

the University and the Future of America. Stanford U. Press 1941

Herbert Spencer Jennings: The Biological Bases of Human Nature

The troubles of mankind are sometimes attributed to the backward conditions of the sciences of man, ~~xxxxx~~ /the social sciences/ as compared with other sciences. These difficulties are to be met, it is held, by promoting the advance of social sciences. These are to yield us fixed laws of human activity, comparable to the laws of physics and astronomy. A popular book by a famous biologist asserts that "body and consciousness are subjected to natural laws more obscure than, but as inexorable as, the laws of the sidereal world." He urges the foundation of great institutes for the discovery of these inexorable laws. When, in the progress of social science these laws are discovered, action in accord with them is to bring mankind out of its difficulties.

The situation I have sketched /i.e., the ^{invariable} eternal pairing of 24 chromosomes from each parent, which has resulted in the creation of 2 billion people with no two alike/ tends to make one skeptical as to the promise of this program. The imperfection of the social sciences is not mere backwardness. It is fundamental. So far as human behavior depends ~~on~~ upon the combination of chromosomes received by the individual, there can never be social sciences that yield fixed and certain laws of human behavior. The conception of uniform natural laws is applicable in but a limited degree to the behavior of units that are unique, as are men.

To sum up: the fact that individuals are unique and consequently that their behavior is not subject to uniform laws; the fact that every generation differs from all preceding generations-- these facts present difficulties for the science of man. They doubtless make possible many possible human troubles. But they mean also that human beings are not bound by ancient precedents, nor condemned to walk in the old ways. This means (that indeed) that human life must always continue to be experimental: it means that the time will never come when social problems are finally settled. The results of social experiments made in earlier generations need not be ~~valid~~ valid for this generation, for this generation is made up of individuals that are new and diverse from those that before existed. The fact that each individual is a new creature with an original and untried relation to the world is one that ~~must be reckoned with~~ must be reckoned with--whether for good or evil. pl06-7

R.A. Millikan same volume pp 36-48 objected to Paulsen's idea of general educ. in Germany, by which children dropped into slots for careers at 10, 13, 16-18, and compares with idea of Edw. Bellamy who said educate all with good general ed. to 16-18, then let them choose. Millikan takes position that only if oncoming generation is subjected at least once a week to kind of educ. leading to rational living and intelligent voting will democracy work and survive.

✓ 1930-50

ROCKEFELLER FOUNDATION

Foundations

SPELMAN MEMORIAL

See *Harvard Univ Politics vs Soc Sci*

NATIONAL BUREAU OF ECONOMIC RESEARCH

BROOKINGS INSTITUTE

FOSDICK, RAYMOND

Biographical

SOCIAL SCIENCES (GENERAL)

Academic Activities

DAY

Biographical

FLEXNER, A.

Gifts' Between 1918-1926

Flexner with Rose, Buttrick and Vincent made a study of policy for trustees of the Memorial in view of the fear of venturing into studies of social science. They proposed a "charter"--universities were to do the work; Memorial not to handle research directly, etc. etc. (p. 201, 202) Determination that subjects of controversial nature cannot be avoided.

Post 1918 business?

Day and crash. Followed Ruml's lead--said to Board of Trustees October, 1930: "Practically all the sciences have sprung initially from philosophy. The introduction of laboratory methods enabled the natural sciences to make a rather complete separation, and the medical sciences made the same break later. The social sciences are still in the process of establishing their independence...We have thus virtually to break an academic pattern. We have to establish a new academic mold." (p. 202)

Flexner's idea

Extensive use of fellowships and use of social science committees at universities to administer fluid research funds given by the foundations, determining then our fields and projects. \$2 million from Foundation 1929-34 in this manner appropriated.

See Sir M. Kerridge 1938 on failure of R. Ford's grants.

In addition 3 major fields laid out and intensively supported:

1. International Relations (p. 203)

2. Economic Stabilization (pp. 203-4)
 - a. Improvement of knowledge (statistical) of cycles and causes
 - b. Methods to ameliorate fluctuation.
3. Public administration (pp. 205-6)

(Public administration Clearing House, 1313 E. 60th St., Chicago)

Rockefeller Foundation dropped parts of program involving direct cooperation with Council of State Governments and American Municipal Associations.

In 1934 a special committee (Fosdick chairman) set out to examine the Foundation's program. "It seems to your committee, that we now have the opportunity to see whether we cannot assist in applying to concrete problems of our social, political and industrial life some of the ideas and data which research all over the world is rapidly developing. This would not mean, of course, the relinquishment of research as a method. It would mean that we have no interest in the promotion of research as an end in itself. We are interested in it as a ~~means~~ means to

The Report 12/11/34 presented by 2 days F. H. M. L. W. H. to military quoting a piece of Stewart as warning against more economic research

This Com. Report smacks of F. H. M. L. W. H. + hopes

Need for analysis + synthesis

an end, and the end is the advancement of human welfare... The mere accumulation of facts, untested by practical application, is in danger of becoming a substitute rather than a basis for collective action." (Report of Committee on Appraisal and Plans, Rockefeller Foundation, December 11, 1934. Quoted by Raymond Fosdick, p. 207) *Relates to Demand Book on Soc Sci? Sounds like AR in Univ.*

Acad. Politics

The committee found that academic politics interfered with most fruitful application of funds for fluid research in some cases (208). But progress has stimulated and promoted research in universities. *Beveridge - Sydney Walker + Earle*

Report resulted in general abandonment of general university research program for more specific programs. *Beveridge 1938*

Day resigned to take presidency of Cornell University 1937-- summary of decade of Rockefeller Foundation (and Memorial) (p. 209)--changes in institutional centers of research in social sciences. Willits took over on threshold World War II. 1939. *after summer in Europe 1939 for R. H. H.*

His approach in broad outline was that of Ruml and Day (p. 212), mainly in fields of international relations and economic stability.

Wesley Mitchell leading spirit in foundation National Bureau of Economic Research about 1920--to lay a better basis for objective thinking and research in economics. Began with investigations of amount and distribution of national income. Broadened to include economic cycles, employment, wages, prices, next two decades, production and productivity trends, finance and fiscal policy.

Mitchell's basic thinking sometimes unpopular:

1. The rich capacity of economists to produce imaginative hypotheses not adequately balanced by efforts at verification and inductive research

2. With facilities at hand, it should be possible to supplement theoretical conjecture with scientifically measured fact and relation, thereby, to work toward substitution of tested conclusion and definitely measured knowledge for guesswork and dogmatic hypotheses.

Two criteria guided N. B. E. R.:

1. Subject must be socially significant (to promote social welfare)
2. Subject must be susceptible of scientific treatment. (pp. 212-13)

Throughout N. B. E. R.'s history Rockefeller Foundation has been its largest single contributor to work which is objective and authoritative and used increasingly by government and business bodies (p. 213). Foundation's appropriations \$5 million (1920-51) 1953 2 million given by RF. AF auto. 275

Social Science Research Council (pp. 213 ff.) Problems of social behavior--cuts across many fields. Studies--International Relations, Social Security, T. V. A., Government Statistics and Information, Nationalism and Internationalism, Population, Public Administration, Public Opinion Measurement, Housing, Economic History. Rockefeller Foundation and Spelman \$8 millions.

R.F. gave 1.5 million 1951 to SSRC capital funds AF auto. P. 275
These 2 cited by AF as only gifts made until given by RF 19527

Brookings Institute created by merger in 1927 of 3 agencies: the Institute of Government Research, the Institute of Economics, and the Robert Brookings Graduate School of Economics and Government. Fields particularly of economics, government and international relations. Rockefeller Foundation \$2,300,000 ~~XXXXXX~~ (1927-51)

Stanford University Food Research Institute.

Institute for Advanced Study. "Scholars from this country and abroad sought out this institution because they felt that it presented perhaps the best combination of stimulus and freedom for truly advanced work that existed anywhere in the world. That the Institute thus served as such a powerful magnet was due to the quality of insight, wisdom, and experience represented in its staff." (p. 216) *That is a lovely discreet statement*

Rockefeller Foundation also continued to support graduate school research in economics.

Oxford, (England) funds to aid Institute for Statistics and to develop additional research facilities at Nuffield College

(p. 217). At Cambridge (England) funds went to support applied economics which gained great recognition of government. "Cambridge influences teaching and policy on economic questions in Britain more than any other university." (Quote from Minutes Rockefeller Foundation, January 18, 1946, quoted by Fosdick, p. 217)

University of Manchester work unsurpassed \neq "either in tradition or in promise." (Minutes Rockefeller Foundation, September 20, 1946, quoted by Fosdick, p. 217)

American universities economic research (pp. 217-18)

International relations and institutions (pp. 220-21)

Fosdick, Raymond, The Story of the Rockefeller Foundation

ROCKEFELLER
(GENERAL EDUCATION BOARD)

Foundations

WICKLIFFE, ROSE

Biographical

Rose Wickliffe, Pp. 78-82.

Born 1862. Succeeded ^{Rose} Buttrick as head of General Education Board, 1927, when he was 61. Was a great sanitary administrator (hookworm project); not an educator. (p. 78-79) After indifferent education and academic career became General Agent of Peabody Fund (which preceded General Education Board) in primary and secondary and normal school fields. He did not like ~~Buttrick~~ Buttrick improve on a mediocre beginning.

"The choice of Rose as Buttrick's successor proved disastrous." (Flexner, p. 86) His metaphysical habit of mind took hold of him. Thought in a vacuum. Failed to view universities or colleges as organic wholes. Divided General Education Board into arbitrary divisions: (1) studies and medical education, (2) college and university education, (3) public school education. In 1928 activities in medical education were merged with Division of Medical Education of Rockefeller Foundation--a blunder. (p. 80) See following pages for A Flexner (Funds & Foundations"--1952/ deterioration of G.E.B. & Fdtn.

Some excerpts and briefing education the most important field to which the foundations have up to the present time devoted their energies, thought, money, "and in which, whatever may have been their errors, they have been most effective." Notable work achieved in public education in the southern states, but the bulk of their funds has been devoted to higher education.

"It is not enough however to give considerable funds to 'higher education'..purposes must be clearly stated by institutions that would qualify for aid. Ideas must precede gifts--ideas, not projects. Nothing has been gained, and much has been lost by the creation of divisions of science, humanities and social studies within foundations. If presidents and faculties cannot be trusted, if they cannot formulate programs that deal with sound objectives, they do not deserve support. The university must take the initiative; foundations should not hamper their long-run freedom...universities must keep the highroads, not wander off into rabbit ~~pit~~ paths; foundations must 'bunch their hits' not scatter their fire like buckshot.

"Foundations have in the past invested in the general endowment of colleges and universities, the reorganization of medical schools, the creation of departments of public health, the provision of fellowships and scholarships in all parts of the civilized world, and in almost every field of academic interest. In these various ways the Carnegie Foundation and the Carnegie Corporation prior to October 1, 1950 had distributed \$277,958,179; the General Education Board and the Rockefeller Foundation had distributed \$745,468,190 from the time of their establishment to December 31, 1950. Together these grants totalled upwards of a billion dollars... It is probably well within the mark to say that Carnegie and ~~Fann~~ Rockefeller appropriations have led to the increase of the educational resources of the country by two or three billions." He has no way of estimating how much the other funds and foundations: Rosenwald, Guggenheim, Twentieth Century, and Russell Sage have added to this sum. (pp. 125-126)

The Twentieth Century Fund was founded in 1919 by Edward A. Filene, Another educational foundation. Citations from 1949 annual report by Evans Clark, Director, on practice

of the fund in seeking controversial issues in social studies. Admirable current economic studies issued. A pioneer in the field of economic problems, which it entered originally "largely because other foundations had then given it scant attention." (p. 128) Now they are diverting their attention to studying social, political and group pressures that determine both the acceptance of economic policies and the working of those policies after their adoption. (p. 129)

The Russell Sage Foundation devoted itself to the well being of mankind. Two volumes of its history 1907-1946 devoted itself to social betterment with education chief instrument.

Rosenwald Fund mostly negro education in the ~~south~~ south. Assisted community efforts in building 5,357 public schools, handcraft and shops, teachers' homes; expended \$28,500,000.

For this slight recognition of social studies Flexner points out the great need for funds devoted to humanistic studies--to languages, literature, art, archaeology,

philosophy, music and history.

Humanism poorly supported in America. Has held its ^W on in Great Britain and on the Continent, but has been subserved in interest to sciences, medicine and engineering in the United States. Therefore, foundation for humanistic studies is needed in the United States.

Foundations have rendered lip service to humanistic studies, but John D. Rockefeller, Jr. an individual, alone financed the excavations of the Agora. It was the same man who financed the restoration of Rheims, Versailles, and other monuments destroyed by bombs during World War I.

neither

But/the universities nor the foundations should permanently commit the funds to specific purposes. They should be merged with general endowment. He speaks of the possibility that philanthropist may shortly wish to perpetuate his name by endowing a department of Hellenistic studies today / financed out of general income. The university in such case must be free to devote its own income to other fields.

From 1932-1940 the Rockefeller Foundation appropriated more than \$10,000,000 to humanistic enterprises. Except for substantial grants to the Oriental Institute of the University of Chicago and to Oxford for the expansion of Bodleian and other Oxford libraries the rest, the major part of the total, went mostly into small grants that could not possibly have any lasting effect. He then gives examples all of which are 1933 or after: \$7500 here, \$3500 there, etc. (Probably an answer to Stephens' criticism of him for antiquarianism and scholasticism.)

