

1931-1933

GENERAL

Academic Organization

GENERAL

Academic Activities

BEARD, CHARLES A.

Biographical

GENERAL (ALL SOULS)

Educational Institutions

Beard (New Milford, Conn.) to Flexner - 6/28/31: Excerpt

".... Those whom you justly whacked in your book on universities are, of course, preparing to laugh, but those who take the mission of the university seriously are hoping that you will start a big illumination in New Jersey.

Visit of Civil War
"Here are my ideas mentioned above. First of all, there is a decided movement among educators (z. B., Counts at Columbia) in the direction of reorganizing education around some concept of a plan for American civilization as a part of a world civilization. In my opinion this can be advanced in two ways. It could be helped by organizing a strong school in the History of Civilization from primitive times to the latest hour, combining economics, politics, science, letters, and the arts. Within a few years a group of first rate scholars, each a specialist, working together around a common center could produce results of the highest significance. This would not call for expensive laboratories or libraries, although of course the outstanding secondary books would be needed at hand. Research could be done in New York. Dissertations could be grouped about the central problems. The same cause could be advanced by another process: by the organization of a school dealing with what I call the philosophy of the application of the arts and science to civilization. This would mean specialists in law, medicine, engineering, etc., engaged in exploring the potentialities of their disciplines in relation to the good life. For example, they would ask and report on the question: What are the ethical ends of medicine and how are they to be attained? If you are interested, we could go into details later.

"These suggested projects would fit, it seems to me, into the scheme of a university as you have outlined it. If some masterful group could impose them on the chaos now known as the American university, that would be good, but our institutions of higher learning are swirling and drifting with the currents under the direction of mediocrities or men of limited vision. So here lies an opportunity for you in starting afresh. You could hardly hope to compete with Harvard with her hundred and twentyfive millions for laboratories and libraries, but you could do something that Harvard cannot do in the way of thinking at the top."

Flexner to Beard (New Milford, Conn.) - 6/29/31:

"Thank you very much for your very kind and suggestive letter of June 28. I shall take it to Canada with me where it will be one of the documents that I shall want to think over. I hope by the end of the summer I shall have a second bulletin which I can put before you as a target when Mrs. Flexner and I will certainly be happy to spend the weekend with you and be very fortunate if we can meet you later at Pasadena.

"I may say at the outset that I have no intention of competing with any existing institution. If I can in the relatively short period at my command give congenial opportunities to a few fundamental thinkers at the top to work, each in his own way, and set a precedent which makes the thinker the heart of the university rather than the administrative

officers, I shall have done my bit.

"Let me tell you an amusing story: the secretary of a great American university - great meaning big in this connection - wrote me with pride after reading my book that he had not realized how the American university had developed on the administrative side. 'When I became secretary' - I am paraphrasing a long letter - 'I had the half time of one secretary. Now my office has forty-five.' Ergo, the university is great. I don't believe that there are forty-five secretaries in all the German universities put together. What would you do with them? I should play Blue Beard and murder them with one or two exceptions, whatever penalty I might have to suffer.

"The news from my brother is not good. The intense heat has complicated his condition. In the current Atlantic Monthly (July) he has an article entitled A Vanishing Profession, which has some social and scientific significance."

Beard (New Milford, Conn.) to Flexner 7/15/31:

"Your story of the University Secretary is a marvel. It is difficult to believe that such animals exist, but you have certainly dug them up and exhibited them. By that act alone you have paid your debt to mankind and are entitled to depart in peace.

"If you can go on and prove that it is possible for an institution of higher learning to provide for a few top scholars and then let them alone to do their work you will make (or at least, start) an educational revolution. Yet scholars do not work in a vacuum; they are parts of a civilization (products of it); what is their fundamental relation to it? That question perplexes me a lot these later days when the whole world is in turmoil and uncertainty. What relation has thought to the continuing processes of a good life?

Answe
"Don't bother to announce this epistle, but pray remember that we are expecting you and Mrs. Flexner this autumn!"

Flexner (Ontario, Canada) to Beard (New Milford, Conn) - 7/18/31:

"I am spending part of each day in this lovely, quiet retreat preparing a second memorandum, which will I hope mark a step in advance towards the realization of the Institute, but I am in no hurry, for it is much more important that we start the thing soundly than that we start it either with a blare of trumpets or in haste.

"I am interested in your question and in your use of the phrase, 'a good life', which also occurs in a long and extraordinarily interesting memorandum on the subject of the Institute, prepared for me by Dr. Alfred Cohn of the Rockefeller Institute. Now I am wondering if it is necessary to answer in advance the interesting questions which you raise. Let us suppose that we find an agreeable site where life can be quietly lived in reasonably easy access of everything that a scholar and his family may rationally wish, and let us suppose further that simply and unostentatiously we bring together here under humane social conditions a group of men and women who have abundant leisure to work and think and talk and salaries such as will relieve them of care both for the present and the future. Do we really need to do anything else? Won't the rest just happen? If undesirable tendencies display themselves, we can snuff them out, but won't the good life and the proper relationship to society come about not only spontaneously but variously - variously in the sense that different individuals will want to work out their problems in different ways? If we try to answer these questions in advance of experience, we shall answer them in one way, and that way will be certain not to suit many of those who form the nucleus. Why not

let them alone and then very carefully in the light of experience decide any questions that may arise? If we keep out of the newspapers and create conditions favorable to intellectual, spiritual, and social intercourse at a high level, something will, I believe, happen as it has happened, for example, at a place like All Souls College, Oxford. Little did Archbishop Chichele think six hundred years ago of the details of the enterprise. The one thing he arranged for, namely, praying for the souls of those who died in the Hundred Years War, was the one thing that was of no importance and has fallen into what Mr. Cleveland called 'innocuous desuetude'. What makes All Souls are the things that no one ever thought of planning."

