the sights of everyone concerned with the Humanities at Princeton by instituting the equivalent of "distinguished professorships." To underwrite the entire enterprise an endowment fund of \$7,000,000 is being sought.

(1) B. The Interdepartmental Committee

The income from this endowment is not to be rigidly apportioned to various particular purposes. If the problem of strengthening the Humanities is to be solved sensibly, there must be a group of men whose job it is to view the situation in the Humanities at Princeton steadily and as a whole, to plan for long-range developments, and to make such recommendations as seem wise in the perspective of the total life of the University.

An Interdepartmental Committee will therefore recommend the distribution of the income. This group will consist of one representative from each of the nine humanistic departments (Arts, Classics, English, History, Modern Languages, Music, Oriental Languages, Philosophy, and Religion), and one representative from each of the other major divisions of the University (Natural Sciences, Social Sciences, and Engineering). Their responsibilities will include general supervision of the various undergraduate special programs and experimental seminars, long-range planning in the field of the Humanities, both in relation to the several departments of the Humanities as well as to the Natural and Social Sciences, and finally the recommendation of candidates to serve as Fellows of the Council. These Fellows will hold the "distinguished professorships" already referred to.



9 reprs humanities, 3 (SS, NS Eng)

(7)

The Council of the Humanities, then, will consist of the twelve-  
man committee and the Fellows.

At the beginning of operations, the Interdepartmental Committee will seek to divide the endowment into three major areas:

- |   |              |
|---|--------------|
| 1. Fellows of the Council (salaries)  | \$ 2,500,000 |
| 2. Interdepartmental and Interdivisional Programs                                       | 2,000,000    |
| 3. Special Funds (Graduate Fellowships, Research and Publication, Library Acquisitions) | 2,500,000    |

It is understood, however, that these proportions may be modified, as time goes on, by the advice and recommendation of the Interdepartmental Committee.

C. The Fellows of the Council

3

The Fellows, approximately twelve in number, will be the nerve-center of the plan. Some will be Senior Fellows drawn from those members of the Princeton Faculty who are on permanent tenure, and appointed for one term (at most two terms) of two years each. Some will be Visiting Fellows, appointed for one or two years. And some will be Junior Fellows, drawn from either the Princeton Faculty or from outside, and appointed for one, two, or three years. The number in each group may vary from year to year.

Appointment of the Fellows will be by the President of the University upon recommendation of the Interdepartmental Committee after approval by the department most directly concerned in each instance. Fellows may be appointed not only from the regular departments of the

Humanities, but also from the Natural and Social Sciences if the individual concerned has strong interests in the humanistic aspects of his subject (e.g. in the history or philosophy of science).

Each Fellow will teach no more than six hours a week but usually less and devote the rest of his time to scholarship, with administrative chores reduced to an absolute minimum.

Obviously no magic formula exists which will guarantee the production of humanists who have breadth of vision as well as depth of penetration. But it is confidently expected that the appointed Fellows will be scholars and teachers of real distinction, that their own growth will be significantly aided by their term of service, and that their work will set standards and encourage emulation throughout the University. To a younger teacher, a term as Fellow of the Council of the Humanities should represent a rare opportunity for development. To an older scholar, it would mean signal recognition of distinguished achievement as well. The quality of the men appointed may become the measure of humanistic scholarship for all departments and individuals in the University.

Sch r study  
It could be argued that the Fellows should be released from teaching entirely. But the Princeton Faculty takes seriously its professed ideal of "scholar-teacher." Under the present plan a Fellow of the Council retains contact with younger minds by teaching, but he is not unduly burdened by this contact. Moreover, the nature of his teaching can be largely his to determine. He may give public lectures, offer an advanced seminar, conduct preceptorials in a colleague's course, or

supervise theses, both graduate and undergraduate. He will in fact be urged to cut his teaching to the pattern of his scholarly interests. In such a situation, both the depth and the range of his scholarship should be increased. Spec?

4 Another of the expected results would be the formation of a loosely organized corporate fellowship among the members of the Council. Humanist scholars and teachers on the whole work best neither in mental isolation nor yet in "research teams," though such teams might conceivably spring up spontaneously as the men become acquainted with one another. In general, scholar-teachers in the Humanities work best in free and intimate association within a community of teaching and learning. The presumption is that the Fellows -- older and younger, from various disciplines, including on occasion the Natural and Social Sciences, with a steady turnover in personnel -- would form such a community within the larger University circle. The indirect results in exchange of ideas, expansion of horizons, and encouragement to communicate in terms intelligible to the layman should be appreciable.

5 Finally, since the health of the Humanities depends on the constant infusion of new and fresh ideas and personalities, the Junior Fellowships should work like a leaven among the younger faculty members. Bicentennial Preceptorships and regular leaves of absence will still provide occasional opportunity for uninterrupted research. A term as Junior Fellow would offer the young scholar something different: a year or more of regular contact with a few carefully chosen men of ripe scholarship, and a chance to mature and bring to completion his teaching experiments and writing plans.



another farm metaphor, (Pangloss)

In short, a rich harvest is in prospect. Crop rotation is as good for the Humanities as it is for the farmer. If appointments are made with discrimination, and if the intellectual climate is right, the effects of the fellowship plan should be felt throughout the University in a really revolutionary way.

D. The Interdepartmental Programs

Six interdepartmental programs of study centered in the Humanities area have been in operation at Princeton for periods ranging from three to eighteen years. Each program involves departmental cooperation and has an individuality and method of its own. The idea has been constantly to offer able undergraduates both freedom of choice and variety of situations. Yet each of these programs shares certain beliefs with all the others. These common beliefs may be summarized in three propositions:

- ✓ a) that the study of any one of the Humanities subjects is more rewarding when the "home-subject" is related to the others;
- ✓ b) that the Humanities as a whole should never be cut off from the Social Sciences and Natural Sciences; and
- ✓ c) that this wider perspective will deepen the student's sense of the relevance of the Humanities to concrete human experience.

Princeton seeks permanent endowment for the idea underlying these programs as the second essential feature of its plan for strengthening the Humanities. Since each program began as an experiment, and since each is still in a sense experimental, the Faculty intends to consider permanent financial support as committed to the general educational objective involved, rather than to any particular program. This will



allow for further change and experimentation. It will likewise permit, as in the Fellowship arrangements, a considerable degree of flexibility in the allocation of income.

✓ The Special Program in the Humanities, an honors program inaugurated in 1935, is the oldest and is now well-known outside Princeton. The gist of it is that a student begins concentration in a humanistic department a year earlier than usual, takes his senior departmental examinations in his junior year, and devotes his senior year to broad study in the humanities, focussing in the preparation of an unusually demanding "thesis," and culminating in a divisional examination in the Humanities. The Program thus offers a kind of laboratory for the reconciliation of special knowledge and general comprehension. Graduates of the Program have been relatively few in number but strong in their enthusiasm for what they have gained. Their careers in government, industry, the ministry, medicine, and teaching have been one most striking argument for the Program. Other universities have studied the scheme and adopted certain features. Both for faculty members who have directed it and students who have worked through it, the Program has been a real seed-bed for the encouragement of broad humanistic study at Princeton.

✓ The Special Program in American Civilization, in which eight departments of the University cooperate, is designed to strengthen and enrich the student's knowledge of American society from the colonial period to the present, both in itself and in its relations with other countries. Its students major in a single department. But the student

who majors in economics, for example, is also required to study American art and literature, the political, philosophical, and religious ideas which have been dominant in American thought, and to have some knowledge of particular American institutions. In the Conference which the Program directs, he learns how to apply the various techniques of analysis to some major problem or issue of importance in American life. In the work of the Program the Humanities and the Social Sciences are brought into mutually fructifying relations. In this Program the student can develop a comprehensive view of his native society in all its variety and complexity. Graduates of the Program find that they have acquired a perspective which is invaluable in their jobs and their professions: a sense of the whole in social analysis. The importance of this sense of the whole in law, in business, and in public service is hard to over-emphasize if Princeton is to continue to turn out young men who combine vision with a knowledge of what is practicable in human relations.