He suggests that if a foundation is established it should not divert its resources into "retail business," but should set aside something like the \$50,000,000 Rockefeller appropriated to medical schools for humanistic studies.

Discusses the Humanities as enumerated above.

The Humanities deserve cultivation not only because they deal with men's relations to men; Aristotle urged that civilized men must learn the right use of leisure. Furthermore,

the humanist is one who possesses a sense of relative values. "It is for the humanist to say whether from the standpoint of individual or social good the uses to which men put knowledge are ~~maxxx~~ or are not wholesome and constructive." (P. 134)

Flexner points out that during the time ~~the~~ \$10,000,000 of Rockefeller money was going to the humanities, \$17,000,000 was appropriated for work in the social sciences "which makes a strong contrast with the amount for the far more extensive field of ~~the~~ Humanities. Can one even today point to a university group in the social sciences that is ~~as~~ as well articulated as a faculty of medicine, law or engineering?" (p. 136)

General criticism "in higher education the most important of the Rockefeller Boards has been the increase of general endowment, The income of which has been devoted, I repeat, too largely to pure and applied sciences. Since Gilman few university presidents between 1875 and 1940 have had judicious and sound appreciation of relative values." (P. 137) Flexner quotes a young scientific investigator: "America has been oversold on science."

Public funds National Science Foundation created by the 81st Congress spending approximately \$15,000,000 a year: the National Research Council, the Office of Naval Research, the Atomic Energy Commission, are all providing funds for scientific and engineering research and spending vast sums in the universities and in industry on contract research. Public moneys are flowing as never before into science and engineering.

In addition to this private industry is setting up research laboratories as never before. It is impossible to say how much of the millions expended for scientific research goes to pure research and how much to applied. ~~Thaxaxgrants
kaxkthaxwkkkthaxdixminishaxkivixkx~~

~~The General Education Board~~ Having ^c investigated the Board under Rose's leadership for using buckshot instead of cannon for conducting a retail business Flexner said that since 1933 the Board has not known exactly what to do. It ~~is~~ considered liquidating its holdings. It then had only \$86,000,000.

It changed its mind, however, Flexner says wrongly, and resolved to apply itself to three fields: one, the improvement of general education--obviously not new; two, research in child development; three, further aid to the south, not new. Since 1933 from time to time it has revised its program, "But these short-term commitments are almost arbitrary in character." It is impossible to say what of its accomplishments have taken root and which have not. Flexner maintains that if the foundation had endowed substantially one or two white and one or two negro universities in the south "their graduates would in a single generation have attacked all these and other problems with energy and enthusiasm, and other institutions would have been endeavoring to emulate their example in respect to both endowment and program." (p. 85)

^{The} A period of ~~fx~~ effective influence of the General Education Board has ended. It should have given its available funds to endowment of model southern universities--Fisk and Vanderbilt, for instance.

Instead of this, it has given small grants for studies in social science which Flexner insists on calling social studies/

of various kinds. He enumerates them with disgust. He condemns his successors for not recognizing that the endowment program of the General Education Board needed continuing help owing to the devaluation of the dollar. (pp. 88-89)

Condemns Vincent's successor as head of the Rockefeller Foundation, Max Mason (Dr. Max Mason), physicist who had been president of the University of Chicago 1925-28, and Director for Natural Sciences, Rockefeller Foundation 1928-29, President 1929-36. In the annual report of the Foundation 1929 Mason said the Foundation's work from 20 to 28 was in large part based upon a policy of attempting to aid in several countries the teaching functions of institutions of medical education. "Requests in behalf of research as such...were deferred or declined in favor of the claims for the development and improvement of schools or faculties in their function as teaching agencies.

= "The year 1929 marks the initiation of a policy under which research in the advancement of knowledge in the medical sciences may be considered as the principal interest, thus taking the place of a previously predominating interest in the

welfare of schools or faculties of medicine as institutions. Naturally both types of program may be observed in force during a transitional period." (P. 91 ~~ff~~ of f and f, 175 of the report). Flexner attacks this as an "outmoded" distinction. The endowed institutions, he maintained, contributed both to research and to teaching indistinguishably. His attack is bitter. He criticized Raymond B. Fosdick who succeeded Max Mason in the presidency of the Rockefeller Foundation in 1936 for making occasional appropriations out of principle. Such were \$2,000,000 for the Oriental Institute of the University of Chicago, 1936; 1938, \$1,000,000 to the American University at Beirut endowing medical school, including nursing the pre-medical subjects; an appropriation of over \$1,000,000 to the China Medical Board, Inc.; and a conditional grant of \$1,500,000 to the University of Chicago for endowment for research in biological sciences. Flexner not only deplored impairment of principle, but pointed out that much larger sums than the totals above were devoted to support temporary projects of dubious wisdom and utility, which he cites examples of.

Ending his report on the Rockefeller Foundations he recalls that in the Taft administration Taft and his attorney general saw danger in the granting of a Congressional charter to the Rockefeller Foundation. Flexner asked Dean Roscoe Pound of the Harvard Law School if he feared that foundations would become radical. He replied, "No. My only fear is that they may become sterile." (P. 99-100)

Funds and Foundations, 1952

✓1952

GENERAL

(GENERAL EDUCATION BOARD)
(INTERNATIONAL HEALTH BOARD)

Foundations

ROCKEFELLER FOUNDATION

CARNEGIE CORPORATION

"Of Pritchett and Keppel one may say, as Matthew Arnold said of Goethe:

He struck his finger on the place: and said:
Thou ailest here and here.

"The outstanding executives of the Foundations discussed in this volume of whom it can be affirmed that they consciously or unconsciously met these exacting requirements, are Pritchett as President of the Carnegie Foundation for the Advancement of Teaching, Gates and Buttrick of the General Education Board, Rose as Director of the International Health Board, and Vincent as President of the Rockefeller Foundation." (p. 124)

Funds and Foundations, 1952

1952

CARNEGIE FOUNDATION FOR THE ADVANCEMENT
OF TEACHING
CARNEGIE CORPORATION OF NEW YORK
CARNEGIE INSTITUTION OF WASHINGTON
BENEFITS (PENSIONS)
GILMAN

Foundations

Academic Personnel
Biographical

PRITCHETT

Gilman was the first President of the Carnegie Institution of Washington. Had retired from Johns Hopkins and was ill. Poor choice. 1901. Retired in 1904, but the Carnegie Institution of Washington is not a foundation in the sense in which the word is used by Flexner. Pritchett as the first president of the Carnegie Foundation for the Advancement of Teaching in 1905 began work on the pension field. Previous to that time only seven colleges and universities had provided pensions for their staffs. (P. 107). Those were modest and available only to certain individuals. But the Foundation soon forced the pension issue on all institutions of higher learning. In the ~~xxx~~ absence of

actuarial knowledge it made a blundering start, but Pritchett learned rapidly. While denominational institutions and tax-supported institutions were excluded first, they were later brought into it by a supplementary gift of \$5,000,000. TIAA developed.

From Flexner's account it is apparent that Pritchett's greatest achievement in his judgment was the launching of the investigation resulting in bulletins for ~~six~~ medical education in the United States and Canada and Europe.

It later conducted a study of legal education conducted by Alfred Z. Reed.

Carnegie Corporation of New York
Incorporated in New York in 1911 for "advancement and diffusion of knowledge and understanding among the people of the United States and the British dominions and colonies. Endowment in two parts then totaling \$135,000,000 of which \$10,000,000 was set aside by the benefit of the British dominions and colonies, income to be utilized only ~~xxx~~ by the Trustees.

By 1940 assets at cost \$165,500,000. Carnegie was the first president--for 8 years. (This is the Carnegie Corporation of New York).

Another poor opinion of the policies of the Carnegie Corporation in making grants. Dr. James Rowland Angell elected President in 1920. Evidently did not study his lessons according to Flexner's idea. During seven meetings held shortly after he came to office a total of \$28,000,000 approximately was appropriated, a large part going to Carnegie Institute of Technology. A total of \$8,000,000 to C. I. T. conditions upon \$4,000,000 outside readily raised. On the other hand, the corporation voted other gifts, including over a million to 13 research enterprises and \$21,500,000 to the Carnegie Institute and Carnegie Institute of Technology, and some 40 colleges and universities in the United States and Canada without what Flexner considered careful study. Among these were several unconditional gifts; that is, unmatched. Flexner thought this was an error, and did more harm than good.

The Corporation was in financial difficulties after Angell's administration, and they spent in a manner which

Flexner considered reckless, though some ~~was~~ were justified and worthy. This was during two years under an acting president, 1921-23 when Frederick E. Keppel assumed the presidency. Keppel found the Corporation had pledged future income to the extent of more than \$40,000,000. It had an annual income of \$6,000,000. The problem had to be managed, and yet programs had to be carried on. In 1926 Keppel presented a plan adopted by the Trustees limiting any annual appropriations to \$2,000,000 and taking the rest of its income to meet the obligations to which it was committed. Thus the Corporation had to pass by ~~xxxxxxx~~ many great opportunities, and had to be less than generous in those it assisted. Most of the programs were small grants for experiments, demonstrations, projects, etc. The policy was violated partly for the Carnegie Foundation pension load, and went beyond the total of its annual income. By 1937 the Corporation was practically in the clear, and Keppel retired in 1941, leaving the Corporation in good shape.

He initiated two ~~new~~ entirely new fields, fine arts and adult education. Collections of art, libraries, painting,

sculpture, etc. •

Funds and Foundations, 1952.

1921
Millikan Autobiography Prentice Hall Inc. 1950 See notes.

"or history of NRC fellowships phy and chem.

Judson Pres. Chi. flubbed plan for 6 research centers chem and phy which Millikan and fellows wished to be decentralized by urging in convocation address prior 1921 for all 6 to be located at Chi. This with Flemming pledge to RAM took him to CIT. on understanding largest part income for phy rather than chem--Noyes agreed.

fruitful

X Usefulness of research. RAM held that most ~~xxxxxxx~~ research in phy and chem was obtained by mixture half and half with engrg.

"The continual analysis of the ultimate value of our activities to the progress of the race is a wholesome not an unwholesome attitude. It is the best possible stimulant to wise choice, the best deterrent to useless research, of which there will always be aplanty.

I was happy to become associated with an institution which was likely to be active in following discoveries through to their applications. In a word, I believe ~~in~~ heartily in the intimate association of science and its applications because of their mutual stimulus..." p. 219

X See GDB 50 yrs Amer. univ. - also V. 1923. Applied must a combination of with development - ripened + justified by nature (GDB)

Academic Org. Harper started at Chi. with appointments of head professors--dozen--at "princely salary of \$7000". RAM, Geo Vincent and James Angell, young men, led a ~~fight~~ faculty debate on unwisdom of this, and got passed a resol. to stop it--to appt no more heads. Each dept then elected a chmn from among the younger and less well-paid men to be elected by full professors. Thinks this was the beginning of approved type of aca. org. of most large colleges -adm. officer "chmn" rotating. p 224-5
Amer. college Pres. and anomaly. European univ. are the ~~xxxx~~ professors--like Plato's Academy. RAM calls the regular old style adm. military form of org.

At CIT set up an executive council, consisting in 4 interested and active trustees and four professors. The 4 fac. mbs sat with Bd. Tr. but had no vote. RAM elected Chmn of exec. ccl.

RAM, Noyes, Morgan Wm. Bennett Munro--fac mbs. Balch, Robinson Mudd and Page ~~xxxx~~ Trustees first E.Council. (Later Tolman)

Flanking Exec. Com. fifteen fac. committees performing exec. tasks so that practically every pf. had a job. Also rotating Fac Chmn.

CIT Associates formed 1925 to raise \$1000 from a number of donors for each of 10 years. Successful type of campaign, which RAM said engendered confidence in CIT by fdtns. p.250

Hale responsible for Mt. Wilson. 1902. Got Carnegie Inst. and Corp. to establish ~~xx~~ Observatory. Astrophysicist.

1928 GEB gave \$6 millions for 200 inch telescope (Rose) with understanding that CIT wd pay maintenance. (\$100,000 a year capitalized at 5% or \$2 millions. Henry Robinson promised to leave his estate to CIT but depression wiped it out partly. Flexming Tr. estd by Fleming at \$4.2 millions irrevocable--depression swept away all but \$235,000. Fleming retired from presidency Bd. Tr. and Balch took over promising \$35,000 p.a. Fac. all took 10% cut.

The Athenaeum built by Mr. and Mrs Allen C. Balch as the "hearthstone of the Associates"--meeting place of staffs of CIT. Mt Wilson and Huntington Libr.

RAM p.292 on Einstein.

Einstein calls the ultimate Good "The Intelligence manifested in Nature." A. N. Whitehead defines "religion is world loyalty"

p. 287 Einstein said: It is enough for me to contemplate the mystery of conscious life perpetuating itself through all eternity, to reflect upon the marvellous structure of the universe which we can dimly perceive, and to try humbly to comprehend even an infinitesimal part of the intelligence manifested in nature."

RAM says he needs no better definition of God than that.

Quote from Meaning Introduction by Theodore Meyer Greene.

The only unity which we as humanists can prize is a unity amid diversity, a unity which reflects the rich variety and novelty of human life itself.... This very attitude for human individuality implies a basic agreement concerning human personality itself and the conditions of its growth. This agreement, however, is more often implicit than explicit, and the individualism so basic to ~~humanistic~~ humanistic endeavor acts as a powerful centrifugal force, making too often for ~~unnecessary~~ unnecessary and tragic discord.