Beard (New Milford, Conn.) to Flexner - 7/22/31:

"At the risk of boring you I am continuing our conversation, because I dissent from your fundamental proposition that if a group of scholars could be comfortably housed something of significance to thought and mankind will happen. Death, intellectual death, may happen, as it did in many a well-appointed monastery in the middle ages. You cite All Souls. Some special works of importance, displaying great technical competence, have been produced by members of that fellowship, but it would be an interesting exercise to catalogue all the works turned out by that fraternity during the past fifty years, let us say, and see how many of them betray an enlightened comprehension of the real world in which they appeared--the world that was becoming, if you will allow a Hegelian phrase. I took some courses offered there more than thirty years ago by Dicey and Edgeworth (whether they were then Fellows, I cannot recall), and I remember vividly how remote these cloistered scholars were from the substance of things that were making the England of their time and the England of today. A man can annotate texts, comment, and elucidate in a cloister, but can he really contribute to an understanding of the world unless he lives somewhere near the heart of it, unless he is enamoured of the best and noblest in it, unless he has fixed for himself some concept of the good life in it--the good life against which the gates of hell cannot prevail? I have my doubts. The more I study the more I am convinced of the unity of all things and the necessity of trying to see the complex steadily and as a whole in every effort to attain living truth. Specialization is necessary but its whole tendency is sterilizing. That is partly responsible for our present intellectual paralysis in the presence of a national and world crisis. Of course I agree with you that keeping out of the newspapers is imperative and I would not, were I in your shoes, announce any plan that might bewilder the timid educational saints, but I should drive at the heart of things in an effort to make an institution of learning that would draw fragmentary learning together rather than encourage the intense specialization which produces sterility in thought and timidity in the presence of the prodigious. I should leave the highly specialized natural sciences to the institutions that have the great laboratories for research and concentrate on the study of civilization--the forces which drive it, its structure and forms, its national and world implications, its noblest ideals, its diseases and destructive tendencies. Politics is rubbish without economics; economics is futile without politics; literature that does not reflect immense movements of the human spirit is dead at birth; the applications of science without ethics are unthinkable. I should, therefore, gather scholars who are thinking outward in their specialties and inward toward the common center of unity. I should not announce a new heaven and new earth, of course, but I should choose scholars who are thinking centripitally, encourage them to work individually and collectively.

"This is written in the spirit of a memorandum which I have prepared for the committee of the American Historical Association on Social Studies and has been adopted by it as the controlling philosophy. It is in line with the thinking of most of the young men with whom I have come into contact in recent years. It represents what I believe to be the present movement of the human spirit, if you will allow me to relapse into Hegel

again. I do not press it. I submit it. If you and Dr. Cohn* think it is rubbish, I shall accept my sentence without a murmur."

**One of the wisest men I have ever known, of the salt of this earth."

Excerpt from Flexner ~~xxxxxx~~ (Ontario, Canada) to Beard (New Milford, Conn) - 7/27/31:

".... Just mark this: I want to avoid sterile specialization, of which I think Teachers College is perhaps the pre-eminent example in the United States, on the one hand, and premature generalization and synthesis, on the other. By way of avoiding it I wish to bring men of distinguished intellectual talent together and provide a forum where they can fight things out. That, as I see it, is the function of the Institute for Advanced Study."

Beard (New Milford, Conn.) to Flexner - 8/3/31:

"Here I come again, for I am profoundly moved by the significance of your enterprise and convinced of your capacity to make it count for something in modern life. I have read Doctor Cohn's memorandum with great interest. He has a clear and serene mind and writes in a style that reminds me of the limpidity of Anatole France.

"After studying it carefully and re-reading your chapter on The 'Idea of the Modern University,' especially pp 20 ff., I have come to the conclusion that we three are not pulling apart but are converging on the central problem of higher learning: how to develop a philosophic outlook upon our world and to supply accurate and disinterested thinking about its challenges.

"We can easily agree on a number of points: The Institute is not to foster applied science. Those connected with it ought not to be rushing into every 'practical conflict' of modern society with little emollients in hand, but should be thinking fundamentally about them. They should avoid 'publicity' as they would poison. Natural science is already driving away with such rapidity that it needs no stimulus. The central issue is the development of the cultural or humanistic sciences with a view to preventing applied science from making a wreck of the world--in wars, industrial conflicts, and hideous cities. But the humanistic sciences do not revolve in a vacuum; they must have a center in a concept of the good life for otherwise they merely flap in the wind.