The work of the Special Program in American Civilization has been made known beyond Princeton, in particular, by means of the books which the Program has developed in three of its Conferences and has published: Foreign Influences in American Life, edited by David F. Bowers (Princeton 1944); Evolutionary Thought in America, edited by Stow Persons (New Haven, 1950); and Socialism and American Life, edited by Donald D. Egbert and Stow Persons, 2 vols. (Princeton, 1952). The original editions of the first two of these works have been exhausted. Foreign Influences in American Life was re-issued by Peter Smith, in 1952. This work has also appeared in a German edition.

The Special Program in European Civilization and The Program in Near Eastern Studies are the youngest of Princeton's experiments in relating the Humanities to the Social Sciences. Like the Special Program in American Civilization, these two are "area" programs. They are administered respectively by the Departments of Modern Languages and Literatures, and Oriental Languages and Literatures. Each is based upon thorough study of at least one foreign language: French, German, Spanish, Italian, Russian, Arabic, Turkish, or Persian. To this is added study of both the higher culture and the material civilization of the area in which the language is spoken. The usefulness of this kind of training to undergraduates who expect to serve public or private agencies in Europe or the Middle East is clear. Yet the "liberal" aspects of area study are constantly emphasized. To understand contemporary Persia, for example, knowledge of the Koran is quite as important as a grasp of the land-holding system. One cannot comprehend the French governmental system without knowing those aspects of the French national character which are embodied in her literature and the patterns of her history. Enrollment in these two programs is growing. Their future at Princeton is of unquestionable importance to the whole enterprise of the Humanities.

The remaining two programs are very different from those described above; yet each is of inestimable importance to the total pattern of humanistic study. The Creative Arts Program provides opportunities for creative work under expert guidance in musical composition, painting, sculpture, and all kinds of writing. Certainly not everyone possesses



creative talent. Yet there is no adequate substitute for some degree of actual practice of an art, as a means of gaining insight into its nature and its problems. When a young man has, for instance, actually grappled with the problem of play-writing and of dramatic production, every play he sees from that time on will have a meaning it could not otherwise have had, even if he remains in the amateur class. For the pre-professional artist, musician, or writer, practical opportunities of this nature are essential if he is also to enjoy the benefits of liberal education - benefits today more than ever indispensable to a mature artist in any field, but at best only very inadequately furnished by the professional schools. For the latter are by their very nature designed to prepare the student for assimilation to a concrete and immediate, and therefore limited economic environment, rather than for orientation to the cultural world at large. It may be pointed out also that students of the theory or history of an art gain immeasurably by association with artists and first-hand awareness of the problems with which these are grappling. In like manner the artist's horizon is enlarged through facing the questions which history and scholarship raise. But the practice of an art can only fulfill the above requirements if it be conducted on a really serious level. Therefore we must argue that liberal arts colleges should include these activities on the most serious and exacting level possible, and should support them by every possible means. No plan for strengthening the Humanities is sound unless it takes due account of the crucial importance of imaginative creativity.

The Seminars in Literary Criticism were begun under the leadership of Professor Francis Fergusson, and have lately been renamed The Christian Gauss Seminars in Criticism, both to honor Princeton's great Dean of the



College and Professor of Modern Languages and Literatures, and to indicate that its scope is not limited to literary criticism alone. As the plan now works, attention is being paid to criticism in religion, in philosophy, and in history, as well as to criticism in all the arts. Thus far four seminars have been held in each of four years. The aim is primarily to enable younger members of the faculty and able graduate students to work through some important problem of criticism under the direction of a really distinguished scholar-critic, either from Princeton or elsewhere. Should Dante's Purgatorio be studied solely in its historical setting as the poem which best synthesizes the whole of medieval culture, or should it be studied for its timeless message to man in any age or country? A perennial problem such as this issue between the historian and the new critic is best threshed out by a small group of professional students under the guidance of a mature thinker, with all of them sharing a common body of reading, and concentrating on a major work of art or system of thought. This is the theory behind the seminars. The results to date have encouraged the sponsors of the Gauss Seminars to believe that the method is sound. The interests of young humanists who have taken part have been noticeably broadened. Several important books are coming out of the seminars. Professor Fergusson's Dante's Drama of the Mind (Princeton University Press, 1953), which grew out of one of these seminars, received the Christian Gauss Award of Phi Beta Kappa. Able undergraduates, aware of their value, have begged to be admitted to them. Once again the worth of a genuinely humanistic experiment is being proved in practice.

In trying to find permanent endowment for these six programs, Princeton is arguing from the evidence of experience. Cooperative, interdepartmental plans of study can be enormously important in strengthening the Humanities in a modern American university. Rightly planned and directed, steadily scanned for weaknesses, constantly revised, such programs as these can raise the sights for both teachers and students. They can create sounder relations between departments. They can provide the young collegian with a sense of the scope and relevance of the Humanities which he could not get from the usual college combination of general education courses and departmental concentration. They can become -- indeed have already become -- the best of recruiting grounds for the teaching profession, a side of the problem which must be moved toward the center of any long-range plan for raising the level of humanistic study. Finally, such programs help to bring into being an invigorating academic climate which will attract and hold the young, active, and enthusiastic teacher of a humanistic subject. They offer him a challenge to make something more of himself than a monographist or the cherisher of a recondite discipline.

#### E. Special Funds

Roughly a third of the proposed endowment will be allocated to needs growing out of the two major features of the plan above described.

The Princeton Faculty thinks of its proposal as centering on people and time, not upon buildings and objects. Faculty sentiment was strongly opposed to asking for a building to house the Council of the Humanities. It was felt that the goal could not be realized through bricks

and mortar. The necessity rather is to find out how to recruit the best people for the job to be done, how to encourage their development, and how to finance the time necessary to permit them to grow.

Scholars and teachers in the humanities need space and tools, however, just as surely as their scientific brethren. It has been reported that for every \$1800 now spent to support the original work of a natural scientist in the United States, about \$600 is spent on a social scientist, and only \$130 on a humanist.\* There is no reason, of course, why these figures should be exactly equal, but there is some reason why they should approach each other more nearly. Books, microfilms, photostats, pictures, and photographs are as necessary to the student of the Humanities as test-tubes and condensers to the scientist. Travel to one of the world's great libraries is often more important to the humanist than to the scientist. Moreover, the results of a humanist's research is often more expensive to publish than the tabulated results of a scientific experiment. Even to acquire the intellectual tools of his trade in graduate work is often more time-consuming for the humanist. Finally, and not least important, the science student has a much better chance of gaining a first-year fellowship which will meet his expenses than does the student of the Humanities. If the talents of the best young humanists are to be set to work, a very much strengthened battery of graduate fellowships is essential.

For these reasons, it is planned to devote a good third of the desired endowment to three auxiliary purposes: Graduate Fellowships; Research and Publication; and Library and Museum Acquisitions.

\* Sibley, Support for Independent Scholarships and Research,  
Social Science Research Council, 1951, p. 58.



The test must be quality. Princeton University believes that it has developed the experience to spend the money wisely in these areas. Any new funds allocated to graduate fellowships will be expended in the light of Princeton's experience in recruiting and selecting candidates for the Woodrow Wilson Fellowships. Princeton is proud of her tradition of scholarship in the Humanities, fostered by John Witherspoon in the 18th century, by James McCosh in the 19th and by Woodrow Wilson in the 20th. The goal to be reached by further funds for research and publication has already been set by a faculty report of 1947 entitled "Princeton and Scholarship." This goal is "significant scholarship ... that which contributes to the improvement of man's understanding of himself, his past, and the world of facts and values in which he lives." Princeton's new Firestone Library, probably the largest open-stack library in the world, conceived and used as a "humanistic laboratory," already contains one of the nation's most important collection of books. But there are noticeable gaps which must be filled, especially in the Humanities, if working materials are to keep pace with working ambitions in humanistic scholarship.

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In summary, the decision to institute a Council of the Humanities embodied Princeton University's conviction that the problem of the Humanities must be seen in its entirety. The Council therefore has been established in the confident hope that a many-sided but unified and coherent plan of attack carried out in one university may contribute measurably, both directly and by example, to the strengthening of the Humanities throughout American education.

January 11, 1954



# Rare Byzantine Art on Mount Sinai Studied

## Huge Mosaic Above 6th-Century Altar Is Photographed

Special to The New York Times.  
PRINCETON, N. J., Feb. 7— Art historians from Princeton, the University of Michigan and the University of Alexandria in Egypt, reported today that the sixth century monastery of St. Catherine on Mount Sinai held material unsurpassed in the history of Byzantine art.