Then Greene speaks of the totalitarian powers, who "have succeeded in arousing in their supporters a passionate and uncritical devotion to a "common" cause ~~all~~ ling attention to the then-~~xxxx~~ efectative success of "this anti-humanistic strategy." (Academic excuse?) "The uncoordinated activities of individuals are notoriously ineffective in a regimented society." To the modern "realist," the humanist seems to be an irresponsible child playing on the brink of an active volcano. But he is not that; examination into ~~xxx~~ what are the nature and conditions of man's true well-being brings the answer that the denial of "that spiritual freedom which is man's most precious moral and intellectual heritage" is the realist's irresponsible and false action. "The humanistic ideal is as enduring as human life itself," and that human dignity demands loyalty to that ~~dignity and individuality.~~

The humanistic edifice is safe only if it rests on well-defined principles and loyal adherence to liberal education, buttressed by the humanist's recognition of his own traditional and immediate responsibility. This means that there must be cooperation between the various humanists, in the voicing of their common allegiance to common ideals, despite their divergences of opinion.

These elements of the humanistic edifice are:

- 1. The humanist's recognition of his own traditional and immediate responsibility.
- 2. The humanist's recognition of the responsibility of his fellow humanists.
- 3. The humanist's recognition of the responsibility of the liberal education he receives.
- 4. The humanist's recognition of the responsibility of the liberal education he imparts.
- 5. The humanist's recognition of the responsibility of the liberal education he receives and imparts.

These elements are the foundation of the humanistic edifice.

1914-29

SCHOOL OF ECONOMICS & POLITICS

GENERAL (SOCIAL SCIENCES)

SPELMAN MEMORIAL (GENERAL)

ROCKEFELLER FOUNDATION

FOSDICK, RAYMOND B.

FLEXNER, A.

Academic Organization

Academic Activities

Foundations

Biographical

Fosdick says Gates opposed studies in social sciences proposed by Edwin F. Gay (1914), and though, through Greene's influence, Rockefeller Foundation financed Institute of Government Research later merged with Brookings Institution, doors of Rockefeller Foundation by 1920 were closed to all fields but public health and medicine. "But by 1920 the Foundation had to all intents and purposes been captured by the ~~not~~ doctors, and while some grants were made in the following years for biology and cultural anthropology, the doors, although still ajar, were for the time being closed against practically everything except public health and medicine." (p. 193)

*This is addition
to what was in
W.I.*

(1918)

1922 Spelman Foundation looking for a field. Beardsley Ruml then in late 20's, associated with Dr. James R. Angell, President Carnegie Corporation who had been trained in psychology was appointed director of Memorial. Immediately submitted plan to trustees ~~plan~~ to enter social sciences. Twice propitious--World War I had raised many new problems of social control over physical developments. Rockefeller concentrated on money for research and men through university studies--in economics, sociology, and political science and for investigation only and its expenses--men, travel, etc.

Ruml tried to break down departmentalization of universities which hampered cross study--three Rockefeller boards spent \$6 million ~~1~~ on such things as Institute of Human Relations at Yale, the University's Institute of Psychology and its Psycho-Clinic for child study, etc.--did not realize goal. Failure due to inability to cross lines, merge conflicting personnel and policies into a working relationship. "A unified and integrated program of research does not develop automatically from physical propinquity under a single roof." (p. 196)

*Which
Flaxman
Condensed
in line
P. 113
Specifically*

See also P. 114 - AF condenses "Stream of literature" about boundary down departmentally. Conf. Spelman review. P. 116

P. 117 ¹¹¹¹ F complains bitterly on "bending
down" Dept of Labor Yale for a study of
unemployment at East Haven Rel.
Shd be in this Dept. in send

And the Hoynes have East -
See 124 Projects to Melde... both in the

[Faint vertical text, possibly bleed-through from the reverse side of the page]

[Faint handwritten notes at the bottom of the page]

Memorial granted over \$20 million for development of major university centers of research--result--notable progress in recognizing need for research in social sciences; research is costly, and that non-academic world is eager to profit by the studies.

With this program 5 schools for social work were established: Atlanta, New York, Tulane University, University of Chicago, and National Catholic School of Social Science, valuable in developing personnel which government needed in ~~the~~ depression program. Ruml also promoted men cross-fertilized in ideas.

Ruml retired as Director 1929 on merger and Edmund E. Day, professor of economics at Harvard, took over--had been associated with Ruml in Spelman. *as DW Soc. R. F. H.*

Strass a Ruml monetarist - sought to persuade AF to same pt of view? vs what he had said in unit. (see notes book. met. page)

Fosdick, Story of the Rockefeller Foundation, pp. 192-200

✓ 1928

D SH-5

HUMANISTIC STUDIES

Academic Activities

ROCKEFELLER FOUNDATION

Foundations

FOSDICK

Biographical

CAPPS

When Rockefeller Foundation in reorganizing took over humanistic studies from General Education Board and the International Education Board, it created a division of Humanities of which Edward Capps was director--classicist. Program continued along lines Fosdick had followed 1924-8--archaeological. When Capps retired, delay in filling position as part result of which Anson Phelps Stokes resigned. ~~But~~ David Stevens was appointed 1932. Criticized (3/31/37) early program as "buttressing scholasticism and antiquarianism in our universities." Crit. of AF

as Pres?
as Secy?

+ Fosdick?
New Program--"The past twenty years have seen a continuous rise in the material valuations of life which should make possible and indeed demand a corresponding rise in its spiritual and cultural values. The humanities should contribute to a

spiritual renaissance by stimulating creative expression in art, literature, and music; by setting and maintaining high standards of critical appreciation; and by bringing the intellectual and spiritual satisfactions of life within the reach of greater numbers. Beyond such benefits to the individual, the humanities should exert national and international influence for a reduction of racial prejudice. Ignorance of the cultural background of another people is at the root of many misunderstandings that are as harmful internationally as political and economic differences. That ignorance can be steadily lessened by an interchange of cultural values, by discovery of common origins for diversified national ideas and ideals and by the interpretation of one cultural group to another." (P. 240)
Shift emphasis from "preservation" to "interpretation"--broke with what was called "the snobbishness of the classical tradition." (Jerome D. Greene, p. 241)

Concept of democratic cultural studies vs. aristocratic. Emphasis on the relevancy of humanistic study to contemporary life Rockefeller Foundation 15 years. (1936-51)

Story of the Rockefeller Foundation, Fosdick, pp. 238-42

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

ECONOMICS

Academic Activities

GENERAL

Government Relations

WORLD WAR II

Note that all memoranda on League of Nations are filed
under Government Relations, World War II.

✓ 1946

11/7
11/11

DIRECTOR

Administration

PARTICIPATION IN ADMINISTRATION

Academic Personnel

From Alexander, Earle, and Panofsky to Meritt, November 11, 1946.

"Mr. Lewis Strauss, Chairman of the Trustees Committee on the directorship has sent us a letter, a copy of which is enclosed.

"You will note that he requests that we indicate an order of preference as among the five candidates which we have suggested to him for the consideration of the trustees. The five mentioned in our letter of March 5 to you are the following:

- "Professor T. C. Blegen
- "Dr. Detlev W. Bronk
- "Professor Edward S. Mason
- "Dr. J. Robert Oppenheimer
- "Mr. Lewis L. Strauss.

"Of course, there is no reason why further names should not be considered if you so desire, but your committee is reluctant

to assume so grave a responsibility and wishes further instructions from the faculty. These instructions we hope to receive at an early meeting to be called by Dr. Aydelotte; meanwhile, however, we hope you will give the matter serious consideration." *A copy file*

From a copy of a letter from Strauss to Earle, November 7, 1946.

"I am very much obliged indeed for your letter of ^{8 Papers} November 4th. It now develops that I will have to leave here the end of this week to join my associates on the Atomic Energy Commission for a tour of Oak Ridge, Los Alamos and Hanford. That will mean that I shall not return until nearly the end of the month. Since so much time has already elapsed, it is probably wise to make as much progress as possible in the very early future. I wonder, therefore, whether I could persuade you and your colleagues, Professor Alexander and Professor Panofsky, to meet again and to give me the benefit of your current consideration of the subject in a memorandum in which you would discuss the individuals in the order of your preference.

"I have had the advantage of an informal conversation with Dr. Aydelotte and with several members of the Trustee's Committee,

but I do not intend to have a meeting of the Trustee's Committee until after my return. Naturally, I will consider in confidence any part of your memorandum which you may care to 'classify' in that respect.

Part because of A's refusal to print

"Looking forward to the opportunity of seeing you again as soon as possible after I get back from the coast, and hoping in the meanwhile to have some word from you (which my secretary will forward), I am,"

See Earl's letter after few mths with refusal to list names of preference -

~~Meritt, Faculty Business, Vertical~~

GENERAL

Post War Int'l Orgs for Peace

Government Relations

RESEARCH

Academic Procedures

GENERAL

Relations WOA1

AYDELOTTE, F.

Biographical

STEWART, W. W.

12/19/1940

Conversations between Dr. Edwin F. Gay of Huntington Library, economic historian, and Aydelotte, began in April, 1942 concerning a survey of post-war international organization for peace. By June a conference had been held between Gay, Viner, Stewart, Earle, Loveday, and Aydelotte, and the group was in consultation with Joseph H. Willits of the Rockefeller Foundation. Further conferences were scheduled to bring in other university personnel and projects for consideration of the problems. (See memorandum dated June 28, 1942, filed Chronological File, drafted by Ralph Barton Perry of Harvard University, amended by the group and sent to a number of universities).

Willits avoided commitment in saying that the Executive

Committee of the Rockefeller Foundation doesn't meet until September, and suggested that a fellowship might be provided for any man Gay decided should be research secretary. If Viner participates, it would be a legitimate charge against the Rockefeller-Bamberger Foundation grant, he felt, and the balance of any expenses might be covered by a small grant-in-aid for which a budgetary proposal should be presented. At this time Bill Aydelotte was acting as Secretary for the several..... (Willits to Aydelotte, July 6). +2

Riefler was in Washington working. Aydelotte wrote him of the meeting concerning the proposed study at the Institute of post-war problems most recently held which in addition to the original consultants included Ralph Barton Perry of Harvard, Dunn of Yale, and President Ford of Minnesota and others.

Copy of a letter in file, Millikan to Gay, dated July 8, 42 on Huntington Library stationery. Tells Gay that if he decides to stay in the east to do what Millikan and his colleagues believe is not as important a job as he is doing at Huntington, "the Trustees of the Library ought to be making plans for going at the matter of doing what they can to replace you

here, where your influence is so much needed, and that is a difficult undertaking." At the same time he allows his name to be used as one of the sponsors of the undertaking.

In addition to this bitterness, Millikan's letter displays another: "Aydelotte has also been trying to get Hubble into a job for him, in which, from my point of view, he would be wasting his energies."

Aydelotte to Willits, July 27, 1942. Five week-end conferences at the Institute during June and July have been held on the project, participated in by the men named above in addition to Noyes of the National Bureau. The group has become convinced there was a real opportunity for useful service provided as sufficiently able group of men can be assembled at the Institute to take the lead in the studies.

He applies for a grant-in-aid of \$2000 to assist in defraying the expenses of further survey.

Bill Aydelotte applied for a fellowship to act as secretary to the group July 13.

Willits to Aydelotte, July 30, 1942. He found the plans evidently not to his liking; first, the task proposed was too immense to be done well, perhaps. Though it involved research, it also involved careful and continuing analysis of policies over a very wide area and perhaps a subsequent, very extensive campaign of educational discussion--at least among the universities of the country. He professes not to know enough about the character of the university groups to know whether they will be able to fit the purpose of whatever emphasis might be determined for the studies, and, likewise, whether any attempt should be made to cover the whole gamut of international problems, or, perhaps, to concentrate on international political organization. He did not know what was being done by other agencies. The removal of Ed Gay he found disturbing.

He suggested that the thinking should be keyed not only to what the best thinking in America determined, but the best thinking in England, and that Toynbee coming over in September might be consulted. He suggests a session of some such group

as Aydelotte, the Institute social scientists, Gay, Toynebee, Hamilton Fish Armstrong, Viner and Loveday to ~~discuss~~ discuss what, if anything, should be done, and if the answer was affirmative, where and who among the available personnel should be in charge. He emphasises that these are personal reactions. The Rockefeller Foundation made \$2,000 available for the surveys.

*16 Aug
planned -
to the north*

Meanwhile, Viner who had been asked to Yale for a year as Visiting Professor finally accepted it, (August 14, 1942) and subsequently decided that since he had written his own ticket at Yale he should not divert his efforts by attending numerous conferences in Princeton.

With Gay's and Viner's withdrawal, the group settled on Riefler who was working with the Board of Economic Warfare. Aydelotte asked Riefler if it would not be possible for him to come and assume the leadership of the study at Princeton, pointing out that Toynebee and the rest of the group seemed to think that the thoughtful and almost philosophical aspects of the study are just as important as the technical. (August 31)

He asked for a conference to discuss the matter. ^{They} He did, and Riefler refused to leave his work (September 5, 1942). Meanwhile, Aydelotte was, of course, carrying on a good part of the correspondence.

As the meetings became more frequent and intensive, but perhaps a little larger attendance, Aydelotte found it necessary to go away for a vacation for two weeks, and it seemed apparent that a certain amount of the driving force went out of the group.