"If this is true, then, if you will allow me to say so, I think that you, as the spiritual founder of the Institute, should lay down clearly and boldly in your founding prospectus the ideals you have in mind. Of course, you have done this in your chapter or Part I, but I believe that you should firmly fix this confession of faith in the constitution of your Institute. You say that beliefs are temporary. Expressed too concretely, yes, but I do not know a single great humanistic thinker from Plato to Marx, who has not placed a concept of the good life at the center of his system. You have done this admirably in your book. Reassert it in your sailing chart for the Institute with all the noble force that you can command, so that it will stand in letters of fire to be read by the generations to come, centuries after those of us now living have crumbled to dust. Don't shrink from it. It is your prime obligation.

"About specialization. I shall not quarrel with you. I agree that hard, bed-rock, rigid thinking is necessary if we are to make headway. Though not a scientist I can appreciate dimly what Darwin, Morgan, Carrel, Einstein, and Millikan have done for modern thought. Darwin I understand better than any of the others. He has exerted a powerful influence on humanistic thinking. Why? Because, though a severe specialist, he attacked the central problem of his age: the origins of diversified life forms. It is because he brought rigid specialism to bear on this theme that he effected his great work. Yet in

details it is challenged. Buckle was superficial, viewed from our standpoint, but he has rightly exerted a profound influence and can be read with profit today by every historian in the world. I wish more of them would read him. Spencer was superficial, from our standpoint, but he also started an avalanche by applying the evolutionary concept to human institutions. So I should rate Buckle and Spencer among the most fruitful thinkers of the nineteenth century. They attacked fundamental problems. They were defeated but not dis-honored. Would to high heaven we had more men like them--with greater capacity for exerting the control of specialization.

"What you say about Teachers College is sound. It is a center of dry rot and intellectual death. Why? Because it has no organic connections with basic humanistic thinking. It has no roots in life.

"There is one more point on which we agree, that is, the importance of giving the scholar a status other than that of the day laborer. Now I have learned something about this through my skin. We should have had no trouble at Columbia in 1917 if the scholars of the humanistic departments had been in control. The men in applied science were mainly bigots; they supplied Butler all the support he got for his policy of expulsion and execution. Thinking must be done. The right to think must be defined and safeguarded. That you propose to do, and I hope that I shall live to see your beacon burning high on the horizon of an intolerant age.

"Accordingly, you should define with all the knowledge and fire that you can command the principle of academic freedom. It cannot be absolute, of course, Scholarship has its ethics, no less than medicine (Read Ruskin's Unto This Last.) After definition must come machinery of adjudication. There must be rules of the game and they must be applied by the scholar's peers. This will not produce perfection (such are our frailties) but it will set a standard which our rotarian boards of trustees will have to take note of for all time. Crises will come and learning must be prepared to go down to death if necessary to safeguard its jewels.

"In all this, I realize, there is nothing new to you. I am re-stating these propositions to clarify my own mind with respect to your undertaking and to drive them again into the center of your thinking about it.

"By the way, George S. Counts is one man at Teachers College who has fire and brains. Read his School and Society in Chicago and keep your eye on him."

Flexner (Ontario, Canada) to Beard (New Milford, Conn.) - 8/11/31:

"I find a summer correspondence with you so stimulating that after having read your inspiring letter half a dozen times I am venturing to reply to it. If you find correspondence a nuisance, tell me so, with a view to postponing further discussion until we meet, but the advantage of correspondence is that I can keep your letter on my desk, as I might keep a butterfly pinned to a piece of wood, returning to it, watching it, observing it, whenever I am in its vicinity.

"I will waste no words in telling you that your interest, encouragement, and frank criticism are among the things that make this new enterprise worth while to me. I have no use for 'Yes' men. They bore me. While I think I am not naturally cantankerous, I like fearless give-and-take in writing and in speaking, and, as I look back, I can see how fortunate my life has been, for all my contacts practically throughout my life have been with persons who were no respecters of persons - great men like Mr. Gates and Dr. Buttrick, who thought, and told you what they thought, and then left you free to do as you darned pleased.

"If there are defects of omission in anything I say about the new Institute, it is, I think, due to the fact that, first, I take it for granted that I have made certain points in the book on Universities, and that is indeed the cornerstone on which this new enterprise rests; second, that certain things seem to me obvious when one brings good minds together. Perhaps for the sake of the future and the benefit of the rest of the world these things should in our next publication be made explicit. If so, I have no objection in the world to a few ringing sentences which will show more clearly what I mean. As to shrinking, never fear. I have no more hesitation about the Institute than I had when I wrote the book.

"I am sending you herewith a tentative draft of a report which I am to read to the Board at its next meeting. There is nothing in it to which I am committed even tentatively. If you find anything timid or wrong, ~~inexpres~~ tell me so with the utmost candor. I have not used the phrase, 'the good life', because it seemed to me that if the Institute brought together a group of really first-rate scholars in one field after another and let them alone in perfect freedom to do what they pleased, each of them would realize what he would consider the good life to be. I put the question last night to Jean and Paul, and that was the answer that I got from both.