Last summer a research team from the three universities journeyed to the church, 150 miles southeast of Suez on the Sinai Peninsula. The group photographed and catalogued the grounds, architecture and priceless religious art in the first extensive study of the monastery.

St. Catherine's, the oldest existing Greek Orthodox monastery, was founded by Emperor Justinian on Mount Sinai, where Moses, according to the Scriptures, received the Ten Commandments. It stands on the traditional site of the "burning bush."

According to Moslem tradition, the camel on which Mohammed ascended to heaven left a footprint in the rocks near the monastery. For this reason St. Catherine's and its art have been protected through the centuries by both Moslems and Christians.

Next to the Church of St. Sophia in Istanbul, St. Catherine's basilica is the church of



Monastery of St. Catherine is in fortifications, with Mount Sinai rising above.



Seventh-century icon of St. Peter, an unidentified saint, Christ and Mary.

the Justinian age that's best preserved, according to Prof. George H. Forsyth Jr., chairman of the Department of Fine Arts at Michigan.  
An inscription on the basilica's huge wooden door reveals the name of the architect, Stephanos of Aila. Prof. Kurt Weitzmann of Princeton ex-

plained that the signature was unusual because names of architects, although often mentioned in literature, had never before been found on inscriptions from Justinian's period.  
One of the principal results of the expedition was a complete photographic record of the huge mosaic of the Trans-

figuration of Christ above the altar. These photographs were made over three weeks with the aid of an aluminum scaffold four stories high. It had been transported across the desert for the purpose.  
Close study proved that the  
**Continued on Page 79, Column 5**

SUNDAY, FEBRUARY 8, 1959.

## Art RARE ART STUDIED IN SINAI BASILICA

Continued From Page 1, Col. 6

mosaic had never undergone a major restoration and remained unspoiled, according to the professors.

The expedition's large color photographs and architectural drawings reveal well-preserved mosaics, frescoes, icons and a refectory decorated with the coats of arms of the Crusaders.

The only other comparable expedition to the monastery was conducted several years ago when the Library of Congress placed on microfilm the texts of 2,000 of the 3,000 manuscripts known at the site. Last summer's research team photographed the miniature paintings in the manuscripts to supplement the record.

The group also studied the icons in the monastery, which number between 1,200 and 2,000. The world's richest and most important collection of icons is to be found at Mount Sinai, according to Professor Weitzmann.

Expedition members are analyzing photographs, field notes and other data for publication of the trip's findings.

In addition to Professors Forsyth and Weitzmann, the expedition was headed by: Dean Charles E. Odegaard, College of Literature, Science and the Arts, and Fred Anderegg, Supervisor of Photo Services, both of the University of Michigan; Prof. Rensselaer W. Lee, chairman of the Department of Art and Archaeology, Princeton University; and Profs. Mohamed Khalafalla and Hassan Shafel of the University of Alexandria.

Publ. Herzfeld

January 16, 1946

MEMORANDUM FOR PROFESSOR MORSE:

I have had a conference today with Professor Herzfeld concerning his books and I am dictating this memorandum in his presence. There are three different publications to consider. The points at issue in regard to each one are indicated in the following paragraphs:

(1) The Aleppo book, which has as its title, "Corpus of Arabic Inscriptions.

A contract for the publication of this book was originally entered into with the Princeton University Press under which the Institute undertook to provide a subsidy of \$6,000. The Princeton Press has been unable to get the type necessary to publish this book and has voluntarily offered to Professor Herzfeld to relinquish the contract and to allow him to have the book printed and published in Cairo by the French Archaeological Institute. This Professor Herzfeld immediately proposes to do. It will be necessary that the paper on which the book is printed should be purchased in the United States and sent to Cairo. The Princeton University Press has offered to assist in obtaining this paper.

The illustrations for this book are already under way in the United States. They are to be made by the Meriden, Connecticut, Gravure Company. When finished they will be sent to Cairo and the Meriden Company will be reimbursed.

Some copies of the book will undoubtedly be sent from Cairo in sheets and a suitable number of illustrations will be kept in this country to be used along with these sheets. The Princeton University Press is willing to act as agent for the French Archaeological Institute and to handle the books in the United States.

Professor Herzfeld has not yet heard from Cairo as to the exact cost of printing the book over there and consequently does not know how much subsidy will be required. I think I can say that the amount will be less than was originally contemplated in the United States so that there is a chance that a part of this \$6,000 may be available to assist in the publication of other books by Professor Herzfeld. If unexpectedly the amount of subsidy required in Cairo, required for paper and required to pay the Meriden Gravure Company, should exceed \$6,000, we shall have to hold further consultations as to just how the situation is to be met.

(2) Zoroaster book.

The Princeton University Press is willing to publish this book provided they have a subsidy of \$3,000. Professor Herzfeld is willing to underwrite this subsidy personally depending for reimbursement on a substantial sale of copies of the book in Bombay. Negotiations are already under way with the Parsee community in Bombay, the pumchayet, but a definite undertaking from them has not yet been received. Professor Herzfeld communicates with them through the Cama Institute. Professor Herzfeld is so confident of their

2 v. publ  
1947



Memorandum for Professor Morse

- 2 -

January 16, 1946

cooperation that he is willing to proceed with the publication of the Zoroaster book on the terms indicated and indeed the printing is now under way. It is understood that the Princeton Press has in type two-thirds of the book. A prospectus of the book has been sent to India and copies of this prospectus are in our files in the Institute.

(3) The Persepolis book.

This is not a proper title. The book is actually a political geography of the ancient East. Professor Herzfeld has not yet been able to decide upon the title which he wishes to use. In various memoranda in our files it has, however, been alluded to as the Persepolis book.

The manuscript of this book is now ready but definite arrangements have not been made for its publication. The Princeton Press has the idea that it might be combined in some way with the Zoroaster book, the sales of one volume being used to finance the publication of the other. I have raised with the Trustees of the Institute the question of further subsidy for this volume but no definite decision has been reached because of the fact that the requirement was not yet known. Probably this question will not arise in definite form before my return from Palestine. See my letter to Professor Herzfeld of January 23, 1945.

I have asked Professor Herzfeld to consult you freely about any problems that arise in connection with any one of these three publications. I hope this summary account will be sufficient to enable you to take any action required in regard to any one of them.

I see no reason why a contract should not be signed immediately for the publication of the Zoroaster book described in paragraph 2. I shall leave it to Professor Herzfeld to discuss the details with you.

FRANK AYDELOTTE

FA:jsr

Copy to Professor Herzfeld



1946

vert. file "H"

SCHOOL OF HUMANISTIC STUDIES

Academic Organization

MEMBERS

Academic Personnel

List of <sup>4</sup>53 members since beginning--of whom 12 not Ph. D.'s, although some foreign--8 women.

9 additional names of assistants plus visiting professor (Wade-Gery) and Campbell, field archaeologist.

Filed in Vertical File under School of Humanistic Studies.

attached list  
54 names w/0 Campbell  
Wade-gery  
Janey Swartz

D, School of Humanistic Studies.

Stipend

7  
Sch. Stern Studies  
Don't fold

- Coolidge
- Creaghan
- Florence Day
- Debevoise
- Downey
- Ettinghausen
- Glidden
- Gordon
- Heckscher
- Jurji
- Lee, Rensselaer
- Loughran (Rev.)
- Mc Gregor
- Miles
- Kathleen Popham
- Robb
- Robinson, F. W.
- Rowley
- Schweigert
- Stillwell
- Strunk
- Threpsiades, A.
- Threpsiades, J.

1111

September 1945.

MEMBERS - SCHOOL OF HUMANISTIC STUDIES.