It is not clear exactly what arrangements the Committee was contemplating for the carrying on of the work in September. The sums of \$30,000 and \$40,000 were mentioned as possible costs. A revealing letter from Gay, September 18, 1942, to Aydelotte indicated that whereas Gay in his previous conversations with Willits had assumed, perhaps, that Willits was interested in a small grant, he had come to think that what Willits was really saying was that the project was too enormous, and that they had better lift their sites if they were going to reach the target. The group still did not have a Chairman, nor a full-time Director.

A meeting was held on October 10 and 11 to discuss:

- (1) ~~Discuss~~ Functional approach to post-war organization, arranged by Dunn with Viner and Loveday.
- (2) Continuation of discussion of Lovejoy's memorandum on international police force. ^{days}
- (3) Continuation of discussion of Noye's memorandum: "Analysis of Problems of International Organization With Restricted Membership."
- (4) Discussion of plans for permanent organization and personnel of the universities' committee. (Perry to Aydelotte, September 25, 1942)

Meanwhile, Perry had wanted to send out a further memorandum to certain universities to follow up the ~~July 28~~ June 28, 1942, memorandum, but Aydelotte thought it had better not be done until the foundation had decided to grant.

The October meeting was not held, as a ~~max~~ matter of fact,

pending further conversations with Willits.

Perry and Willits had a long discussion October 8.
Willits questions:

- (1) Is not the task too pretentious: can a small group like the one contemplated organize and administer 180 cooperative groups, and will not that task absorb all the central groups' energies and prevent their thinking out their problems. Why not a small senior staff to perform the studies full-time free from every distraction.
- (2) Is personnel available?
- (3) Which of four possible objectives was to be realized:
(1) individual research on special topics; (2) survey, analysis and appraisal by a selected central group of scholars; (3) mobilizing the scholars of the country more comprehensively than has been done by any other organization; (4) adult education on post-war problems. Perry said he thought the ~~first two~~ second and third were the most important. He characterized Willits as interested but non-committal, and was unwilling to give any hint

of his reaction, but said it would be forthcoming in about two weeks.

Meanwhile, a letter dated October 3 was sent to the 180 cooperating groups, mostly professors in universities. (Perry to Aydelotte, October 14, 1942).

On November 3, 1942, Willits said no, and Aydelotte told Perry he thought that without subsidy the Central Committee could keep up with the 180 groups or more, and there is question whether this is Perry's or Aydelotte's view. (Aydelotte to Gay, Aydelotte to Perry, November 4).

Willits communicated with Gay informally, and Gay responded November 11. His response indicates that Willits proposed an alternative plan which is not outlined in the file, nor is Willits' letter to Gay. Apparently the nubbin of Willits' disagreement was the collaboration with the 180 groups. Gay found himself embarrassed because he didn't know whether Willits

had told Perry and Aydelotte what he was thinking. It is evident from his letter that Perry was the Chairman of the committee, and Aydelotte was chief sponsor.

On November 25 Willits informed Aydelotte that after conference with Viner and Corbett, it was decided that if a grant is made by the Foundation for them to work, they will do so at Yale. Viner has complete freedom to work, and Corbett having a fellowship, or a Guggenheim grant, has chosen to work at Yale. President Seymour of Yale has filed an application for a grant from the Foundation, and Willits thinks it will be granted at the December meeting of the Trustees. But he thanks Gay and Aydelotte for the initiative taken by Gay and his committee that has led to the intensive consideration of what is needed, which in turn "led to the proposal now contemplated. For this I am very deeply grateful to you and Ed and the committee."

To this Aydelotte replied December 2 in a philosophic ~~XXXX~~ vain, and asks whether he may mention the grants, in other words, has the Foundation acted. "It looks as if the long series of weekend conferences which we held here during the summer had

produced two interesting results: the Viner-Corbett project at Yale and Perry's work at Harvard. While I am sorry that there is no immediate follow-up here, the important thing is that the work should go on. My idea of one of the functions of the Institute is precisely that of exploration and of facilitating research regardless of the place where the work is finally done."

D, Post-War Organization Study Correspondence

✓ RESEARCH (GENERAL)	Government Relations
WORLD WAR II	
GENERAL	Relations WOAI
GAY, EDWIN F.	Biographical
AYDELOTTE, F.	

First interuniversity memo--Perry and group.

Filed in Chronological file under 1942, 6/28.

D, Postwar Organization Study

1932 1943

12/24 1/5

PARTICIPATION IN ADMINISTRATION

Academic Personnel

✓ GENERAL

Government Relations

ECONOMICS

Academic Activities

FLEXNER, A.

Biographical

AYDELOTTE, F.

Aydelotte letter of December 24, 1932 (not found) reached him and surprised and relieved him. Flexner has never believed in part-time arrangements with Washington.

"Your action now enables me to do some things for you which it has been impossible for me to do hitherto."
This statement was underlined in pencil by Aydelotte.

FA Confidential Files, March 7, 1957

✓ GENERAL *Post War Settlement for Peace* Government Relations
 GENERAL Relations WOAI
 ROCKEFELLER Foundations

The Director reported on a series of conferences held at the Institute during the summer of 1942 on the terms of the post-war settlement. "Professor Edwin Gay of the Huntington Library, formerly Dean of the Harvard School of Business, had come east for the purpose of urging the Rockefeller Foundation to finance a thorough study of the terms of peace and of a possible future world organization which would prevent, in so far as human foresight could do so, the recurrence of war after another generation."

Several groups were already studying these problems: The Council on Foreign Relations, the Commission for the Organization of Peace, and two official research boards, one attached to the Department of State and the other to the Board of Economic Warfare. The Rockefeller Foundation was aware of these efforts, and found cause for reflection in them.

Another question which attended the consideration was whether qualified men enough to ~~xxxx~~ undertake such studies could be found; and another question was the matter of propaganda for the purpose of educating the American public out of its isolationism and to participation in some form of international association after the war. The Rockefeller Foundation, recognizing that this educational propaganda was of a high type, still felt that ~~itxxxxxxx~~ ~~was~~ the attempt to influence public opinion on a political subject was outside its proper scope.

To facilitate the answer to the questions raised above, the Rockefeller Foundation requested Dean Gay and Aydelotte to hold during the summer a series of explanatory conferences, for the expense of which a grant of \$2,000 was made by the Foundation to the Institute. For four months from June to October, eight conferences were held in Princeton. They were held at Olden Manor and Princeton Inn. Among those taking part were, in addition to those mentioned, Stewart, Riefler and Eggle, Dr. Loveday and Mr. Sweetser of the League of Nations group, Professors Viner of Chicago, Dunn of Yale, Perry and McIlwain of Harvard, Lovejoy of Johns Hopkins,

Frederick

Aydelotte of Trinity, Toynbee of the London School of Economics, and Bidwell of the Council on Foreign Relations, with Ex-President Ford of the University of Minnesota and Mr. Noyes of the National Bureau of Economic Research.

Now

The result of the conferences was to clarify the existing situation and to formulate the political, economic, and philosophical questions which demand further intensive study. All agreed further study was necessary. The studies not being undertaken by members of the Council on Foreign Relations and by the research groups of the State Department and the Board of Economic Warfare have one great drawback, and that is that their results are kept strictly confidential, and, hence, lose the benefit of wide criticism and discussion. On the other hand, the Commission for the Organization of Peace, which attempts to give its discussions wide publication and publicity, lacks the resources for needed fundamental research on the various problems with which it attempts to deal. They also decided that there were a large number of excellent men who would be available for the study of post-war problems and that they were divided into two classes: those whose best work would

be in ~~the~~ fundamental research and ~~for~~ those who were capable of informing and influencing public opinion, by the dissemination of the information collected.

① As a result of this careful survey of the problem, two important studies have now been organized. The first will be conducted by a small party of scholars, with Jacob Viner of Chicago and P. E. Corbett of McGill as a nucleus. They are working at Yale. Their task is fundamental research on the problems of peace and of world organization. The Rockefeller Foundation is supporting and financing their efforts. The group will never be a large one, but scholars from other countries and from the United States will be gradually added.

② The second result is the organization, under the leadership of Ralph Barton Perry of Harvard, and of the so-called Universities Committee on the Post-War Settlement which is undertaking to stimulate and direct the work of groups and individuals in a large number of colleges and universities throughout the country. An important part of

its work will be to mould public opinion and to stimulate public discussion. The Rockefeller Foundation has given this group a small grant of \$5,000, but its principal financial support comes from the World Peace Foundation, and the headquarters of the work will be in the World Peace Foundation offices in Boston.

not
indicated

The Institute for Advanced Study will have no direct concern with either of the two groups which have been organized as a result of this inquiry. Also Dr. Gay is not included in either one of the groups, but Aydelotte has no doubt that the whole sequence of events illustrates admirably one of the Institute's functions "which is to stimulate research and to inaugurate inquiry without reference to our own specific interests as an institution. Our role is not to rival other institutions of learning but to supplement and serve them, to seek not the advancement of our own prestige but the advancement of knowledge."

not
indicated

Minutes of Trustees, January 25, 1943, Appendix A

✓ RESEARCH CONTRACT

Government Relations

EINSTEIN, A.

Biographical

Aydelotte to Navy Lieutenant in Bureau of Ordnance, Brunauer. Suggests after conversation with Einstein that Navy ask him to enter into an individual contract with Einstein on the basis of \$25 per day. Einstein sent a letter of the same intent same day.

D, Einstein, Albert, 1934-44

RIEFLER, WINFIELD

Biographical

✓GENERAL

Government Relations

Letter from Dr. Aydelotte to Prof. Riefler:

"I have had the opportunity of talking over your budget for the academic year 1943-1944 with the Treasurer and the President of the Corporation. They agree with me in thinking that you have worked the thing out very satisfactorily and I am instructing Miss Miller to put you on the \$12,000 rate as from July 1, 1943..."

Source: IAS Former Trustees - Riefler, Winfield

1943

12/21

GENERAL

Government Relations

MORSE, MARSTON

Biographical

WEAVER, WARREN

From Warren Weaver, Chief, Applied Mathematics Panel of the National Defense Research Committee of the Office of Scientific Research and Development, to Aydelotte, December 21, 1943.

An invitation to Morse to join the Applied Mathematics Panel of National Defense Research Committee.

Aydelotte to Weaver, December 22, 1943.

Aydelotte concedes Morse would be useful, but his own researches are developing in a very interesting way ; he is at the same time giving four days a week to the Ordnance Department. Aydelotte suggests he might cut down on his work for the Ordnance Department.

Aydelotte to Weaver, January 26, 1944.

A suggestion that one day a month devoted the Applied Mathematics

Panel might be satisfactory.

Apparently that was the arrangement finally effected, and ~~XXXXXXXXXX~~ acknowledged by a letter from Weaver to Aydelotte February 5, 1944.

D File, Morse, Marston, 1933-1945

1945

6/4

PROJECTS (GENERAL)

Government Relations

MORSE, MARSTON

Biographical

War Department to Aydelotte, June 4, 1945, telling of its desire to retain the services of Morse as Ordnance Expert for the fiscal year commencing July 1, 1945.

Filed in Chronological File under 1945, 6/4.

D File, Morse, Marston, 1933-45

✓GENERAL

Government Relations

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

WARREN, R.

Biographical

Copy of letter from John G. Erhardt, Acting Assistant Secretary, Department of State, Washington, to Aydelotte, January 5, 1945.

Copy of letter attached to Chronological File under 1945, 1/5.

D, Warren

1944

12/12
12/18

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

✓ GENERAL

Government Relations

WARREN, ROBERT B.

Biographical

John G. Erhardt, Director of Office of the Foreign Service, Department of State, Washington to Aydelotte December 12, 1944, requesting that Warren come to serve on the mission to Austria for the government.

Aydelotte to members of the Executive Committee, December 18, 1944, telling them of the request and enclosing a copy of Erhardt's letter, asking them to vote by mail.

Letters filed in Chronological File under 1944, 12/12.

Hardin Miscellaneous

Notes on the autobiographical notes of Albert Einstein published in the Library of Living Philosophers.

The publication was in 1949; although Einstein wrote the notes when he was 67 (1946).