"The business of trustees and director or president is, as I conceive it, that of procuring for this group of individuals that which each of them wants. 'Scholarship has its ethics', as you say. I have put it somewhat differently, namely, that such groups will in course of time work out their own code. Would it not be presumptuous in me to try in advance to lay down rules or to formulate anything? What do you and Dewey and Morris Cohen and Frankfurter and Laski want over and above association with one another and with others and absolute freedom to follow your own lines to the end? I have tried in this document to state this point of view. If it is wrong or if I have not done it, now is the time to modify it, so won't you write me a letter or write on the back of each sheet anything you think, whether it is a matter of mere words or ideas or of omission and commission? Note that the institution cannot possibly have a rotarian board of trustees. There are a few men of affairs, a group of absolutely academic outsiders and a group from the faculty. In addition the several schools shall conduct their own affairs as they please. Do American scholars want anything different or anything more? Are there any models anywhere in the world except perhaps the Collège de France which would be an improvement or from which we are capable of deriving some help which I have failed to draw?

"I knew Counts in the years before he went to Russia. At that time he was writing on secondary education on the basis of very inadequate experience, in my judgment. His recent work I have not seen nor have I seen him, but I have made a note of him and I shall get hold of him in the fall. Thank you for the suggestion."

"P.S. If I can find a Spencer or a Buckle, I would take him in a minute even though I knew his generalizations would ultimately perish, for such will also be the fate of the ideas of Millikan and Einstein."

Beard (New Milford, Conn.) to Flexner - 8/15/31:

"Here I come again, bearing in mind your invitation for a few hard knocks. First of all I dissent from your proposition that since your book makes certain declarations it is not necessary to build the same principles into your Institute. Of course I realize that some of my confusion is due to the fact that I have been thinking primarily about your ideal of a university instead of the narrower limits of the Institute; but still I am of the opinion that if the Institute is to do anything for higher learning it must incorporate in its foundation documents the fundamental doctrines of your book. It is one thing to

throw off ideas in a book and something else to make them live in an institution. I believe that you should serve notice through the organization of your Institute on the other institutions of the country that new principles are being established. You are making precedents. To be sure you may say that you do not care a button about the others, but those of us on the outside are expecting you to set an example.

"In the second place I do not think that it is enough to pick a few first rate scholars and then expect something important to happen. First rate scholars can be as narrow-minded as any Babbits. That I know from bitter experience on the inside of University life. There must be initial leadership on your part and a formulation of broad ruling principles. You may say that you are going to pick first rate scholars who are more than scholars but unless your men are drawn together around some common standard of understanding respecting the function of higher learning, they may be specialists only and vegetate.

"In the third place, you say that the scholars would work out their code. My answer is that they will not. When the storm broke at Columbia and the trustees were firing men without notice or hearing, what did the good men, like Dewey, Robinson, Morgan, and others, really do? They scurried around like bewildered rabbits, talking, protesting privately, and cursing the trustees. If scholars ever had a chance to work out a code they did and they were utterly unequal to the occasion. So I just jumped out and told Butler to go to the devil. If higher learning is ever to have any dignity and standing in America, it must have a code of law and procedure, describing the principles of academic freedom, indicating the relations of the scholar and the authority of the institution, and prescribing the procedure to be followed in concrete cases. The American Association of Professors has worked out some principles but university trustees simply flout them. If you do not go into this firmly and squarely in your statement of principles and organization of authority, you will, to my mind, fail to rise to the supreme challenge and I shall be unhappy to the end of my days. (cancel the personal note, for that is not germane to the issue). You say that your trustees will be all right. Wise men insist on law as well as spirit, for the spirit often fails.

"Now we come to your memorandum. My first minor objection is that it is too long. The story of creation is told in six hundred words. My second minor objection is that it is too general in terms. If I were doing it I should give 'em brass tacks under the following heads: Law of academic relations, Scholar's remuneration (one paragraph or less, namely, enough to live on decently), buildings (a dining hall with attachments or buildings for business like old J.H.U.), subject to be taught first, teaching and research, and publications. I would not leave as much as you do to the wandering minds of the busy trustees.

"To major objections. You propose to start with mathematics. I object to that largely for the reasons you urge in favor of it and others besides. One of your arguments is that it is the easiest way, in effect--only a few men, a blackboard, and some chalk. My answer is that this is an admission of defeatism at the outset. Mathematics can be taught 'safely' in Moscow, Berlin, Rome, and Washington. In urging that mathematics stimulates philosophy, poetry, music, and the other humanities, you strain your hand. Bertrand Russell gave up mathematics on account of its intellectual futility with respect to everything else, save applications. My main objection is to the mathematicians themselves. I saw a lot of them at Columbia. Every man who signed the document supporting Butler was a scientist, trained in mathematics. Mathematical training has absolutely no proveable relation to any other kind of intelligence. Look at the nonsense that Jeans, Eddington, and Whitehead write on subjects outside their field. Look at Jeans' Mathematical God and other rubbish on biological and economic matters.

"Take an example. You say Jeans says that we are living in a mathematical age.

Now how does he know it? What is an age anyway? Is it a time area filled with something that we can measure quantitatively? Where are his data? Considering what the millions of the earth are principally engaged in doing, I should say that it is an economic age using [sic] mathematics in applied science. The so-called mathematical philosophy of Einstein, Jeans, and Eddington (see Living Philosophies) does not rise about^{ab} the obvious (where it is not nonsense). The attempts of Eddington, Jeans, and Co. to make theology out of mathematics is absurd and merely raises a clause among the superstitious who are always looking for gods and scapegoats. If there is a thing outside of mathematics that mathematicians know by virtue of their mathematics I fail to find it important.