*P. Pampoly*  
*Pch Pampoly*

*Asterisks - females.*

| Name   | Degree                           | Membership                                   |
|--|----------------------------------|--|
| <i>Pu</i> BARON, Hans <i>Flombert</i>                      | Ph.D., Berlin, 1922              | 1945/ <sup>48</sup> 36 Guggenheim            |
| <i>Pch</i> BENESCH, Otto                                   | Ph.D., Vienna, 1921              | 1945/46 Guggenheim \$1,000<br>IAS \$1,500    |
| <i>Pch</i> BERNHEIMER, Richard Max <i>MA. Pch</i>          | Ph.D., Munich, 1930              | 1940/41 (2nd term) Carnegie                  |
| <i>A</i> BREASTED, James H. <i>AF 3</i>                    | <i>x</i> M.A., Chicago, 1937     | 1939-41 Carnegie                             |
| <i>M</i> BRONEER, Oscar                                    | Ph.D., Calif., 1931              | 1939-42                                      |
| <i>Pu</i> CAPPS, Edward, Jr.                               | Ph.D., Princeton, 1931           | 1940-41 Carnegie                             |
| <i>M</i> CLEMENT, Paul A.                                  | Ph.D., J. Hopkins, 1930          | 1938-49 \$500                                |
| <i>Pch</i> COOLIDGE, John Philip                           | <i>x</i> A.M., N.Y.U., 1939      | 1939-40                                      |
| <i>M</i> CREAGHAN, John S. (Rev.)                          | S.T.L., Woodstock, 1944          | 1944-45; 1945-46                             |
| <i>G</i> *DAY, Florence E.                                 | Ph.D., Michigan, 1940            | 1938-39; 1939-40 (2nd term)                  |
| <i>Pu</i> *DEAN, Ruth Josephine <i>13<sup>th</sup> ant</i> | Ph.D., Oxford, 1938              | 1943-44 A.A.U.W.                             |
| <i>Pu</i> DEBEVOISE, Neilson C.                            | Ph.D., Illinois, 1930            | 1940-41                                      |
| <i>Pu</i> DOWNEY, Glanville (R.E.G.)                       | Ph.D., Princeton, 1934           | 1936-40                                      |
| <i>Pu</i> ETTINGHAUSEN, Richard                            | Ph.D., Frankfort, 1931           | 1937-39                                      |
| <i>Pu</i> FORSYTH, George H., Jr.                          | <i>x</i> M.F.A., Princeton, 1927 | 1937-38; 1939-40; 1944-45. \$3,000           |
| <i>Pan</i> FRANKL, Paul                                    | Ph.D., Munich, 1910              | 1940- \$2,500                                |
| <i>Pch</i> GLIDDEN, Harold W. <i>Student</i>               | Ph.D., Princeton, 1937           | 1937-38                                      |
| <i>G</i> GORDON, Cyrus H. <i>Olweck Nelson</i>             | Ph.D., Penn., 1930               | 1939-40; 1941-42 <i>Candidate 2 sum term</i> |
| <i>M</i> *GRACE, Virginia <i>Hellman</i>                   | Ph.D., Bryn Mawr, 1934           | 1945-46 \$2,400                              |
| <i>Pch</i> HAMMER, Jacob <i>had Be history</i>             | Ph.D., Columbia, 1926            | 1938; 1939-40 Guggenheim<br>1944-45 \$3,000  |
| <i>Pan</i> HECKSCHER, William <i>Wilhelm Pan</i>           | Ph.D., Hamburg, 1936             | 1936-39 <i>invited</i>                       |
| <i>L</i> HOEY, Allan S.                                    | Ph.D., Yale, 1940                | 1939-41 Carnegie                             |
| <i>G</i> HOLLAND, Leicester B.                             | Ph.D., Penn., 1919               | 1941-42 (1st term)                           |

| Name  | Degree                                       | Membership   |
|---|--|--|
| <i>Pu</i> JONES, Leslie W. <i>Pu</i>            | Ph.D., Harvard, 1925                         | 1945-46 \$3,000  |
| <i>Pu</i> JURJI, Edward J. <i>Polmer</i>        | Ph.D., Princeton, 1936                       | 1936-38  |
| <i>Pu</i> *LAWRENCE, Marion <i>Arthur</i>       | Ph.D., Radcliffe, 1932                       | 1941-42 Carnegie and IAS   |
| <i>Pu</i> LEE, Rensselaer W.                    | Ph.D., Princeton, 1926                       | 1938-39; 1943-45 <sup>2</sup> 45-6 <i>Asst P.</i>                |
| <i>Pu</i> LEVI, Doro                            | Ph.D., Florence, 1920<br>(Magna cum laude)   | 1938-39; 1941-<br>1945- IAS & Princeton Univ.<br>each \$100 p.m. |
| <i>Pu</i> LOUGHRAN, Chas. P. (Rev.)             | M.A., Oxford, 1937                           | 1944-45 (2nd term)   |
| <i>M</i> MCGREGOR, Malcolm                      | Ph.D., Cincinnati, 1937                      | 1937-38  |
| <i>Pu</i> MEISS, Millard                        | Ph.D., N.Y.U., 1933                          | 1939-40 (2nd term) Carnegie                                      |
| <i>Pu</i> MILES, George C.                      | Ph.D., Princeton, 1937                       | 1938-39  |
| <i>Pu</i> *POPHAM, Kathleen ?                   | B.Lit., Oxford, 1936                         | 1938-39  |
| <i>M</i> RAUBITSCHKE, Anton E.                  | Ph.D., Vienna, 1935                          | 1938-42 IAS. 1944-45 ASCS.<br>1945- \$3,000                      |
| <i>Pu</i> ROBB, David M.                        | Ph.D., Princeton, 1941                       | 1938-39 (2nd term)   |
| <i>Pu</i> ROBINSON, Francis W.                  | M.F.A., Princeton, 1933<br>(Magna cum laude) | 1936-37 (1st term);<br>1938-39 (2nd term)                        |
| <i>Pu</i> ROWLEY, George                        | M.F.A., Princeton, 1926                      | 1938-39 (1st term)   |
| <i>M</i> SCHWEIGERT, Eugene                     | Ph.D., Cincinnati, 1940                      | 1939-40  |
| <i>Pu</i> *SEGALL, Berta <i>Seyth</i>           | Ph.D., Vienna, 1928                          | 1945-46 \$2,400  |
| <i>Pu</i> STARR, Richard F.S.                   | Ph.D., Princeton, 1938                       | 1935-38 IAS; 1938-39 Carnegie<br>1940-41 Guggenheim              |
| <i>Pu</i> STILLWELL, Richard                    | M.F.A., Princeton, 1924                      | 1936-42  |
| <i>Pu</i> STRUNK, Oliver <i>Byron</i>           | Litt.D., Rochester, 1936<br>(Honorary)       | 1944-45 Asst P. P.U.<br>1938-9                                   |
| <i>Pu</i> SWARZENSKI, Hans P. Th. <i>George</i> | Ph.D., Bonn, 1927                            | 1936-(On leave since 1943)                                       |
| <i>Pu</i> TEDESCO, Paul M. <i>(sug by York)</i> | Ph.D., Vienna, 1920                          | 1938- IAS and Yale Univ. (1944)<br>1945- Yale \$2,000            |
| <i>M</i> *THREPSIADES, Antigone                 | Ph.D., Athens, 1932                          | 1938-39  |
| <i>M</i> THREPSIADES, Ioannes                   | Ph.D., Athens, 1929                          | 1938-39  |
| <i>Pu</i> TOLNAY de, Charles                    | Ph.D., Vienna, 1925                          | 1939- \$3,000; 1945-48 \$4,000                                   |



54 mbs this list incl.

George Swartzstein, +  
Wm P Walker  
Excl. Wade-Gery<sup>V.P.</sup> +  
(staff) Campbell + Wetzman<sup>(FID met.)</sup>  
(and Schlomo who must now  
be seen by SAs)

To correct the list, add Geo.