He characterizes the notes as his own obituary...It is a good thing to show those who are striving alongside of us how one's own striving and searching appears to one in retrospect.

not/ "...The exposition of that which is worthy of communication does nonetheless/come easy--today's person of 67 is by no means the same as was the one of 50 ~~or~~ of 20 or of 30. Every reminiscence is colored by today's being what it is, and therefore, by a deceptive point of view. This consideration could very well deter. Nevertheless much can be lifted out of one's own experience which is not open to another consciousness." (page 3)

"Even when I was a fairly precocious young man the nothingness of the hopes and strivings which chases (sic) most men

restlessly through life came to my consciousness with a considerable vitality. Moreover, I soon discovered the cruelty of that chase, which in those years was much more carefully covered up by hypocrisy and glittering words than is the case today. By the mere existence of his stomach everyone was condemned to participate in that chase. Moreover it was possible to satisfy the stomach by such participation but not man in so far as he is a thinking and a feeling being. As the first way out there was religion, which was implanted into every child by way of the traditional education-machine. Thus I came--despite the fact that I was the son of entirely irreligious (Jewish) parents--to a deep religiosity, which, however, found an abrupt ending at the age of 12. Through the reading of popular scientific books I soon reached the conviction that much ~~of the~~ in the stories of the Bible could not be true. The consequence was a positively fanatic [orgy of] free thinking coupled with the impression that youth is intentionally being deceived by the state through lies; there was a crushing impression. Suspicion against every kind of authority/grew out of this experience, a skeptical attitude toward the convictions

1946

Einstein, Albert

Biographical

p. 3

which were alive in any specific social environment--an attitude which has never again left me, even though later on, because of a better insight into the casual connections, it lost some of its original poignancy." (pages 3 and 5)

He goes on to say that the so-lost religious paradise of youth was a first attempt to free himself from the chains of the "merely-personal"; from an existence dominated by wishes, hopes and primitive feelings. The world is outside standing independently of human beings like a great eternal riddle, at least partially accessible to our inspection and thinking. The world beckoned like a liberation, "and I soon noticed that many a man whom I had learned to esteem and admire had found inner freedom and security in devoted occupation with it. The mental grasp of this extra-personal world within the frame of the given possibilities swam as highest aim half consciously and half unconsciously before my mind's eye. Similarly motivated men of the present and of the past, as well as the insights which they had received, were the friends which could not be lost." (page 5)

He says, of course, it didn't all come about like this. But if an individual orders his thought well, it is possible

1946

Einstein, Albert

Biographical

P. 4

for this side of his nature to grow faster than the other sides and may determine his mentality to an increasing degree. "In a man of my type, the turning point of the development lies in the fact that gradually the major interest disengages itself to a far-reaching degree from the momentary and the ~~merely~~ merely personal and ~~turns~~ turns toward the striving for a mental grasp of things." (page 7)

"What is 'thinking'? When at the reception of sense impressions, memory-pictures emerge, this is not yet 'thinking' and when such pictures form series, each member of which calls forth another, this too is not yet 'thinking'. When, however, a certain picture turns up in many such ~~series~~ series, then--precisely through such return--it becomes an ordering element for such series in that it connects series which in themselves are unconnected. Such an element becomes an ~~instrument~~ instrument, a concept. I think that is the transition from free association or 'dreaming' to thinking/ is characterized by the more or less dominating role which the concept plays in it. It is by no means necessary that a concept must be connected with the sensorily cognizable and reproducible sign (word); but when this is the case

1946

Einstein, Albert

Biographical

AS

thinking becomes by means of that fact communicable." (page 7)

He does not doubt that our thinking goes on for the most part without use of signs (words) and beyond that to a considerable degree unconsciously, else why should it sometimes happen that we "wonder" quite spontaneously about some experience? We wonder when an experience seems to come into conflict with the world of concepts which is already sufficiently fixed in us. "Whenever such a conflict is experienced hard and intensively, it reacts back upon our thought world in a decisive way. The development of this thought world is in a certain sense a continuous flight from 'wonder'." (page 9)

At 5 he was mystified and entranced by a small compass which his father showed him.

At 12 he got hold of his first book on ~~Euclidian~~ ^{Euclidian} Plane Geometry.

From Notes on the autobiographical notes of Albert Einstein published in the Library of Living Philosophers.

1919-1928

ROCKEFELLER FOUNDATION
(General Education Board)

Foundations

Med Ed

In less than 10 years between 1919 and 1928 operating with something less than \$50,000,000, the G. E. B. had directly and indirectly added one-half billion or more to the resources and endowments of American medical education. This was at a time when money was plentiful, "but money alone no matter in what amounts could never have accomplished what Buttrick, Gates, Vincent, Rose, and I achieved." He attributes the technique by which this was done to Benjamin Franklin. It required diplomatic skill and they all used it. If they were dealing with a medical institution in a small and poor city the G. E. B. gave practically all of the funds required. In varying amounts as they dealt with institutions in larger cities with more money the General Education Board gave less and less up the scale. Another part of the technique was the amalgamation of a medical school with a rich and well-equipped hospital, at times effected by the General Education Board's activities and at times suggested. Another time as in Iowa, the G. E. B. assisted the State University in the creation of a medical

school and started the rest of the state universities going on the same track without assisting them merely by the competitive impulse.

He compares the technique used there with the technique used to assist Swarthmore to improve its scholastic achievements by a grant of 5 years, \$20,000 for 1925-6, \$40,000 for 1926-7, and \$60,000 for each of three years thereafter. After the honor system had proved itself thoroughly in that period of time, Aydelotte undertook to raise an endowment of \$2,000,000, and he succeeded in a few months, ~~Flexner~~ though Flexner was skeptical. The GEB doubled its subscription. Others did the same, and despite the depression, Aydelotte actually collected \$4,000,000 by commencement time, 1935, some years after I had retired from the General Education Board. (This is Flexner writing).

From I Remember, by Abraham Flexner, pp. 321-322

Dr. Wallace Buttrick died in the spring of 1926.

"More and more I came to feel with the passing of Dr. Buttrick Othello's occupation was gone. Besides, Mr. Gates, too had left the scene; soon Rose and Vincent would retire also. The prospect for me personally was a dreary one. I decided, therefore, to retire--as I thought--in 1928."

He quotes from a letter Mr. Rockefeller sent him on April 9, 1928, in which Rockefeller congratulates himself for having brought Flexner into the picture in the General Education Board. Flexner justified their highest hopes...hard to over-estimate his contribution to the development of education generally in the United States and especially to the establishment on a high, strong foundation of medical education. In the 15 years of your relationship...because of the ~~spat~~ splendid background of knowledge you brought with you and your highly trained mind you have been able ~~kin~~ too accomplish what another could not have done in twice the time. No finer piece of constructive work has been done in any of our philanthropic boards than you have done. Furthermore, your tasks have accomplished permanent growth which will grow further.

Rob N H W
v S. T.

"This official parting of the ways would be hard, indeed, to face were it not for the unqualified assurance which you have given me of your desire to serve ~~in~~ any of the interests with which you have been related, at any time and in any way, quite as though you were continuing on in your official relation to the General Education Board. This generous attitude on your part is only what all your colleagues would have expected, and is an added proof of the ~~in~~ bigness of your soul, the breadth of your interest in these great undertakings, and the genuineness of your sympathy for the tasks to which we here are addressing ourselves."

He credits Mr. Phillip Kerr's invitation to deliver the Rhodes Trust Memorial Lectures toward the close of 1927 as making his determination easier.

ROCKEFELLER

Foundations

HUMANISM

Academic Activities

From "The Story of the Rockefeller Foundation" by
Raymond Fosdick:

"When the Rockefeller Foundation, in the reorganization of 1928, took over the humanistic studies from the General Education Board and the International Education Board, it created a division of the Humanities of which Professor Edward Capps was the first director. By training and tradition he was a classicist, and in the brief period in which he held the post, the program continued largely along the lines laid down by the other boards, centering to a great extent in archaeological interest, although branching out into some significant work in bibliography. At his retirement, no director was immediately appointed, and the resignation of one of the trustees, Mr. Stokes, who had frequently insisted before the board that 'science is not dangerous if the humanities are also cultivated,' was prompted, in part at least, by his disapproval of the delay. In 1932, Stevens, who had been

Professor of English at the University of Chicago and vice-president of the General Education Board, was elected to the vacant position, and a new emphasis in the program began to assert itself. The agenda for a trustees' meeting in the spring of 1933 put the matter this way:

"The past twenty years have seen a continuous rise in the material valuations of life which should make possible and indeed demand a corresponding rise in its spiritual and cultural values. The humanities should contribute to a spiritual renaissance by stimulating creative expression in art, literature, and music; by setting and maintaining high standards of critical appreciation; and by bringing the intellectual and spiritual satisfactions of life within the reach of greater numbers. Beyond such benefits to the individual, the humanities should exert national and international influence for a reduction of racial prejudice. Ignorance of the cultural background of another people is at the root of many misunderstandings that are as harmful internationally as political and economic differences. That ignorance can be steadily lessened by an interchange of cultural values, by discovery of common origins for diversified national ideas and ideals and by the interpretation of one cultural group to another."

"This shift of emphasis from traditional humanistic research--a shift to interpretation rather than preservation--was a graduated process, and it was not until the mid-thirties that it began radically to affect the expenditures of the Foundation....

"...Jerome D. Greene, now one of the trustees, and deeply interested in the humanistic studies, felt that the humanities were suffering from 'what might be called the snobbishness of the classical tradition.'"

The Story of the Rockefeller Foundation, by Raymond B. Fosdick,
pp. 240-241

1914-1921

Assimilationists
Zionists
Brandeis
Flexner
Einstein.

Brandeis made head of American Zionist organization 1914 when WWI forced separation of the European group and the American. Was a forceful leader, speaking writing and raising money. (1/2/19) Worked for Balfour Decl. and was supposed to have succeeded in getting understanding on allied policy. In 1919 Brandeis went to Palestine; wrote Alice convinced that P. must become homeland of Jews. 1920 Arab demonstrations vs. Jewish immigration. Brandeis intervened and saved large part no. Pal. San Remo Conference awarded mandate for Pal. to Gr. Br. July 1920 London Conf. began LDB and family went. Then LDB sounded off telling Jews to know sacrifice, and intimating other countries of dispersion must help finance. Refused even the honorary presidency of a commission of three which he said should supplant the former political organiz. to plan and raise money to make P. self-supporting. Disagreed with Weizmann over many things, partic. refusal W. to employ people previously unaffiliated with Zionism. LDB resigned with 30 others of American group at Cleveland in 1921.* FF among them. Afterwards met in NY with ~~xxx xxx~~ his group and they decided to continue to work in Zionist Org of Amer. but not in positions of leadership. They did. Weizmann forces charged LDB with being an assimilationist. But LDB called Weizmann "untrustworthy."

? (AF an assimilationist. AE not.)

Alph^{hos} Tos. Mason ecks help from Flexner, tells AF(S story of listening to great discussions in Louisville library, and notes that "Old Louisville friends, Ben and Min" called. (m B)

Brandeis A Free Man's Life ATMason Viking Press 1946

Dedicated to the memory of Bernard Flexner.

1940

I

GRADUATE SCHOOLS (GENERAL)

Educational Institutions

Excerpts from a book The Graduate School by Bryne J. Horton of New York University, published 1940, distributed by the New York University Book Store

Johns Hopkins was organized as the first real university in America in 1876. It was incorporated on the basis of a bequest by Mr. Johns Hopkins of Baltimore in 1867. He died in 1873, and bequeathed his residual estate to the Johns Hopkins University and the Johns Hopkins Hospital as tenants in common and not as joint tenants to be divided equally between them. It actually opened in 1876. From the time of its formation or incorporation, the Board of Trustees proceeded slowly and deliberately in formulating sound principles and policies of organization. Daniel C. Gilman was chosen by them as the first president. He proceeded so judiciously that little change has been necessary. At the opening of the chapter ~~XXXXXXXXXXXX~~ on the Johns Hopkins in this book, there are about 6 pages of photostated handwriting of Gilman written at Oxford University, and outlining in simple detail the organization and governance of the Johns Hopkins.

Administrative control rests chiefly with the faculty which is organized as a Faculty of Philosophy. There is no graduate school and no graduate dean specifically designated as such. Each department having a chairman is autonomous. "Throughout a lack of administrative prescription is more noticeable than the functioning of a positive administrative machinery." (Page 47)

The University, later known as the Graduate School was the new institution to crown the 100th anniversary of the freedom of the American people (1876).

President Angell of Michigan University suggested on request to the Trustees Gilman of the University of California as President. The endowment at that time was \$3,500,000. In the offer to Gilman the Trustees stipulated that there would be no political controls and no denominational controls, "no restrictions but the wisdom and sound judgment of the Board of Trustees." (page 49) (Letter ~~XXXXXXXXXXXX~~ ^{Letter of 1874 - White of Cornell} ~~XXXXXXXXXXXX~~ ^{with independent} Rev. J. H. Johnson, Jr., of the Trustees, to Gilman October 23, 1874). P. 49

Gilman replied that he was in any event about to terminate his connection with the University of California "because dependent on legislative control and popular clamor." Conditions are different from those obtaining when I came because of the imposition of a Political Code. (Gilman to Johnson, November 10, 1874, page 50).

"The School of Higher Studies and the Faculty of Philosophy (the Graduate School) does not have a dean. The president...as a matter of fact, performs the duties of the dean of the graduate school as known in most universities." (President Ames in his Annual Report, 1934-5, page 4).

The opening on October 3, 1876 was announced ~~in an announcement~~ by the Trustees ^{dated} January 17, 1876 (page 52-53). It was a simple statement that the Johns Hopkins "will receive students." Previous to that time faculty appointments as made will be announced in Scientific and Literary Departments. Faculties of medicine and law will not be appointed now, nor will faculty chairs in the Faculty of Philosophy. There will be professors and assistant professors in Latin, Greek, French

managed all the

be put at

Gilman 2/22/76 Inaugural

An enduring f^oundation, a slow development; first local, then regional, then national influence; the most liberal promotion of all useful knowledge; the special provision of such departments as are elsewhere neglected in the country; a generous affiliation with all other institutions, avoiding interference, and engaging in no rivalry; the encouragement of research; the promotion of young men, and the advancement of individual scholars, who, by their excellence will advance the sciences ~~which~~ they pursue, and the society where they dwell.

English, German, mathematics (pure and applied), physics and chemistry, in natural history or biology, geology. Early ^{if not at the beginning,} there will be professors of history and metaphysics. There will be prolonged courses of academic nature by visiting professors.