"Chuck mathematics and take economics. Then you begin with the hardest subject. It is as mathematical and statistical as anyone wants to make it, but it is more. It is a far more 'severe' discipline than mathematics, because it deals with the inexact. In teaching it you come smack up against the whole business of academic freedom and propriety. We have no good school of higher economics in this land of business schools, and you could make a ten strike for learning by establishing one. There are good men to get or borrow, like Schumpeter, Jostock, Viner, Keynes, Paul Douglas.

"You told me to hand it to you. Well, here it is, good and hot, with the full understanding that you do me no psychic injury by chucking it into the waste basket. One more blast, if you start with mathematics, all the boys will give you the big laugh and accuse you (falsely) of dodging the real job.

"When we have the council of war here I shall tell you about Columbia and give you a few pointers on scholars, managers, office boys, yes-men, and trustees."

Beard (New Milford, Conn.) to Flexner - 8/29/31:

"You take the blows of friends with more calm than anybody I know, I should not trouble you with another letter, but Mrs. Beard, judging by some chance remarks of mine, thinks that I have been muddyng your clear waters, and I suspect that I have been doing that very thing. So I want to explain.

"Naturally I consider this whole business of higher learning from the point of view of rather bitter experience and want to see some things done because I think they ought to be done. The establishment of ideas and precedents is of vital importance in the history of civilization. At Columbia a crisis burst upon us and we were unprepared intellectually and institutionally to deal with it. A friend from Ohio State University was here last week and told me about the horrible mess there, right now. So I want to unload some of my burden on you. You are naturally thinking in terms of what you have in hand, I in terms of the total university situation. I am eager to see you formulate and incorporate into your institutions certain fundamental principles, as a beacon and guide on the coast of a fog laden sea. You may right^{ly} say: 'I want to do my job well and let the world learn if it will.' I want you to be a kind of teacher to the academicians. You have faith in men; I do too but think that this is not enough; there must also be fundamental ideas agreed upon and institutions of practice and restraint.

"If you will allow me, I venture to suggest that your brother's experience is all right for pure science, but is not enough to guide us in dealing with subjects that are explosive--especially in times of war, crisis, and revolution (which come in human affairs). Other procedures are necessary here.

"I understand why you shrink from leadership. You do not want to boss anybody. But you are taking leadership when you want to collect scholars and let them alone. I

would go a step further by institutionalizing certain principles of liberty and procedure. You ask me to formulate more narrowly what I have in mind. I shall later, but for the present I enclose an outline.

"You quote Goethe's beautiful line: 'Ein talent bildet sich in der Stille.' But remember the next line. When you teach social subjects the world thrusts itself upon you. You cannot escape it and must be prepared to deal with it. In social science you are not in der Stille, but in the stream of the world. But no more till we meet in person."

OUTLINE OF FOUNDATION DOCUMENT

I. The ideal of higher learning

As you have put it in your book--summarized.

II. Organization

Management of property requires organization. Two kinds possible: faculty as corporation and board of lay trustees.

Theoretically functions of management and learning can be separated; practically, not. Unless clearly defined in constitution, trustees will (or may) exercise powers over teaching, or will be subjected to outside pressure to do so. As inevitable as fate.

Power to employ and discharge must be located somewhere. The right to hold a job irrespective of conduct is impossible.

So procedure must be devised with respect to removals to assure: definition of issues, open hearing, judgment by peers, and responsibility.

III. Centralized leadership and control

Otherwise budget cannot be made and specialism will run riot (I know how scholars can fight and log roll for their departments and disciples (and nephews, horrible thought).

Best form perhaps a committee of schools (one from each)

IV. Academic finance

Your ideas on providing decent living conditions for scholars. If they are not written into your constitution, they will be defeated by scholars who will devise assistantships and various ways for splitting and reducing funds in the interest of expansion. Yea, verily. I have seen it done.

V. Physical plant

An absolute limitation on the proportion to be invested here and a limit on the receipt of gifts for buildings. I have seen teachers salaries cut to provide heat, light, and power for unnecessary buildings. Yea, verily.

(Perhaps you think I am a Tammany politician. Well, I have been educated in

a realistic school of politics (academic) and am sore from the buffets of cruel experience)

If on reading this you say: "Well, I think otherwise and am going to experiment in my own way," then I shall say, "I am glad to have any kind of an honest experiment made and shall hope to live to see it defeat my fears."

Beard (Caltech, Pasadena) to Flexner - 3/7/32:

"Glad to hear that the paper arrived safely. Do not worry about the people. Get some goodmen and go ahead with your School of Political Economy. There is no agreement on the ten best economists in America because of their fundamental divergence of views as to what is actually taking place on this mundane sphere. But you would make no mistake with Viner, Paul Douglas (good balancing team), Edward Earle, Harold Laski, and Schumpeter. Then invite a few of the other fellows to conduct seminars, without committing yourself further. Let your three or four good men get under weigh. If you take the advice of men like Taussig and Seligman, you are lost. They are versenkt, spurlos. They were in the beginning and never found it out. They never emerged from the Victorian era. The world, my dear Sir, is in a hell of a state and historic incantations will work no longer."