Swartz + eliminate Hans. Sw.  
and Walker, per Bulletin + Biblio.  
Still 54 mbs -

Then consider H on AS's file.

|           |           |
|-----------|-----------|
| Wetzman   | FID met.  |
| H. Swartz | Res Asst  |
| W-Gery    | V.P.      |
| Campbell  | FID Arch. |

Note FA's list 5/31/35 attributes to  
Pon<sup>all</sup> those who worked in at list

List of ~~these~~ AS's  
Committee - all listed  
as asst in Biblio  
y listed (check  
Dow Sachs not listed)  
Exc. Pritchett. He  
has asst F merit  
during 1936-42; mbr 1945-7)

| Name  | Degree                                  | Membership                        |
|---|---|-----------------------------------|
| M VANDERPOOL, Eugene  | A.B., Princeton, 1929                   | May-June 1944                     |
| <i>Peter Wallace Wm D</i>   | PhD John Hopkins 1936<br><i>MFA put</i> | 1946 Spring - (see Bull + Biblio) |
| <i>Peter</i> WEBSTER, J. Caron  | Ph.D., Princeton, 1939                  | 1938-39 (1st term)                |
| G WEINBERG, Saul S.   | Ph.D., J.Hopkins, 1936                  | 1941-42 Guggenheim                |
| <i>Peter</i> WEITZMANN, Kurt  | Ph.D., Berlin, 1929                     | 1935-54 \$4,500 X                 |
| G *WELKER, Marian   | Ph.D., Penn., 1938                      | 1940-41; 1942-43                  |
| <i>Peter</i> WILBER, Donald   | M.F.A., Princeton, 1933                 | 1935-39 X                         |
| <p><i>Schlusssatz Helmut</i><br/> <i>Schlusssatz, W-G, Capitul, Cross Sec?</i><br/> <i>3D/54</i><br/> <i>unrecorded</i><br/> <i>to IAS - Wagon</i><br/> <i>h Peter</i></p> <p>To date, there have been 53 members (of whom 8 women members) and the following in the School of Humanistic Studies:</p> <p><i>1934-5</i><br/> <i>with G. Swenson - instead of Homs</i></p> |   |                                   |

| Name   | Degree                                    | Date and Status  |
|--|---|--|
| ANDERSON, David J.                           | M.F.A., Princeton, 1944                   | 1/6/42-21/5/44 Assistant to Prof. Herzfeld                             |
| CAMPBELL, Wm. A.                             | M.F.A., Princeton, 1930 (Magna cum laude) | 1937-43 Field Archaeologist  |
| *CHEEVER, Mary F.                            | B.A., Radcliffe,                          | 1939-40 Assistant to Prof. Lowe  |
| *DOW, Elizabeth (Mrs. Wm. K. Pritchett)      | A.M., N.Y.U., 1937                        | 1937-38 Asst. to Prof. Lowe  |
| G *JONES, Frances Follin                     | M.A., Bryn Mawr, 1936                     | 1938- <sup>48</sup> Asst. to Prof. Goldman and at Princeton University |
| *KELLEY, Isabelle R. (Mrs. A.E. Raubitschek) | Ph.D., Columbia, 1943                     | 1940; 1942-44. Assistant to Prof. Lowe                                 |
| M PRITCHETT, Wm. K.                          | Ph.D., J.Hopkins, 1942                    | 1936-42 Asst. to Prof. Meritt  |
| *SACHS, Judith                               | Ph.D., Fribourg, 1938                     | 1944- Asst. to Prof. Lowe  |
| M WADE-GERY, Henry T.                        | M.A., Oxford, 1919                        | 1937-38 Visiting Professor   |
| M Capps Edw Sr                               | M. 12<br>P. 11                            | 1936-41 Carnegie<br>(8 wbs 1934, 1935, 1936)                           |
| * Femmes                                     | G 7<br>H 1<br>L 2                         |  |

1946

5/8

CARNEGIE CORPORATION OF NEW YORK

Foundations

SCHOOL OF HISTORICAL STUDIES

Academic Organization

EARLE, E. M.

Biographical

See Earle's letter of May 8, 1946, for supporting data for the request for a grant for international seminar.

Filed in Vertical File under "H" for School of Historical Studies.

*5/29/47 Woodward gave a lecture at Oxford on U.S. method of backing & studying International Relations which was published by Oxford Press. Get it if possible.*

D File, Earle, Edward M., 1945

*Grant*

June 11, 1946

Dr. Pendleton Herring  
Carnegie Corporation of New York  
522 Fifth Avenue  
New York 18, New York

Dear Pen:

This is to acknowledge with many thanks your letter of June 10th concerning the grant to the Institute of a sum of \$15,000 for the support of my work here. We hope very much that we shall be able to justify the investment.

I am off this afternoon for Michigan and other points west. You will be hearing from me shortly after my return.

Meanwhile, my very best.

As ever,

Edward Moad Earle



May 8, 1946

Professor Pendleton Herring  
Carnegie Corporation of New York  
522 Fifth Avenue  
New York, New York

Dear Pen:

This letter is a crystallization and confirmation of the talk we had at the Century Club on Monday May 6 in connection with the plans of the Carnegie Corporation for the establishment of "Flatbush Fellows" and the manner in which the Princeton group might best contribute to the realization of these plans.

You were good enough to indicate that the Institute for Advanced Study might serve as one of the "seed beds" for cultivating--particularly among younger American professors--a broader comprehension of the basic issues of international affairs, and, more particularly, of the rationale of American foreign policy. Since 1937 (partly through gifts from the Carnegie Corporation) the Institute for Advanced Study, in association with certain professors of Princeton University, has, in fact, been serving on a modest scale some of the purposes which the Corporation now proposes to serve in a more comprehensive manner. The members of my seminar in the future, as during the past ten years or so, will be the younger and more promising men in American academic life who come to the Institute for brief periods of training and will thereafter return to their own institutions with broadened viewpoints and enriched knowledge.

It is now proposed not merely to continue the Princeton seminar in international affairs but to broaden its usefulness by including foreign scholars in its membership and by seeking out even more assiduously the most promising young Americans. To such scholars the Institute would award fellowships or stipends for periods of a semester or a year, in the hope that with the benefit of training on an advanced level they would become the leaders of their respective communities--academic and otherwise--in developing a better appreciation of the issues which confront the United States and other nations in the realm of international politics. If past experience be any guide, the seminar would lead, as well, to substantial scholarly work. Indeed, if it does not strengthen the well-springs of knowledge, it will have failed to achieve one of its essential objectives.

#2. Prof. Pendleton Herring. 5/8/46.

For the foregoing purposes it is hoped that the Carnegie Corporation of New York will make available to the Institute for Advanced Study a sum of \$35,000 a year for each of three years, beginning with the academic year 1946-1947. Of this sum approximately \$28,000 would be devoted to stipends, \$5,000 to foreign and domestic travel, and \$2,000 for secretarial assistance. You indicated that the Institute might have reasonable discretion in varying somewhat the funds allotted to each of these items. The Institute would supplement the proposed grant from the Corporation by allotting to the same general purposes a portion of the funds it provides annually for stipends in the School of Economics and Politics. In addition, the Institute will contribute administrative services in the form of office space, library, maps, and the like, as well as some secretarial assistance. The Institute will also make an earnest effort to secure from other sources additional gifts of equal or greater amount, so that the purpose we both have in mind may be more firmly established for a longer period of time and on a basis of even greater stability.

It is requested that unexpended amounts in any academic year be carried over to the succeeding year. This will be particularly important as regards the academic years 1946-1947 and 1947-1948 because it may be difficult at this late date to obtain the services of all of the scholars we should like to have in residence in the autumn of 1946—the more so as there are such pressing demands upon university teaching personnel at the present time. As you know, a substantial start already has been made in organizing the seminar for 1946-1947, and further efforts will be made to bring it up to full strength on the highest level of competence. The policy of the Carnegie Corporation in the past has been very generous in matters of this sort and I am not anticipating difficulties by calling your attention to this particular point.

Although the proposed grant would be made to the Institute for Advanced Study, it is understood that its purpose would be to advance the work of the Princeton community as a whole—that is to say, to continue, as in the past, to associate actively with my seminar those members of the Princeton University faculty whose professional competence lies within the field of international politics. Specifically, it is planned to allot to Princeton University sufficient funds to enable Professors Gordon Craig and Harold Sprout, and, as occasion may require, other members of the Princeton faculty to be relieved of enough of their University responsibilities (teaching and otherwise) to the end that they may make the seminar in international politics one of their principal academic concerns. There has heretofore been the most intimate and friendly cooperation between the Institute and the



We are not proposing, however, that we do merely what we have been doing heretofore and to do it better. We are seeking, as well, to extend our area of influence. For these are critical days in the world and in the foreign relations of the United States; therefore the training of younger scholars in the field of international politics is vested with a public interest. The younger professors in American colleges and universities are the men who, in large measure, will mould the minds and characters of the next two generations. The convictions they hold and the manner in which they view their obligations to society may well determine the course of American public policy as well as the character of American intellectual life. Assuming that they have innate capacity, enthusiasm for their work, and adequate professional competence, they still will need perspective, mature judgment, and a basic reverence which only personal contact and an adequate exchange of ideas with older men of distinction is likely to provide. It would be our aim, therefore, to attract to the seminar mature scholars who are noted not only for achievement and distinction (important as they are), but for qualities of character and leadership which will inspire younger colleagues. (We have in mind, as you know, E. L. Woodward of Oxford and E. H. Carr of University College, Wales, for the year 1946-1947). For we are concerned not merely with research but, equally and perhaps primarily, with revitalizing the teaching of international relations in the United States and with broadening the areas of international understanding. We need not only enough teachers but as many as possible who can bring to their work that all-too-rare vital spark.