Gilman's inaugural, February 22, 1876, the only part of any ceremony at all. The Trustees have decided to begin with "those things" which are fundamental and move gradually forward to those which are accessory." They will institute first languages, mathematics, ethics, history and science, "which are commonly grouped under the name of the Department of Philosophy." (page 54) The method was to be slow, deliberate development--no rivalries with other academic institutions. Many affiliations on the contrary. The encouragement of research, the promotion of young men, the advancement of worthy men, etc. The statement is general but genuine. It shows where Flexner drew his main characteristics of the I. A. S.

contd. 1876 In Gilman's 9th annual report, 1884, he listed 13 basic principles (pages 55-56): *(Reported from his inaugural, his 1st & 2nd years from his third annual report)*

- (1) All sciences are worthy of promotion.
- (2) Religion has nothing to fear from science, and science has nothing to fear from religion. Religion claims to interpret the word of God, and science claims to reveal the laws of God.
- (3) "Remote utility" is quite as worthy of present thought as immediate advantage.
- (4) "As it is impossible for any university to encourage with equal freedom all branches of learning, a selection must be made by enlightened governors, and that selection must depend on the requirements and deficiencies of a given people in a given period. There is no absolute standard of preference..."
- (5) Individual students cannot pursue all branches, and must select, carefully guided by wise counselors.
- (6) Teachers and pupils must be allowed great freedom in their method of work: ~~as between~~ lectures, recitations, examinations, laboratories, libraries, field exercises, travel, are all legitimate means of culture.
- (7) The best scholars will almost invariably be those who make special attainments on the foundation of a broad and liberal culture.
- (8) The best teachers are those who are free, competent and willing to make original researches.
- (9) The best investigators are usually those who have also the responsibility of instruction, thus gaining the incitement of colleagues, the encouragement of pupils, the observation of the public.
- (10) Universities should bestow their honors sparingly, their benefits freely.
- (11) Universities must be of slow growth.
- (12) The object of the University is to develop intellectual giants, to make and develop character, to make men.
- (13) Universities fall easily into ruts. Almost every epoch requires a fresh start.

Administrative of Johns Hopkins has always been a division of responsibilities--the Trustees responsible for the business management, including salary determinations, approval of budget, construction and repair of buildings, the safeguarding and investment of financial resources. Neither president nor faculty shares in those responsibilities. The president became ex-officio member of the Trustees in 1892 (that was Gilman).

The internal administration of the instruction "shall chiefly rest with the faculty under the guidance of the President subject to the approval of the Board." (page 59)

Gilman's last report was in 1901. It was his 26th. The faculty grew in responsibility from selecting lower-grade teachers to nominations for the highest spots. *post*

As to the students, a high level was guaranteed from the beginning by providing for fellowships for 20 freed from tuition. ~~Mostly all candidates for higher learning teaching positions~~ They were mostly all candidates for higher teaching positions in science and literature. (Page 64)

Library: Here Flexner copied the Gilman pattern who encouraged the Trustees to cultivate friendly relationships with the Trustees of the Peabody Institute which had a good library.

George Boaz in 1937 criticized Gilman for the mistake in failing to provide a good library for the Johns Hopkins. (Boaz, George, Democracy Among Scholars, Johns Hopkins Alumni Magazine, November, 1937, page 4).

Gilman was against duplication of facilities (as was Flexner.) The Trustees approved \$30,000 for a small number of reference books, for diagrams, apparatus and scientific collections needed at all times. It also arranged with public libraries for library service for the students and the faculty.

Johns Hopkins was from the beginning primarily concerned with the development of the Faculty of Philosophy.

Goodman The Academic Council adopted the Organization of the Faculty of Philosophy in 1927 to admit students after two

grad work
collegiate years of academic work. The Colleges of Arts and Sciences, at the end of the second year of residence in college, the students may with the permission from the faculty pursue the Master of Arts degree or the Ph. D.

Others may with the consent of the Board of Collegiate Studies pursue the B. A. The Faculty of Philosophy became known as the School of Higher Studies of the Faculty of Philosophy.

Johns Hopkins still characterized by the lack of formalism in the School of Higher Studies.

Hvd? 1869? Graduate School History and Development since 1880 (Page 73)

From Johns Hopkins in 1876 to the graduate school at Brown University in 1927 was approximately one-half a century. In between the following occurred:

(1) Columbia University in 1880 established a separate school ~~for~~ for Political and Social Sciences. *(grad sch)*

(2) Catholic University of America, Clark University and Chicago three decades later in 1910 established graduate schools, but only two of them, Clark and Catholic were established originally as pure graduate schools called universities. Johns Hopkins and University of Chicago developed both the graduate and under-graduate schools from their beginnings.

✓ (3) In 1880 Yale organized a graduate school.

(4) The University of Nebraska was the first state college to organize a graduate school. They provided for the Masters Degree in 1886 and the Ph. D. in 1890. The University of Nebraska Graduate School was opened in 1896.

(5) The University of Kansas Graduate School: in 1887 it was voted to supervise the work of candidates for the degree beyond the Bachelor's. In 1897 there was the meeting of the first faculty of the graduate school.

(6) Within another decade the organization of the graduate school became very popular. It was then called

3
Holt
differs from
Macaulay?

The University.

(The basic difference between the university and the college was that the college instruction was disciplinary requiring definite but not uniform methods. In the university, however, instruction was much freer, and the scholar was encouraged to inquire rather than to accept; to test and observe rather than to hear and recite--to walk with guide and friend rather than to obey a commander. (page 73)

The following nomenclature obtained as designating graduate schools:

(1) Columbia University: The Faculties of Political Science, Philosophy, and Pure Science.

(2) Johns Hopkins: School of Higher Studies of the Faculty of Philosophy.

(3) University of Michigan: The Horace Rackham School of Graduate Studies.

(4) Harvard and Catholic Universities: The Graduate School of Arts and Sciences

(5) California and Stanford, Clark: Graduate Divisions.

(6) Washington University, St. Louis: School of Graduate Studies.

(7) Virginia University: Department of Graduate Studies.

(8) Nebraska and Iowa State Universities: The Graduate College.

The Princeton Dean of the Graduate School is quoted in describing the lack of formality and flexibility of the graduate school: "...the letter killeth, but the spirit giveth life."

The emphasis of the graduate schools was on research, but Horton found no good literature on the evolution of the graduate schools and the history shows that "the degree of Ph. D. became the end in view on the part of graduate students who needed such a degree in their profession." (page 144)

Horton does not mention in his book such institutions as the California Institute of Technology or the Institute for

Advanced Study. It is apparent that ~~he~~ his survey has disappointed him in the ultimate results of the graduate schools. The early graduate work was done in Chicago University under Harper.

Excerpts from a book, The Graduate School by Bryne J. Horton of New York University, published 1940.

1930

French on JH

J.H. named four relatives and 8 others--friends and neighbors as trustees to incorporate the JH Univ. for simple purpose: "the promotion of education in the State of Md." Incorp. 1867 as was also the Hosp. p.4

The will forbade trustees to use principle of bldgs or current expenses for them. Directed them to provide certain free scholarships, and advised them to hold and administer wisely the B&O RR stock in the bequest. p.5

But JH didnt tell tr. what kind of an institution to create.

He was a bachelor--left \$1 million to relatives and bal. to Univ and Hosp.

On Goodnow Plan p 195

Brief acct of its meaning. It was understood that before the plan could be put into effect endowment of \$6 to \$10 millions wd have to be secured. Apparently Goodnow hoped substantial gifts were in the offing. "The Fac. was inclined to suspect that he had confidential information about prospective large gifts, assuming he would not otherwise have ventured so drastic a rec., but no large gifts were forthcoming."

By 1930-31 only 3 students, none from outside, essayed to go into grad work in jr. yr. Maximum was 33 in 1928-9, of whom 9 were from other colleges. So ended ambitious plan.

1930

6/7
6/17

P.1

STATE OF NEW JERSEY (STATE
BOARD OF EDUCATION)

Government Relations

HARDIN, JOHN R.

Charles H. Elliott, Secretary, State Board of
Education, State of New Jersey, Trenton, June 7, 1930 to Hardin.

"The Advisory Committee of the State Board of Education
has directed me to say that it is very much interested in
the proposed Institute for Advanced Study which will be
supported by the Louis Bamberger and Mrs. Felix Fuld Foundation.

"The law requires that you submit to the State Board of
Education 'the basis and conditions' upon which you
propose to confer degrees. The Committee feels that it can
probably agree with you on the same and will be pleased to
give you full cooperation."

Hardin to Elliott, June 17, 1930.

Attitude of the Committee and your letter were much
appreciated by Mr. Bamberger and Mrs. Fuld.

1930

6/7
6/17

p. 2

As to the submission to the State Board of the basis and conditions for degrees, "It will be some time before our plans will be advanced to the point where we will need the authority to award degrees, but when the time comes we will make the required application to the State Board. Our purpose, as you know, in approaching you and the Board before announcement of the foundation was born of the feeling that it was appropriate that the State Board, to which we must ultimately come, should be informed of the plan before its release to the general public. We do not anticipate that we will have any difficulty in obtaining the cooperation of the Board on the merits of our application when formally presented."

JRH Correspondence from May, 1930 to December, 1933

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

POLICIES

Administration

✓ GENERAL

Government Relations

RIEFLER, W. W.

Biographical

MORGENTHAU, HENRY

Flexner to Morgenthau, June 9, 1937.

Riefler has reported to me in strictest confidence the essence of his recent conversation with you. The Institute has as a matter of principle ~~been~~ tried to be helpful to all educational institutions, and it goes without saying that we should be happy to be helpful to the United States Government.

Flexner then proceeds to outline limitations. There must be no publicity, and no commitment of Riefler to policy determinations. "The field of economics is the most difficult field in which to preserve an absolutely correct scientific attitude. For that reason we have made it a rule, as you will see

if you will examine the marked passage enclosed, (an excerpt from the latest Bulletin of the Institute), to which we have inflexibly adhered that salaries and retiring allowances ~~of~~ should be so adequate that no member of any department of the Institute may accept remuneration even of his expenses from any outside source whatsoever." *for*

Complete delivery of the

"It would, I think, be a mistake for any member of the Institute to have an official connection with any governmental or business enterprise, but I should welcome any opportunity which will enable a person in Riefler's position to discuss with you fundamental financial problems and to give his judgment as to what is sound or unsound without reference to other considerations which may have to influence policy. The Institute will gladly bear any expense connected with any service of the kind above mentioned that Mr. Riefler may be able to render you, and I trust that you may completely understand the principle to which an institute of this character is bound to adhere."

Morgenthau acknowledged this, and said he would respect the unofficial basis. On October 24, 1939, he thanks the Trustees

officially for their consent to emergency service in the Treasury Department by Stewart and Riefler, saying that their services are proving of the greatest value to the Treasury Department.

gold buying plan?

D, MI - NZ

1940

VII

7/5

Amer Com for Int Studies

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

✓ MILITARY STUDIES, (FOREIGN RELATIONS)

Government Relations

EARLE, E. M.

Biographical

Earle to Aydelotte July 5, 1940. A report on seminars which he conducted in the academic year 1939-40. Centered in a seminar on the foreign and military policies of the U. S. Met two hours once a week throughout the year and with occasional extra sessions. Members from I. A. S.: Bailey, Earle, Gilbert, Herz, Rumney, Mrs. Margaret Sprout, Vagts, Weinberg. From Princeton: Chinard, Sprout and Stacey (Charles P.) A number of papers on which authors intensively were presented for criticism and much good resulted in both viewpoint and academic precision in the papers.

During the year 1940-41 the work of the seminar will be first the military policy of the U.S. in Second War as a social phenomenon. The Princeton professors will continue together with one or two others of the Princeton faculty. In the Institute group: Weinberg Vagts, Gilbert, Lenz, Lauterbach and R. P. Stebbins, mostly all with grants-in-aid from outside.

Earle says: "It is a coincidence that five years ago I began to turn my attention to military affairs as a much neglected phase of political science. Events, however, have made it a coincidence of great importance not only to abstract scholarship, but to the life of the United States in all its various aspects. By great good fortune, Princeton University has in Professor Stacy and Sprout two competent scholars who are devoting their attention respectively to Canadian-American defense policies and American sea power. Insofar as we know the Princeton community is the only university center in America which has given serious attention to national ~~xxxxxx~~ defense as a problem in the social sciences."

✓ Earle recounted that he had attended in November a conference of students of international affairs held at Rye, New York and called by the American Coordinating Committee for International Studies under the auspices of the Rockefeller Foundation to discuss a program for social scientists during the period of the European war. As a result of this the American Coordinating Committee was ~~xx~~ reorganized with ~~xxxxxxxxxx~~ a view to launching a research program in

international affairs. Earle was elected to membership and designed its Research Director at a meeting in March, 1940 was chosen Chairman. He devoted a considerable portion of his time during the spring to the work of this committee, and at time of writing has associated with him Mr. William M. Lockwood, formerly of the Research Staff of the Institute of Pacific Relations.

(Lenz went off in August of 1940 to join the Nazis, sending Aydelotte a letter not available which Earle and Aydelotte decided not to answer).

D, Earle, 1940-1944

1942

March

WORLD WAR II

Government Relations

✓ GENERAL (OFFICE OF SCIENTIFIC
RESEARCH DEVELOPMENT)

AYDELOTTE, F.

Biographical

Acting as Chairman of newly organized Committee on Scientific Personnel of O. S. R. D. March or April. Pressed by Bush and Courant to take charge of in area of conflicts within Government.

Report of the Director to Trustees, 10/15/42.

1941-1947

SCHOOL OF HUMANISTIC STUDIES

Academic Organization

TAXATION(VICTORY TAX)

Government Relations

✓ GENERAL (WORLD GOVERNMENT)

Government Relations

ECONOMICS

Academic Activities

CATLIN, GEORGE

Biographical

RIMPLER, W. W.