Beard (New Milford, Conn.) to Flexner - 10/12/32:

"Hearty congratulations on the achievement of your purpose in grand style. In Einstein you have not only an unquestioned master but also a rare human spirit. It's perfect - You may be right in starting with a man and a subject beyond controversy - Anyway, though I argued for the humanities (despite the impossibility of the thing) I cannot withhold my admiration for a perfect job, perfectly done."

Flexner to Beard (New Milford, Conn.) - 10/18/32:

"Thank you for your generous and encouraging letter. There is really no difference of opinion between us. I should have been happy if Einstein had been a humanist, though he is a good deal of one despite his mathematical physics, but for me it was important to begin with genuine intellectual eminence and with somebody and something that could not be cheapened. We have in Einstein, as you say, a great master and a rare spirit, and in Veblen a mathematician of genuine distinction. When we have somewhat more fully roundedout this group, I want to attack the humanities, but the mathematical group will have set a standard to which all the rest of the institution must live. Your approbation and appreciation have heartened me at every step."

Flexner to Beard (New Milford, Conn.) - 11/17/32:

"Here is a letter which I have had from Professor Salvemini. You will catch his point if you read the letter, and perhaps you could dictate me five or ten lines giving me very concisely your view of his suggestion. You historians and social scientists are bothering me a lot."

Beard (New Milford, Conn.) to Flexner - 11/20/32:

"Thanks for sending me Professor Salvemini's letter. I have read it carefully and have been glad of the opportunity to get his ideas respecting sociological research.

As I shall be in New York in December, perhaps I can have a chance to talk with you about it. Meanwhile I shall content myself with a few reflections.

"First, for two years or more the Social Science Research Council issued under its auspices a periodical called Social Science Abstracts containing digests of articles in all the leading social science journals. What result? The project has been ordered discontinued because so little use was made of the Digest by scholars. A huge sum was spent without accomplishing any visible results."

"Second, a great bibliography would be useful, no doubt, but it is my opinion that we need brains more than catalogues, that brains will dig up materials, and that the job should be left to learned societies that can do nothing else."

"Third, the importance of bridging historical and social studies cannot be denied. Riezler, Jostock, Mueller-Armack, Mannheim, and other German scholars whom I have been reading with avidity for the past two years are doing it. About 1950 Americans will find it out, perhaps. But I doubt the utility of attempting to do it by the co-operative method. The particular project which Salvemini suggests is interesting and worth doing as such, but whether you should tackle projects rather than get men together and at work is a point for you to decide." ~~MAXX~~

Flexner to Beard (New Milford, Conn.) - 11/22/32:

"You are a darling to write me so helpfully in regard to Salvemini's letter. As to the choice between institute and projects, I feel sure that your judgment and mine coincide. Bring the right people together, and let them alone. I thoroughly disapprove and have long disapproved of the policy of doling out projects to men not primarily interested in them."

Beard (New Milford, Conn.) to Flexner - 7/18/33:

"Here is an idea. You know I have always wanted to see you start a school of the humanities in connection with your Institute. Now the crisis in Germany has led to the close of the great Warburg Library of the Humanities in Hamburg--the marvellous collection showing the transition of ancient civilization to modern. Why don't you get that Library, bring it over here, and put a small group of scholars at work in the field of the humanities? That would be an immortal service to learning in America. Think it over, and let me have your views, if you are not too busy to bother with me."

Flexner to Beard (New Milford, Conn.) - 7/25/33:

"Yours of July 18 has just reached me here.

"I had not heard of the closing of the wonderful Warburg Library. Are these people all lunatics and ignoramuses, or, if not, what? I shall write Felix Warburg and ask him as to the possibility of moving the Library, but my guess is that the Nazis won't use it themselves and won't let anybody else touch it."

16²

MOREY, C. R. (Professor, Princeton University) Biographical
PRINCETON UNIVERSITY Relations WOAI
SCHOOL OF HUMANISTIC STUDIES Academic Organization
ARCHEOLOGY Academic Activities
HISTORY OF ART

This was
After
1943

As early as February, 1931, Professor Morey was soliciting attention from Flexner on his School's suggestions for broader training and also a Princeton Faculty group's efforts to secure a new library for Princeton University. The group which signed the undated memorandum asking for a program for a humanistic library for Princeton includes the following: William S. Carpenter, James T. Gerould, C. Johnson, David McCabe, Allan W. C. Menzies, Sherley W. Morgan, E. Baldwin Smith, Chairman, Raymond J. Sontag, Duane R. Stuart, Frederick C. Tarr, Willard Thorp. Flexner replies February 20, 1931, and says he is well aware that he has matters to discuss with Dr. Morey but that he is going abroad.

April 9, 1934, Morey to Flexner. This follows a conversation had earlier. The letter is /the potentiality /cmw of the Princeton group working on archeology and the history of art, and the plans for the department which are included in a lengthy memorandum which includes also an account of the status in 1932 of research of art and archeology in Princeton. The plans for possible expansion in the research group and the need for personnel are outlined together with a discussion of research facilities. These are in the files.

Again Flexner went to Europe (June, 1934), but there is little doubt that in the year intervening between the first letter in June, 1934, the two men have seen much of each other and have done a great deal of planning. The file from this point on largely concerns itself with the efforts which they made to shorten Panofsky's term at New York University (he had a year and a half to serve in June, 1934) with the idea of getting him to Princeton.