For the foregoing purposes it is hoped that the Carnegie Corporation of New York will make available to the Institute for Advanced Study a sum of \$35,000 a year for each of three years, beginning with the academic year 1946-1947. Of this sum approximately \$28,000 would be devoted to stipends, \$5,000 to foreign and domestic travel, and \$2,000 for secretarial assistance. You indicated that the Institute might have reasonable discretion in varying somewhat the funds allotted to each of these items. The Institute would supplement the proposed grant from the Corporation by allotting to the same general purposes a portion of the funds it provides annually for stipends in the School of Economics and Politics. In addition, the Institute will contribute administrative services in the form of office space, library, maps, and the like, as well as some secretarial assistance. The Institute will also make an earnest effort to secure from other sources additional gifts of equal or greater amount, so that the purpose we both have in mind may be more firmly established for a longer period of time and on a basis of even greater stability.

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The foregoing is, I believe, a reasonably complete statement of the results of our meeting last Monday. If, however, there are any changes or amendments you wish to make, please feel free to say so.

With every cordial good wish,

Sincerely yours,

Edward Mead Earle



We are not proposing, however, that we do merely what we have been doing heretofore and to do it better. We are seeking, as well, to extend our area of influence. For these are critical days in the world and in the foreign relations of the United States; therefore the training of younger scholars in the field of international politics is vested with a public interest. The younger professors in American colleges and universities are the men who, in large measure, will mould the minds and characters of the next two generations. The convictions they hold and the manner in which they view their obligations to society may well determine the course of American public policy as well as the character of American intellectual life. Assuming that they have innate capacity, enthusiasm for their work, and adequate professional competence, they still will need perspective, mature judgment, and a basic reverence which only personal contact and an adequate exchange of ideas with older men of distinction is likely to provide. It would be our aim, therefore, to attract to the seminar mature scholars who are noted not only for achievement and distinction (important as they are), but for qualities of character and leadership which will inspire younger colleagues. (We have in mind, as you know, E. L. Woodward of Oxford and E. H. Carr of University College, Wales, for the year 1946-1947). For we are concerned not merely with research but, equally and perhaps primarily, with revitalizing the teaching of international relations in the United States and with broadening the areas of international understanding. Although it may be difficult, especially during 1946-1947, to persuade universities to part with their best teachers during a period of heavy classroom schedules, it is believed that they would and should make sacrifices commensurate with an almost unique opportunity to make an investment in the teaching effectiveness and scholarly achievements of their younger faculty members. At least we shall try to persuade them to do so, for we need not only enough teachers but as many as possible who can bring to their work that all-too-rare vital spark.

For the foregoing purposes it is hoped that the Carnegie Corporation of New York will make available to the Institute for Advanced Study a sum of \$35,000 a year for each of three years, beginning with the academic year 1946-1947. Of this sum approximately \$28,000 would be devoted to stipends, \$5,000 to foreign and domestic travel, and \$2,000 for secretarial assistance. You indicated that the Institute might have reasonable discretion in varying somewhat the funds allotted to each of these items. The Institute would supplement the proposed grant from the Corporation by allotting to the same general purposes a portion of the funds it provides annually for stipends in the School of Economics and Politics. In addition, the Institute will contribute administrative services in the form of office space, library, maps, and the like, as well as some secretarial assistance. The Institute will also make an earnest effort to secure from other sources additional gifts of equal or greater amount, so that the purpose we both have in mind may be more firmly established for a longer period of time and on a basis of even greater stability.

5/2/46

## FLATBUSH FELLOWS

This is a proposal for the further education of the "educators" who will be the leaders of opinion or influential purveyors of knowledge concerning foreign policy and America's place in the world.

### PURPOSE

1. Our purpose is to stimulate a more active concern with international problems within our universities and to aid college professors, journalists, radio commentators, magazine writers and others who discuss foreign policy to become better informed. Several universities would be selected as centers at which to bring together scholars and men of affairs to learn from each other and pass on to a wider public the fruits of this inter-course and study. By concentrating Corporation support on a few such "seed-beds" our resources could be used to better effect than by financing scattered propaganda or promotional activities. Our objective would be "education in depth".

2. The men thus trained would return to their offices or their universities and thence reach out to a wide audience. Our proposal for adult education selects the adults who have already proved their effectiveness in their chosen field and offers them a means for developing their potentialities. Our purpose is to accelerate the education of men who have already made a good start.

### ESSENTIAL ELEMENTS

1. The success of this project in any single university will depend upon a director with ability as an organizer and with sufficient academic standing to secure faculty support and to attract the necessary outside cooperation.

2. There must be in each university participating in the program a strong faculty group interested in the broad field of international affairs. Such men would be invited to participate in the program from time to time, but it would not constitute any real addition to their teaching duties, in fact, the project should serve as a positive asset from their standpoint.



3. Wherever practicable one or two visiting scholars from other countries would be associated with the program.

4. A regular feature of this project would be the participation of experts invited to the university to discuss some problem within their field of special competence. Their visits would be arranged by the director in order to secure some degree of continuity and coherence.

5. The "Flatbush Fellows" would give the program its most distinctive element. They would be carefully selected by the director from applicants presumably in their 30's. The fellows should be men who have already demonstrated their quality in their chosen field of work. They would regard the project as a means of refreshing and developing their interest in international affairs. Perhaps Foreign Service officials could be detailed by the State Department, and Army and Navy officers might also be designated as fellows.

#### ORGANIZATION

1. The organizational arrangements for this program should be kept simple. The only device that seems necessary is a carefully planned seminar under the chairmanship of the director. This seminar would constitute the intellectual axle upon which all of the work of the group as a whole would turn. Individual fellows would be free to work out their own programs. They might attend lectures or carry on their own studies. Their teamwork would center in the seminar. Here the visiting experts would meet with the group.

#### PRECEDENTS

1. While this project breaks new ground in certain respects there are several precedents that are suggestive. The Nieman fellows and the Trade Union fellows at Harvard University in some measure provide for journalists and for labor leaders facilities comparable to those proposed here for specialists in international affairs.



- 3 -

2. At the Institute for Advanced Study at Princeton Edward Mead Earle has conducted a seminar comparable to the one described above. In a sense our project would draw upon both the Harvard and Princeton experiments and carry these activities further at several universities over the country.

#### FINANCIAL SUPPORT

1. Aid from the CC would be necessary in order to get one or more of these projects underway.

2. The directors of the projects should seek the cooperation of CBS, NBC, Harper's Magazine, Time and Fortune, Inc., etc., in getting financial support for the fellowships designed for radio men and writers.

#### CALENDAR

1. Appointments to fellowships would be for one college term. The seminar would be organized accordingly and fellows would be in residence for not longer than four months. Hence it would not be necessary for them to move their families to the college campus.

PH:rhf

*CP + H*

At the Institute for Advanced Study at Princeton Edward Mead Earle has conducted a seminar comparable to the one described above. The project would be to carry out experiments and carry these activities further at several universities over the country.

*What Institute will contribute*

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CARNEGIE CORPORATION  
OF NEW YORK

May 2, 1946

Dear Mr. Earle,

Mr. Herring asked me to  
send you a copy of the memo-  
randum on FLATBUSH FELLOWS.

*Paul H. Feltis*  
Secretary to  
Mr. Herring

58,000  
5,000  
2,000

522 FIFTH AVENUE



THE INSTITUTE FOR ADVANCED STUDY

Founded by Mr. Louis Bamberger and Mrs. Felix Fuld

PRINCETON, NEW JERSEY

March 8, 1948

Mr. Robert M. Lester  
Carnegie Corporation of New York  
522 Fifth Avenue  
New York 18, New York

My dear Mr. Lester:

This is in response to your letter of February 4 requesting a progress report on a grant of \$55,000 made to the Institute for Advanced Study by the Carnegie Corporation of New York for the conduct of seminars in international studies during the years 1947-1950. Of the total sum allotted, \$15,000 has been advanced by the Corporation for the year 1947-1948. The present report covers activities financed or to be financed from the latter sum.