MAYER (HOUSE PURCHASE, ETC.)

Letters and memoranda regarding above headings in
Aydelotte file (Elsa Jenkins) 3/19/57, File No. 1.

1940

12/30

/GENERAL

Government Relations

Marie C. Eichelser to Aydelotte regarding war job.

See Source.

FA (Elsa Jenkins) 3/19/57, File no. 3.

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

✓ RESEARCH

Government Relations

WARREN, R. B.

Biographical

FLEXNER, A.

Warren to Flexner explaining his project for F. R. B. in editing reports on studies of monetary policy for Senator Wagner Chairman Building & Cur. Com. (with Donald Woodward). Warren considered it compatible with duties as professor Institute. Warren's work since spring and hopefully finished by October.

D, Warren

1939

5/24

EMIGRES

Academic Personnel

BARON, HANS

Biographical

✓ IMMIGRATION

GOVERNMENT RELATIONS

For memo regarding above headings see memo under above date and also filed under first two headings.

D, U. S. State Department Correspondence, 1947

1946

3/9

2/12

2/20

2/9

2/11

DIRECTOR

Administration

NOMINATIONS

Academic Personnel

✓ PARTICIPATION IN ADMINISTRATION

Panofsky to Earle, March 9, 1946.

Suggests Henry Allen Moe as Director. "...somewhat less problematic than many of the candidates now on our list."

Stewart February 28, 1946 on receiving note from the Committee indicating that two members of the Faculty are being considered for nomination as Director causes him to nominate Riefler. "It is partly because we know him so well personally that we are likely to overlook his standing outside this community and his distinct qualifications as Director. He has tested administrative ability, a broad scholarly interest and a deep affection for the Institute and an understanding of its problems...Personally he seems to me better qualified than any one on the list of persons already mentioned..."

February 9, 1946

/Lowe suggested in order of preference: Sigerist of Johns Hopkins, Shapley of Harvard and Meritt. His order of preference is inverse as far as qualities are concerned. He puts Meritt third only because he hates to see him lost in to scholarship; therefore, his preference for Sigerist.

February 11, 1946, Panofsky suggests Morse.

Meritt suggests Elegen as the only one he is sure would understand what I try to do with Greek epigraphy. Harbison might. (Meritt's statement, February 12, 1946)

Earle papers, I. A. S.--Directorship, Meetings, etc. 1946 & 1947

SCHOOL OF MATHEMATICS

Academic Organization

✓ RESEARCH

Government Relations

VON NEUMANN, JOHN

Biographical

General Groves has been notified by Dean Peagram of Columbia that the Institute joins in a request that a regional laboratory in nuclear physics be set up in the vicinity. Air mail letter January 22, 1946, Aydelotte to von Neumann read to the Committee.

D, Minutes Standing Committee of the Faculty, 1940-1946

PARTICIPATION IN ADMINISTRATION

Academic Personnel

✓ GENERAL

Government Relations

RESEARCH

Academic Procedures

Professor Morse informed the Faculty that the I. A. S. had joined a number of universities and scholarly ~~xxx~~ institutions in signing a letter addressed to Major General L. R. Groves, requesting that a regional laboratory for research in nuclear physics be established at or near Princeton. In the discussion, Professors Pawley and von Neumann pointed out that there existed a certain ambiguity concerning the role of free research in such a laboratory. Neither considered it a real danger, since the Institute would always be free to withdraw its cooperation.

D File, Faculty Minutes, February 4, 1946

1946

3/20

TAXATION (NEW JERSEY INHERITANCE)

Government Relations

~~BATTLEFIELD PARK (GENERAL)~~

Government Relations

SALARIES

Academic Personnel

MORSE, MARSTON

Biographical

MAASS, H. H.

Morse to Aydelotte regarding above.

Report on Executive Committee Meeting, March 20, 1946.

Filed in Chronological File under 1946, 3/20.

A, 10/18/56, Dr. Aydelotte

1946

May

~~GENERAL~~

Government Relations

EARLE, E. M.

Biographical

The Army Air Force awarded Earle the Medal of Merit for services rendered as a civilian consultant to the Army Air Forces from June, 1940, to September, 1945. The abstract for the citation is in the file as well as a picture of General Spaatz presenting the medal.

D File, Earle, Edward M., 1945

<GENERAL

SCHOOL OF ECONOMICS AND POLITICS

AYDELOTTE, F.

Government Relations

Academic Organization

Biographical

Aydelotte informed the Faculty that the remaining members of the League of Nations section will be taken over by the United Nations, and they are vacating their rooms at the Institute not later than September 1, 1946. They have through ~~SM~~ Sean Lester, Secretary General of the League of Nations, extended a heartfelt thanks to the Institute for Advanced Study.

D, Faculty Minutes, May 20, 1946

1946

9/30

✓ GENERAL

Government Relations

GENERAL (20th Century)

Foundations

RIEFLER, W. W.

See New York Times clipping 9/30/45 on 20th century fund report
on proper use of Export-Import Bank.

D File, Riefler, W. W.

1946

October

✓ RESEARCH

Government Relations

ECONOMICS

Academic ~~XXXX~~ Activities

WARREN, R.

Biographical

NOURSE, E. G.

Warren was asked to help E. G. Nourse, Chairman Council of Economic Advisers to President U. S. to spend October-December aiding in establishing the new Council and its work. Nourse thanked Aydelotte effusively October 22, 1946. Agreement signed ~~xxxxx~~ October 28, 1946 by which C. E. A. reimbursed Institute by Warren's salary, less expenses. Term extended to June 30, 1947 by supplementary agreement.

D, Warren

GENERAL

Government Relations

WARREN, ROBERT B.

Biographical

The arrangement which has been in force allowing Professor Robert B. Warren to give a certain amount of his time to the Council of Economic Advisors to the President was continued until June 30, 1947. No change made in salary. The per diem which he receives from the Government paid over to the Institute minus necessary traveling expenses from Princeton to Washington.

Executive Committee Meeting Minutes, Feb. 18, 1947

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

ECONOMICS

Academic Activities

✓ GENERAL

Government Relations

Riefler brought up the subject of the Monetary Seminar which is operating at a very high level on problems that are now becoming immediate as well as acute. He suggested that it might be well to write and invite the Federal Reserve Board, the International Monetary Fund, and the International Bank for Reconstruction and Development, suggesting the Institute would be prepared to consider the appointment of members nominated by them from the staffs of these institutions, for a full academic year's work on monetary problems and participation in the seminar. To be supported by their institutions, and to be subject to acceptance or rejection by the School. There was no evidence of any action taken on this subject.

With respect to the Director's memorandum of February 11, 1948 concerning full-time appointments at the Institute, there was discussion, but Oppenheimer asked for individual comments to

assist him in clarifying the situation.

Earle asked for an assistant.

1949

4/19

PARTICIPATION IN ADMINISTRATION

Academic Personnel

EMIGRES

✓ GENERAL

Government Relations

Director reported on new amendments to the Federal Code affecting the approval of the Institute as an institution for immigrant students. Certification from the Institute was required by the Attorney General, and he hoped approval would be given, but he intended to appeal the matter if it were not.

Faculty Minutes, 4/19/49

1949

9/26

GRANTS-IN-AID

Academic Personnel

OPPENHEIMER, R.

Biographical

✓ GENERAL (GOVERNMENT RESEARCH
CONTRACTS)

Government Relations

Oppenheimer to Mr. H. Marshall Chadwell, U. S. Atomic
Energy Commission, P. O.Box 30, Ansonia Station, New York 23,
New York, September 26, 1949.

Filed in Chronological file under 1949, 9/26 and under
first two above headings.

Faculty Minutes, October 3, 1949

PARTICIPATION IN ADMINISTRATION	Academic Personnel
DIRECTOR	Administration
✓GENERAL	Government Relations
RESEARCH	Academic Procedures

The Minutes disappear and become the briefest of memoranda. In this memorandum it is stated that the: "Decision with reference to contracts embodied in attached letter." This is hardly true, and certainly not adequate. See letter September 26, 1949 attached hereto.

"September 26, 1949

"Dear Mr. Chadwell:

(This letter has already been copied and is in the file.)

From Oppenheimer to Chadwell regarding contracts with government.

Faculty Minutes, 10/3/49 p. 211, letter is on page 212.

1949

9/26

PARTICIPATION IN ADMINISTRATION

Academic Personnel

OPPENHEIMER, R.

Biographical

Memorandum to files October 3, 1949 noted faculty meeting September 26, 1949. No minutes taken. A decision was reached regarding government contracts embodied in attached letter (September 26, 1949). Staff holidays decided upon.

D, Faculty Minutes, 1948-1951

POLICIES

Administrative

OPPENHEIMER, R.

Biographical

TRUSTEES

Corporation

PROJECTS

Government Relations

"The Director reported the Faculty view that the Institute could not continue those Government contracts under which a member's work was supported only after investigation of the member of the Federal Bureau of Investigation, and clearance by the contracting agency...On motion of the Chair, it was seconded and carried that the action of the Director be approved; and that in similar future situations the Trustees be advised before action was taken."

Tr. Min. 10/21/49 p. 3

1950-1951

EMIGREES

Academic Personnel

GENERAL

Government Relations

For correspondence from January, 1950 to May 1, 1951, exchange visitors in membership at the Institute under the Smith-Mundt Act, and the Fulbright Program, see File D, Exchange Visitor Program.

D File, Exchange-Visitor Program

EMIGRES

Academic Personnel

GENERAL

Government Relations

Institute members coming from Germany and Japan formerly came under military authorization. As of February, 1950, they still continue to do so with approval of the Supreme Commander for Allied Powers in Japan, but from Germany after September, 1949, the Department of State assumed responsibility for United States affairs.

The Army and the Supreme Commander were intent on selecting appropriate individuals, national leaders from Japan, to come to the United States to observe and study democratic institutions of the country, only competitive means used. (Van Wagoner to Leary, February 1, 1950).

State Department, Colligan, February 27, 1950, to Leary. The Department is providing full or partial awards to more than 2,000 German students, trainees, leaders and specialists who will be visiting the United States for programs of observation, study, and training ranging in duration from 3 months to a year.

The program for German students at the college undergraduate and graduate levels was being administered in the U. S. through the Institute of International Education, 2 West 45th Street, New York, which matches approved candidates against scholarships and placement opportunities in American institutions.

To the date of writing awards have not been offered to German professors and scholars for teaching or advanced research in the United States, but the program is under investigation.

D. Occupied Zones

1951

January 1

EMIGREES

Academic Personnel

✓ GENERAL

Government Relations

NOTICE

All Aliens residing in the United States on January 1, 1951, are now required to report their address to the Commissioner, Immigration and Naturalization Service. This does not include aliens temporarily admitted whose period of admission has not expired.

D File, Alien Registration - 1951

1952-1954

NATIONAL RESEARCH COUNCIL

✓ GENERAL (PROJECTS, PATENTS)

MEMBERS

Foundations

Government Relations

Academic Personnel

The Institute's policy on patent policy supplied by Oppenheimer to N. R. C. on request. "No formalized research or patent policy; as a general practice the Institute observes a laissez-faire or hands-off attitude, except that, with respect to Government contract research, employees engaged on such research are required to sign an agreement to assign all patentable inventions or discoveries to the Institute or to the sponsor in accordance with the policy provisions." These are as follows:

The employee agrees to furnish the Institute complete information on any patentable invention or discovery made or conceived by the employee during his employment by the Institute in connection with research and development work under such contract; and further agrees to assign to the Institute or to the United States Government, as requested, all right, title and interest in and to such inventions or discoveries.

The Institute agrees that at the request of the employee it will grant to him and to any person or party designated by the employee "a non-exclusive license under any patent or patents assigned to the Institute or to the United States Government by the employee under the provisions of this agreement, provided, however," that approval shall be first secured from the proper officer of the United States Government, and if such approval is not received, the Institute shall not be liable to the employee.

D, National Research Council

1953

1/8

GENERAL

Foundations

✓GENERAL

Government Relations

MOE, HENRY ALLEN

Biographical

AYDELOTTE, F.

AYDELOTTE TO Moe congratulating him on his testimony before the
Cox Committee investigating foundations.

A File, Henry Allen Moe

The foundations grants were concerned directly with educational activities. The foundations supported The Commission on the Financing of Higher Education of the Association of American Universities. (\$400,000 - 1949). Another Institute of International Education, New York City (1937-1953, \$388, 356/: prior to 1929 no grants were made by the Laura Spellman Rockefeller Memorial to this). IT was an important clearing house of educational information.

The G. E. B. has never sought to impose or promote a particular system of education or curriculum. The Board spent \$99,000,000 in pioneering in medical education. This / resulted in widespread changes in medical education. The bulk of the nearly \$250,000,000 of the G. E. B.'s funds spent have gone for endowment, buildings, teachers salaries, and help for current expenses of established educational institutions.

The G. E. B. has supported the A. C. L. S., a federation of 25 national organizations devoted to the encouragement of humanistic studies, representing some 50,000 American scholars in these fields. HAs received funds from a variety of sources.

During the 20 years the Rockefeller Foundation has given it
~~\$12~~ \$4,788,775 representing less than 15 per cent of the
~~xxxxxxx~~ Rockefeller Foundation's grants for the humanities.