Other personnel is mentioned which is being recruited by one or the other of the two groups. For instance, Weitzmann,

Schlunk, Huntington, Harold Willoughby, Keck, Schweitzer,
Helen Franc at Wellsly, David M. Robb, associate professor
at Colgate (all of these are mentioned in a letter from
Flexner to Morey, June 14, 1934).

The Institute appropriated \$6,000 for the work of
Schlunk and Weitzmann in this country. *A survey of humanistic resources*

This was on a project as stated by both Morey and Flexner
and by Esther Bailey (see letter May 22, 1935). The two young
scholars had been engaged in making a "survey" of the resources
of the field of humanism from New York to Washington. Their
work will take another year (1935-1936) and the budget should
contain the proper amount of work. *Mentioned in Director's Report 4/12/35 p.6*

Morey to Flexner, June 6, 1935.

See file further.

III-24

PRINCETON UNIVERSITY

Relations W.O.A.I.

JOINT (ANNALS)

Publications

✓ EISENHART, L. P.

Biographical

FLEXNER, A.

ALEXANDER, J. W.

VON NEUMANN, J.

SCHRÖDINGER

Excerpts from file on L. P. Eisenhart, II-17

See EISENHART, L. P. - Biographical

1931-1932
Excerpts from the file on L. P. Eisenhart, II-17

The correspondence begins on Jan. 28, 1931. Flexner to Eisenhart asking to see Eisenhart on a specified date. Flexner to Eisenhart June 23, 1932. He thanks Eisenhart for his generous and cooperative attitude "not only in reference to Veblen but in reference to our entire project. While I wish to count no unhatched chickens, I confess I have the feeling that we may be starting something which with good fortune may be memorable in the history of American intellectual life. I have cabled Veblen as follows:

'Arrived yesterday Saw Eisenhart Approves enthusiastically Will cable you himself after communicating with Acting President Duffield.'"

Eisenhart to Flexner, June 28, 1932. He writes to confirm a telephone conversation of June 27th. He has talked with Mr. Duffield and also with President Hibben and "both of them are very much pleased with the prospects for the future...as I stated to you last evening I have not told anyone anything in particular concerning the matter of personnel."

Flexner to Eisenhart July 12, 1932. He refers to a letter from Veblen "the other day" in which he quotes from a letter which he wrote to Eisenhart beginning "'The first problem of cooperation'. I do not know exactly what was in his mind but I have written him a letter a copy of which I enclose. My own feeling is that we don't need to discuss these questions of relationships in writing. We shall have abundant opportunity/to talk every possible and thus get at them from ~~another~~ angle. You may feel very clear that I realize the importance of your maintaining a strong department of mathematics at Princeton: the two groups can only be mutually helpful if both are strong."

Eisenhart to Flexner July 17, 1932. "I think your statement that questions raised by Veblen should wait our opportunities to confer is the correct one. From my knowledge of Veblen I know that his mind will raise many questions and we cannot go

into long range discussions of them.

"Probably Veblen wrote us before he received my letter following my cablegram. In this letter I told him that I had not told anyone about the future except ~~Professor's~~ ^{Flexner,} Duffield and Hibben, and that no one in Fine Hall excepting myself knows the least about the plans. I understood that it would take time for E. to make his case with Milliken.

..."I hope that by October 31st that all the details as far as the three ^{also} principles are concerned will be settled." V A^W H W.

Eisenhart to Flexner, Aug. 22, 1932. He refers to a ^{letter} that the Institute is building its building. He wishes to put in a word for the Mathews Construction Company.

"I was interested to see in the paper a week ago that Einstein is deliberating on Pasadena and the Institute. I imagine that someone has spoken too soon."

Sept. 2, 1932. Mrs. Bailey to Eisenhart. "The newspaper reports regarding Professor Einstein emanated from Berlin. Dr. Flexner has given no statements to the press, and he desires not to do so until after the Board meeting at the Institute early in October."

In September Flexner comes to Princeton to talk things over with Eisenhart before the October Board meeting.

Flexner to Eisenhart, Oct. 4, 1932. He sends a statement which he proposes to issue to the press after the Board Meeting on Oct. 10, 1932 "I feel certain that it will get as much publicity as we could possibly desire, because I am being besieged on all hands for some sort of announcement... You will see that I draw attention to the fact that Princeton and the Institute will be independent and that I also take pains to let other institutions know that we shall be glad to cooperate with them. These are mere matters of policy. Obviously our real interrelations will be with our neighbors, namely, the Princeton folks." The statement which Flexner proposes is not included in the file.

Eisenhart to Flexner, Oct. 5, 1932. He approves the issuance of the proposed statement with a minor correction of a reference to "new and spacious Fine Hall" to "new Fine Hall peculiarly adapted to the purposes of an institute."

He encloses a copy of a statement which he is to make as Dean of the Faculty and Chairman of the Department of Mathematics. He supposes that President Duffield will also make a brief statement.

The proposed statement for issuance by Eisenhart follows:

"The announcement that the Institute for Advanced Study will be located in the vicinity of Princeton is of great interest to the University. The members of the Department of Mathematics are particularly interested in this decision because of the proposal to inaugurate the Institute with the School of Mathematics, and because of the personnel with which it begins. No comment is necessary concerning the significance of the presence here of Professor Einstein. The Institute is extremely fortunate in attracting Professor Veblen to its staff. Ever since he joined the Princeton faculty in 1905 he has been an outstanding figure, and much of the reputation of the Department of Mathematics is due to his scholarship and influence. Although the new development means the severance of his former connection with the Department, in fact, he will continue to be in close contact with it. The coming of the Institute gives promise of an increasing reputation of Princeton as a center of mathematical research."