As has been customary in the past, the subject of the seminar during the current year has been determined by the special qualifications of those of its members who come from outside the Princeton community. We have in residence during the present term, for example, E. H. Carr of London, formerly Wilson professor of international politics at University College of Wales, Hans Kohn, professor of history at Smith College, and B. H. Sumner, Warden of All Souls College, Oxford (the last named for about one-half of the term). All of these men have done extensive research in the affairs of Eastern Europe and the Soviet Union; we have therefore taken advantage of their presence here to focus our discussions on the Dynamics of Soviet Policy. We have, as usual, drawn upon specially qualified personnel of Princeton University and have as regular participants in the seminar three younger men who have already done distinguished work in this field and give great promise for the future. They are Professor Cyril E. Black and Dr. Edmund Silberner of the Department of History, and Mr. John S. Reshetar of the Department of Politics. Professor Arnold J. Toynbee, currently in residence at the Institute for Advanced Study, although not a specialist in the affairs of the Soviet Union, has brought to our discussions his remarkable erudition and historical perspective. You will find attached hereto a complete list of the members of the seminar. Professor Richard C. Snyder, of the Department of Politics at Princeton University, is the rapporteur and Mr. Ralph Greenlaw and Mr. John Chase, graduate students at the University, are the assistant rapporteurs.

Because of the nature of the subject, we have felt it desirable this year to invite outside guests for individual sessions of the seminar. These invitations have been extended with a view to obtaining the benefit of highly specialized knowledge on particular subjects

72. Mr. Robert M. Lester. 3/8/48

under discussion. For example, we had a session devoted to the economic system of the USSR considered as a reflection of Soviet revolutionary ideology and Soviet foreign policy. This discussion was led by Dr. Alexander Gerschenkron of the Foreign Areas Section of the Federal Reserve Board, Professor Abram Bergson of the Russian Institute of Columbia University, and Professor Harry Schwartz, of the Maxwell Graduate School of Syracuse University. Among other visitors who have attended one or more sessions are Professor Felix Gilbert of Bryn Mawr College, Professor Robert Strauss-Hupé of the University of Pennsylvania, and Professors Walter Livingston Wright, Philip Hitti, and T. Cuyler Young of the Department of Near Eastern Studies of Princeton University. We shall also have had present before the end of the current term Max Beloff of Oxford, the author of a multi-volume history of the foreign policy of the USSR, of which volume one has already been published; Professors Owen Lattimore and Jean Gottmann of The Johns Hopkins University; Professor Philip C. Mosely of Columbia University; Professors Arnold Wolfers and David N. Rowe of Yale University; Dr. Bayard Dodge, former president of the American University of Beirut.

You will recall that one of the purposes of the seminar was to establish effective liaison with the Armed Forces, to the end that we might have the benefit of their professional knowledge and that they, in turn, might acquire a broader knowledge of international politics. I am happy to say that we have made substantial progress in this respect. We have as a permanent member of the seminar this year one of the very best staff officers of the Army, Lieutenant Colonel A. J. Goodpaster of the Plans and Operations Division. We have already had as a visitor Colonel Sidney F. Giffin, also of the Plans and Operations Division of the Army, and during the next few weeks we shall have assigned to us by the Army and the Air Force for attendance at one or more sessions the following officers: Colonel (formerly temporary Brigadier General) Henry A. Byroade, who has spent considerable time in China, most recently as executive officer to General Marshall, while the latter was on special mission in the Far East; Major General Samuel E. Anderson of the Plans and Operations Division of the Air Force, and Brigadier General T. H. Landon of the Joint Strategic Survey Committee.

Although it is too early to appraise the work which we are doing in the seminar, it might be said in passing that we have all become keenly aware that even the best-informed "experts" on the affairs of the USSR are dealing with quite inadequate data. The result is that on the political level, we are compelled to judge the situation through the "fog of war". To be sure, we have a very considerable body of knowledge of Russian history and foreign policy until about 1939, but since then the deliberate policy of the Soviet government has been to prevent foreigners from obtaining information which would be useful to them in forming opinions as to Soviet policy



#2. Mr. Robert M. Lester. 3/8/48

and Soviet achievements. This is not to say that nothing profitable can be done in a study of USA-USSR relations, but merely to indicate that such a study must of necessity be less definitive and, hence, less satisfactory than we would wish. As our studies of the USSR will not extend beyond the spring of 1948 these observations are of only ephemeral importance.

You will find enclosed a statement of disbursements from the Corporation's grant of \$15,000. You will observe that the expenditures thus far have been relatively few, partly because we were operating on a reduced schedule of activity during the first semester of the current year, and partly because, as agreed upon, the Institute is paying Professor Kohn's stipend in full and is providing most of the essential administrative and overhead expenses. There are commitments outstanding against the unexpended balance of \$14,012.30, but there will be, nevertheless, a considerable sum to be carried over into the year 1948-1949. The understanding which I had with Mr. Herring is that funds unexpended in any single year would be available for the purposes of the seminar in subsequent years, and I am confident from conversations which we have had that this arrangement is agreeable to you as well. The plans for 1948-1949 are already well under way and will involve substantial commitments.

If there is any further information which you desire, I shall be very happy indeed to provide it. Meanwhile, may I express my gratitude for the opportunity which the Corporation has given the Institute and me personally to conduct this work in international affairs.

Sincerely yours,

Edward Mead Earle



1932

Vert. File

11/11

FRANKFURTER, FELIX

Biographical

FLEXNER, A.

HOWLAND

Howland's Armistice Day address likened to Gettysburg.

Filed in Vertical File under H for Howland.

A File, Frankfurter

*File  
Relief from the war*

*A Feb. 1919*

## Armistice Day Address

*Delivered at the University on November 11, 1932,  
by the late Professor Charles P. Howland, '91, whose  
death occurred the following day.*

**I**S the purpose of this meeting to commemorate the dead? But the act of commemoration is in itself a dead thing; a passive ceremony which leaves no impression on the participant. For if one is young, sorrow for the remote dead has no poignancy; and if one is intelligent a tribute to the splendor of the dead conjures up the futility of that splendor, and for the educated commemoration is essentially a silent and an individual rite.

Or is our purpose to challenge to action? Why not? Why should not a commemoration of the dead be an appeal to the living—not to deplore together, as if in an act of incantation, but to awaken to their sense of responsibility to make the world less deplorable. For we have learned in the past decade the posthumous corruption of finer aims and higher hopes that war engenders. Read the terrible indictment of a protracted war in the 10th chapter of Thucydides. Consider the morale of the soldiers who went through four and a half years of the World War, expressed in the weary bitterness of Remarque, Hemingway and Aldous Huxley. One can make material reconstruction, but the imponderable damage leaves wounds that remain sore indefinitely. The German Ambassador to England told Lord Grenville in 1909 that Germany had not yet recovered from the Thirty Years' War that ended in 1648.

We are all now infected with a distrust and an antagonism which may lead to another war; those attitudes are evil, not so much because they proceed from self-serving motives as because they are dense and narrow-minded. Our own military expenditure shows the largest increase since 1913, and the economic nationalism in which we took an early and a leading part is a form of war in peace-time. For a 20th century war, whose machines work unparalleled destruction and which infects society with the almost ineradicable germs of social disorder and debasement, the fitting memorial is not that of victory and exultation, but such an one as that at Munich—underground; a boy lying in passive obliteration; on the walls the outlines of countless shapes with sloping bayonets, and the names of the 15,000 dead of that one city.

The monstrous paradox that because of the nobility of individual sacrifices, war itself ennobles civilization explains the bitterness of those who came back from the war; they had seen at first hand the sacrifice of much that is best in our civilization. But the weariness and disillusionment from which they could not escape are not becoming to a new generation charged with the constructive tasks of peace. The hard business of leadership—if not recruited from this audience, where else—requires eternal vigilance, guided by thought and geared toward activity.