Six men are shown in an application to the Office of Ordnance Research for continuation of the present contract at an estimated cost of \$21,000 plus \$5,250 for 25 per cent overhead allowance. The same tabulation shows an application for a contract of the National Science Foundation for five men who with 15 per cent overhead and secretarial help totalled an estimated \$29,280. Also showed eight men on Institute stipends at \$32,400 with reservations made for ten more at \$30,000. Also there was an application to the Office of Scientific Research for continuation of present contracts for three men who with overhead, travel funds, etc. totalled ~~Y~~ \$21,450.

D, Mathematics Budget

1956

✓ RESEARCH

Government Relations

The Office of Ordnance Research U. S. Army contract for \$22,500, March 19, 1956 on "research in analysis and geometry" of which Dean Montgomery and Atle Selberg are supervising and Burkhill, Chow, Kreisel, Mautner, Schenkman, and Singer are working. (Date of report, January 13, 1956).

D, Mathematics - Contracts

1956

7/12

DIRECTOR

Administration

POLICIES

COMMITTEES

GIFTS

Finance

✓ GENERAL (TAXES)

Government Relations

BY-LAWS

Corporation

TRUSTEES

FACULTY

Academic Personnel

PARTICIPATION IN ADMINISTRATION

REPORTS

Academic Procedures

OPPENHEIMER, R.

Biographical

VEBLEN, O.

STRAUSS

AYDELOTTE

KANTOROWICZ

Interview with Dr. Oppenheimer, July 12, 1956.
Filed Vertical under Oppenheimer Interviews.

Acad 1227

Berna, Adelson

1955

8/30
9/1

✓ GENERAL (DEPARTMENT H. E. W.)

Government Relations

GENERAL

Corporation

Ernest V. Hollis, Chief of College Administration, Department H. E. W., to Oppenheimer, proposing to drop listing of the Institute in H. E. W.'s higher education directory because its program is post-doctoral and research in character rather than instructional in the sense of offering courses for credit or degrees.

Oppenheimer to Hollis, September 1. Disagrees and for following reasons asks continuation of listing: (1) I. A. S. chartered as an educational institution, (2) Explicitly so designated by legislation in New Jersey, (3) I. A. S. regards itself as an educational institution, (4) Counsel informs us that legislation exempting grants for fellowships is applicable to our members in part on the basis of the educational element involved in their membership, (5) I. A. S. designated in 1946 by the Attorney General as one of the educational institutions which was approved for the attendance of non-quota immigrant students, (6) As an institution of higher education I. A. S.

designated in 1950 as a sponsor of the exchange-visitor program by the Department of State.

Furthermore, ^{has} designations ^{has} have assisted members in obtaining visas, Fulbright and Smith-Mundt grants to defray their expenses.

D, Institute, Listing of

INSTITUTE HISTORY

Institute History

JENKINS

Biographical

Mrs. Jenkins stopped in with word that she and Dr. Bill Aydelotte have been going through papers at 88 Battle Road and also she had been going through Dr. Aydelotte's inner office in Building A and had segregated a group of files which she thought would be helpful to me in the history. I went upstairs and took them together with some financial reports from the Treasurer during the years of Aydelotte's directorship.

I have extracted some important original material/lacking from our files, and have noted them in chronological and filed them in vertical files since they do not appertain to anything except a particular meeting or occasion, not subject matter. They can later be incorporated into the Institute files.

No source necessary.

✓ SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

GENERAL

Corporation

RIEFLER, W.

Biographical

STEWART, W.

Following is an excerpt from a memorandum dictated by Stewart of a conversation he had with Riefler on the above date. (Memo dated October 24, 1944).

"Mr. Riefler indicated the line of development that he thought most effective for the Institute. In his view the Institute ~~was~~ occupies a place midway between a university and a foundation. It has more operating functions than a foundation. Being free from teaching commitments, it can be more free than a university, and in its operations it can have more direct contact with individuals and projects than a foundation. The Institute's general program, therefore, should be to gamble on promising new things, then support at an early stage ~~to~~ the successful enterprises in the community, and when the enterprise is established, expect to withdraw and recapture its freedom. Its general emphasis should be to develop

the

in Princeton community as many worthwhile projects sponsored in common with the University, the Institute and other research agencies."

IAS Sch. of Econ. & Pol.

S Reports, Memoranda 1944-45

/GENERAL

Government Relations

PRINCETON UNIVERSITY

RELATIONS W.O.A.I.

ROCKEFELLER FOUNDATION

Foundations

Invitation of 3 Princeton groups to League of Nations to transfer from Geneva to Princeton for duration of war.

1946

AYDELOTTE, F.

~~GENERAL~~

January - May

Biographical

Government Relations

Aydelotte served on the Anglo-American Committee of Inquiry on Israel from January about the end of May, 1946, during which time a standing committee of the faculty administered affairs ~~at the University~~, consisting of Marston Morse, Chairman, Riefler, Panofsky and ~~Tabien~~.

D, Maass, Herbert H., 1939-1946

1945

12/18

✓ GENERAL

Government Relations

AYDELOTTE, F.

Biographical

SCHOOL OF MATHEMATICS

Academic Organization

Palestine Committee assignment, p. 1

Standing Committee: Morse, Riefler, Pano fsky

Financing of School of Economics and Politics, p. 2

Executive Committee Minutes, 12/18/45

1945

7/13

✓ GENERAL

Government Relations

vonNEUMANN

Biographical

MORSE,

MILLER, VONETTA A.

SALARIES

Academic Personnel

Bernetta
~~Vonetta~~ A. Miller to Aydelotte, July 13, 1945, informing him that the War Labor Board is dubious about permitting the Institute to grant increase in salaries to Morse and vonNeumann. VonNeumann in a most distraught state over the salary status." Morse told her von Neumann had another \$15,000 offer, and was despondent at the Institute's ever getting permission to increase his salary.

D File, Aydelotte, Frank, 1930-1945

1945

9/17

PARTICIPATION IN ADMINISTRATION

Academic Personnel

SCHOOL OF MATHEMATICS

Academic Organization

✓ GENERAL

Government Relations

VON NEUMANN, JOHN

Biographical

Von Neumann appeared at the first meeting for a long time, and spoke of the necessity of retaining certain mathematicians who were working with him on an unexpired Navy contract; brought up the question of making them members of the Institute. ~~It~~^{It} was referred to the Mathematics Faculty.

ICP?

A resolution he had tried to make & failed? He talked the papers

Faculty Minutes, 9/17/45

1947-1948

✓ STRAUSS, LEWIS L.

Biographical

Comch
for XII
58

The Viking Press 1951

edited

See Def. 9/17/47

Notes on The Forrestal Diaries,¹ by Walter Millis, *Forrestal?*

January 22, 1947 Hickenlooper visits Strauss. Is Chairman of Senate's ^{Joint} Committee on Atomic Energy. (Actually Senate-House Joint Committee). Hickenlooper complained about the impression his Committee is gaining of a growing disinclination on the part of the A. E. C. named by the President: (Lilienthal, Strauss, Waymack, Bacher and Pike) to communicate with the Military Liaison Committee which was specified in the organic act dealing with atomic energy. Rear Admiral William S. Parsons, member of that Committee, participated and expressed the view that Hickenlooper's attitude was in part caused by the apparent realization by Lilienthal and his associates of tremendous power and responsibility. Hickenlooper's general tenor was that the ^{Joint} Committee is worried about a pacifist and unrealistic trend in the Atomic Energy Commission. He does not differentiate Strauss from the rest in this. *Did we need to Parsons with*

MLC

Again on March 9, 1947, ~~with~~ Hickenlooper came to Forrestal's ^{home} ~~house~~ and he complained that Lilienthal was resisting an attempt by the Joint Committee to create an atmosphere which would make it easier for Hickenlooper and others who are going to vote for his confirmation. Apparently the complaint was specific: Lilienthal had ~~taken on~~ ^{employed} Herbert S. Marks, General Counsel of the Atomic Energy Commission, which Hickenlooper thought was outside the intent of the act,

*Sketch
w/obj
Note SF
in DEL*

all?
although legally proper. (This was the Marks who was of
counsel in defending Oppenheimer in 1954?) Also Hickenlooper
complained that Lilienthal had not had his appointees "screened
by the F. B. I. before naming them."

Forrestal said he talked to the President that evening
and to ^{Lewis} ~~Louis~~ Strauss transmitting Hickenlooper's ideas. (p. 255)

September 18, 1947, conference with ^{Burns} ~~Burns~~ after which
the editor, Walter Millis, notes a fill-in: the A. E. C.
had been rigorously separated by law from the military
establishment, but its operations came within the ^u purview of
the Secretary of Defense. "The deepening atmosphere of
suspicion and disagreement surrounding its activities was
evident from a visit on September 23 of ^{Lewis} ~~Louis~~ Strauss, a
member of the Commission. Strauss was worried over a recent
action of the A. E. C. against which he alone had voted in
releasing ^{Skat} ~~information~~ on isotopes to other nations. Aug 1947

^{Strauss'} Forrestal's concern was that the A. E. C. had not first
checked with the Joint Chiefs of Staff ^{* Forrestal's concern was} that Lilienthal was
"not cooperating." ^{w. the M.L.C.} (Another organizational problem involved
was the appointment of Bush as head of the ~~XXXXX~~ Resources
and Development Board. Bush and the President had differed
over the National Science Foundation bill, and when
Forrestal took Bush to see the President, the latter made
some pungent observations on the trials of his office.) (p. 319)

^{JE Face} February 24, 1948. ^{Forrestal} He had a luncheon conversation
with Hickenlooper, Arthur Hill and Quincy Bent. ^{"The Senator said} Hickenlooper

Millis

On request
to review
- Com. Dir.

1315

Not
Sham

had come over to give expression "to certain rather vague misgivings which he was experiencing in connection with the Atomic Energy Commission and its activities. He could put his finger on no one action or policy, but said that the character and number of the speeches which Lilienthal was making, the emphasis upon the future possibilities of atomic power as a source of energy for industrial and general purposes,

JF
Diving
2/24/48

and his constant reference to control of atomic energy by 'the people,' all made a pattern with ultimate indicated objectives as follows: (1) The indispensability and therefore the perpetuation of Mr. Lilienthal in power; (2) the general underlying idea of statism." Hickenlooper said that

~~xxxxx~~ outside of Lewis Strauss there was no one on the Commission of any great practical ability, although Bacher was a good scientist." ^{He} (RF Crown)

379-80

Hickenlooper was also disturbed by the lack of progress in the "art" since the dissolution of the Manhattan District and felt that General Groves was needed back again. The editor's note indicates that Forrestal had a conversation with Rear Admiral John E. Gingrich, A. E. C.'s Director of Security later. Gingrich was disturbed by the lack of proper security and surveillance measures for atomic materials and the "lack of practical industrial-business direction in the commission's activities." (pp. 379-380)

Millis
Millis quote
for diary

Pomeroy Co's

March 19, 1948. Met with Admiral Strauss at Secretary Royall's office. Earnest O. Lawrence of the University of California, ^{Forrestal} and Dr. Irving Langmuir of GE, and Colonel Kenneth D. Nichols. "Lawrence's proposal was a plan to use AE in a different form and deny the use over great areas such as cities and industrial centers, etc., to massed population, but do it in a way that would not expose such populations to extermination." (p. 399) *As weapons? Peace time?*

August 11, 1948, (Editor's note following this date). An incident occurred which was to^{be} aired in the Senate in 1950. Dr. Cyril Smith, an A. E. C. scientist, at the end of July, 1948, had been dispatched to England with a letter from the A. E. C. Director of Research containing a list of subjects on which he was to exchange information. The letter came to Rear Admiral John Gingrich's hands, ^{How?} then AEC Chief of Security. He spotted an item for discussion--"the basic metallurgy of plutonium"--and felt it went far beyond the limits allowed. Lilienthal and two other members of the commission were out of Washington, so the Admiral appealed to Commissioner Strauss, and the latter in turn laid the matter before the only other member available, Sumner T. Pike, who was acting chairman. Strauss thought Pike was unduly slow to take alarm, so Strauss called in Hickenlooper and Vandenberg. The senators were very much concerned and they went directly to Forrestal who called in

Vanevar Bush and Don Carpenter, head of the Military Liaison
Forrestal
Committee, and as a result of that consultation/informed Pike
that the Defense Department regarded the conveyance of this
information as extremely serious and to be halted. It was
halted before Smith discussed it with the British scientists.
(pp. 471-472) *But Perle had gone ahead on their own & make reports
ready for Knox in 1951*

There is no allusion that I have encountered yet in the
book of the alleged period of service of Strauss as Forrestal's
^{adm} Chief Assistant when Forrestal was Secretary of the Navy,
nor is there any reference in the New York Times to his
moving into that position from Ordnance where he went when
he was called as a reserve into service into 1941. It is
clear, however, that Strauss left the Navy and Naval Service
in January, 1946 about a year and one-half or three-quarters
after ~~Strauss~~ ^{Forrestal} had become Secretary of the Navy on the death
of Knox. ~~Yet it is apparent that there was no hostility between~~
~~them.~~

*Not in what's when
to 1941-1951*

See P 155 L.L. Shuman memo - Decisions: Parkside & Co. Inc 1962
Says Navy knew about this in 1944 - was succeeded by
J. Forrestal, ... Decisions awarded for me to report for duty with flag
of the Navy - ... I private life For. & J. Made acquaintance
had not been close friends. Indeed, as commanders we had been bitter
competitors. We respected each other but at arm's length!
The Forrestal Diaries edited by Walter Millis, The Viking Press,
1951.

P 156 S. Shuman his connection w/ JF earlier - while he was Under Secretary
of Navy after Shuman reported virtually as "Joint Insp of Ordnance". *my*