Does the responsibility of the enlightened end with condemning the follies of the stupid or vicious? What are we doing to make the world less deplorable? Do we stir ourselves when militarists create a hysteria which momentarily dulls or deadens intelligence, while it dilates emotion into a fever of emotionalism? Do we oppose our will to theirs in this man-made world to prevent the catastrophes we later deplore? In the encounter with the lowest standards of behavior, do we fight for the vitality of civilized standards, remembering always Hamlet's noble adjuration to use men "after your own honour and dignity."

It was not to perpetuate but to end militarism that the men of our country, of our kin and of our spiritual home at Yale gave their lives. If war seemed to the sensitive among them the spectacle of savages dancing around a fire which was fed by the goods of civilization, that too they endured, in the hope that out of the embers would rise a new order in which war would have no place. That will not happen of itself in a world which has to make its own way out of sickness and despair. It will not happen at all if we avoid leadership for apathy. If another conflagration should result, would the responsibility rest more heavily on the militarists than upon our own corrupting inertia? Whom shall we blame if the militarists take the reins from our passive hands and carry us careening into another abyss?

There can be no sincerity in a tribute to the dead without a silent promise that their deaths will have been more than a splendid gesture of futility. The truest commemoration will be the vigorous enlistment of our own lives and capacities in the struggle between good and evil that continues in peace as in war.

vert file "H"

TRUSTEES

Corporation

DIRECTOR

Administration

FACULTY

Academic Personnel

HUGHES, RAYMOND

Biographical

A few remarks from Raymond Hughes', A Manual for Trustees of Colleges and Universities. Iowa State Col. Press 1943.

Given each for by FA as he retired in 1947.

Filed in Vertical File under "H" for Hughes.

Who nominated for member? Pres? See P 4 last A



from  
A few remarks/~~of~~ Raymond Hughes, A Manual for Trustees  
of Colleges and Universities.

Prior to 1875 there were three bodies of authority in the American college: trustees, president and faculty. Now with complexity in growth, further administrative offices were added: the dean, the registrar, the business officer, etc. The business officer represents the president in business matters, the dean in educational matters, and the registrar keeps all the academic records.

The functions of the three main bodies: the trustees control all financial and property matters and determine general policies. President administers the institution under the policies fixed by the ~~trustees~~ trustees. The faculty controls teaching and research and is responsible for academic standards.

Emphasizes the need for trustees to determine the policies and to see that the administrative officers carry them out. "The policies controlling the scope and operation of a college should be fixed by the trustees with advice from the president and the faculty, and should continue a slight modification from administration to administration. The trustees and not the president should determine what sort of an institution they control. Too often...the whole policy and personality of a college [is] changed by a new president who reorganizes it in accord with his own ideas." (p. 12)

Duties specifically ascribed to trustees: (1) Hold title to all property--custodians. (2) Responsible for the appointment of the chief executive officer, usually the designated president. <sup>3 Manage the institution,</sup> (3) ~~By~~ the final court of appeal of students, alumni, faculty and all staff members who disagree with actions of the administration.

Duties and responsibilities of the president: (1) Chief administrative and executive officer: finally responsible ~~for everything~~ for effective and economical operation of all departments. Chief adjuster of all difficulties. Chief executive officer of the general faculty: presides at <sup>F</sup> meetings, and with the assistance of the deans is responsible to the faculty to see that their regulations are enforced. "The president recommends to the trustees all appointments, promotions, dismissals, and salaries. Has the right to suggest new policies or modifications but should not fix them."

*Dir* Quotes Charles W. Eliot of Harvard in his inaugural address in 1869: "However important the functions of the president, it must not be forgotten that he is emphatically a constitutional executive. It is his character and his judgment which are of importance, not his opinions. He is the executive officer of deliberative bodies/<sup>in</sup> which decisions are reached after discussions, by a majority vote. Those decisions bind him. He cannot force his <sup>own</sup> opinion upon anybody. A university is the last place in the world for a dictator.

Learning is always republican. It has idols, but not masters."

(pp. 13-14) *(See Pm: Fac like farmers; like to be supported but not controlled)*

President responsible for administering institutional policies fixed by trustees and faculty. Nowhere does he say the president should appoint faculty members only on nomination of the faculty; ~~he~~ he should be loyal to all interests: trustees, faculty, staff, students, parents, etc. His formal duties: attends meeting of trustees and reports periodically, recommends annual budget and budgetary changes, recommends appointments, promotions, dismissals, ~~and~~ salaries and salary changes, presides at meetings of the general faculty, represents the institution before the public, represents the institution before large donors or before legislature.

Duties and responsibilities of the faculty. Made up of the permanent members of the teaching and research staff who under the regulations of the institution have the right to vote. Younger members may attend but not vote. Each school or college faculty is presided over by its dean.

The faculties, within the limits of the trustees' *general policies*, determine what courses will be taught, fix the requirements of each curriculum, fix the passing grade and the requirements for graduation. They vote all degrees both in course and honorary. All rules and regulations affecting the work and conduct of students are fixed or approved by the faculty.



All examinations are set by members of the faculty, and the grades given are final. *Nomination 51*

Hughes admits possibilities of confusion and overlapping numerous. He suggests that the conflicts arising out of such problems would be minimized by following out <sup>following</sup> policies:

Authorize  
(1) / ~~Although~~ the faculty to elect by ballot a committee on committees, which will nominate members of all committees of the faculty; (2) Authorize faculty to elect by ballot a small committee on administration to represent faculty in all or part of following: (A) Take up any matter concerning a member of the faculty with the president, (B) To consult with the president on any administrative matter including budget and salaries, (C) To represent faculty in a joint committee of trustees and faculty in the nomination of a new president, when that office becomes vacant, (D) To meet with a ~~the~~ committee of trustees of equal size to discuss common problems; (3) The faculty of each college desires the privilege of electing its dean or participating with the president in the selection; (4) All members of the staff appreciate easy access to the president; deans frequently insist all matters go to the president through them.

Difficult to choose between. (p. 19)

Another observation. Hughes says president and dean are responsible for selection of new staff members (p. 75) but he

says that rather in relation to the trustees and not the faculty. Holds that all presidents should retire at 65; when they get older than that they are not vigorous enough to foresee trouble and settle it before it gets big. They also become more acquiescent in bad choices, etc. of staff members.

He gives the following figures on salaries of the presidents of higher paid universities and colleges: 20 to 25 institutions pay \$15,000 to \$30,000; 50 to 75 institutions pay from \$12,000 to \$14,000; 100 institutions pay from \$9,000 to \$10,000; 1,000 institutions pay from \$4,000 to \$8,000.

Data on professors in the same group of higher paid universities and colleges: 100 to 150 professors receive from \$10,000 to \$12,000 or more; 250 to 300 receive from \$8,000 to \$9,999; ~~12,000 to 1500~~ 1200 to 1500 receive from \$6,000 to \$8,000; 10,000 receive \$4,000 to \$6,000. (p. 82)

Retirement of the professors: usually <sup>at</sup> ~~from~~ 65, 68 or 70 as a general rule. He recommends letting the man who retires keep <sup>an</sup> his office and his academic connection. He usually has much to give.

In discussing retirement plans and benefits Hughes thinks that the best is to permit a man to retire at 60 and to require it at 68 or 70.

All administrative personnel should be required <sup>to retire</sup> at 65 and keep out of the way of their successors, though they should be permitted to work ~~still~~. <sup>beyond retirement</sup>

Tenure is considered permanent for full professors and associate professors. Assistant professors are usually appointed for three, four, five or six years and instructors for one or two. There is ample time, he thinks, for a man to be assessed and appraised in that period of time.

These are the results of a rapid scanning of the first part of the book. He then goes more intensively into the duties of the trustees including the preservation of endowment, the managing of finance, etc.

With respect to the president he warns against keeping him too long and suggests places where presidents might be sought for when needed. He discusses tenure and academic freedom at length. He is for both.

Aydelotte on his attending the last Board meeting on October 9, 1947, <sup>was asked to</sup> handed a copy of this book to each of the trustees with the hope that they would study their lessons, <sup>after sitting it.</sup>

(Hughes <sup>was</sup> is president emeritus of Iowa State College. The book was published by the Iowa State College Press in 1943.)  
A few remarks from Raymond Hughes, A Manual For Trustees of Colleges and Universities