Flexner to Eisenhart, Oct. 13, 1932. He makes a date with Eisenhart to meet "two gentlemen who have been a very great help in everything that pertains to the business side of proposed Institute. I am asking Capps and Veblen to come also." This is for the purpose of looking at a few possible sites on Saturday morning.

"We certainly got a grand outburst of artillery in the Times and I have been bombarded ever since for more, but there is nothing doing in that line for the present."

Flexner to Eisenhart, Oct. 31, 1932. He and Mrs. Flexner are coming to Princeton over the weekend. Don't make any preparations to entertain them, please but just let us see you and Mrs. Eisenhart quietly. "As a matter of fact I am feeling pretty worn out ~~now~~ with the excitement of the last two weeks, and I look forward to a change that will bring me rest and further information."

Flexner to Eisenhart, Nov. 12, 1932, after a social visit with their wives in Princeton shortly before that. + V. (Probably took mind by V. status of Alex & ^{in both?}) (No desire to know L's concerns.)

"More and more a few points stand out fairly clearly not because of any possible difference in opinion between you and Veblen and me but because we are settling precedents and establishing relations which we hope will prove sound after all three of us are dead and gone. I am giving you these impressions for what they are worth, and I want you to understand first of all, that I have not the slightest desire to be consulted with reference to your concerns. Our chances for perfect harmony, understanding, and cooperation are best if each of us goes his own way, talking things over as freely as possible as long as we are on the job but leaving our successors precisely the same kind of freedom that we now enjoy.

"With this general view in mind, let me say that I would not for the world do anything to mar the great work in mathematics that is going on at Princeton, and when I say great work, I mean not only the work in itself but the impressions which it has made upon the universities, the trustees, the learned American public, and the learned public of Europe. You were generous in letting us have Veblen, and I assume that in so doing you felt sure you could fill the post without lowering the prestige of the Department, but quite obviously/cannot often happen at this stage of the game of our academic development... Merely moving men from one place on the checker board to another does not modify the general situation in respect to scholarship in this country. I would not therefore if I could injure seriously any university department and though this involves a sacrifice on the part of the individuals, it is

a sacrifice that at this stage of our intellectual and scholarly development we must make. I could give you many instances of persons who have made it, and it will be another generation or two before we can ignore this point.

"While I am clear in my mind as to this I am equally clear that as long as you and Veblen and I are in command, we can talk about things with the utmost vigor and candor, because I believe we all have at heart the same interests, namely - the elevation of scholarship not only at Princeton but in the United States, so please do not let this caution on my part interfere with the frank exchange of views in the future."

Eisenhart to Flexner, Nov. 26, 1932. "I agree with you that the relationship of the Institute and our Department of Mathematics must be thought of as a matter of policy extending over the years. Accordingly I am of the opinion that any of its members should be considered to appointment to the Institute on his merits alone and to whether not with reference/for the time being his possible withdrawal from the Department would give the impressions that such withdrawal would weaken the Department for, if this were not the policy, we should be at a disadvantage in recruiting our personnel from time to time. If our trustees and alumnae were disturbed by such a withdrawal, as you suggest, they should meet it at least by giving us as full opportunity to make replacements intended to maintain our distinction. The only disadvantage to us of such withdrawal would arise, if we were hampered in any way in continuing the policy which has brought us to the position which we now occupy. This policy has been to watch the field carefully and try out men of promise at every possible opportunity.

If it is to be the policy of the Institute to have young men here on temporary appointment, this would enable us to be in a much better position to watch the field.

"In my opinion the ideas here set forth are so important for the future of our Department that it is my intention to present them to the Curriculum Committee

of our Board of Trustees at its meeting next month, after I have had an opportunity to discuss them further with you next week."

Flexner to Eisenhart, Dec. 3, 1932. He says he agrees completely that the Institute and the Department in Mathematics should each pursue the path which seems to it best. They must maintain complete autonomy and independence. "In the long run cooperation will, I believe, be most effective if each institution pursues this policy leaving the members of the staff after their appointment to work out such cooperation as may seem to them agreeable and helpful. We must make every effort to avoid even the appearance of influencing each other's policy and appointments.

"While I am clear that as a matter of principle the above statement of policy is correct, I am not unmindful of the fact that we shall have at the outset to demonstrate to the two institutions and the mathematical world the fact that Princeton has been strengthened, not weakened, by the location of the Institute in immediate proximity to Princeton University. The mere transfer of individuals from one...to the other would add little to the combined resources of both. The calling of Professor Einstein is thus a distinct addition to our combined resources. I trust that further developments of the same character may be possible. If this can be accomplished and the students in the two institutions can circulate freely Princeton will become a mathematical center greater than either of the institutions which will exist on its soil, and the same will be true of other schools as they are added to the Institute."

Flexner to Eisenhart, Jan. 9, 1933. "I am sending you a copy of a letter which I have written to Professor von Neumann. Now that you have weakened yourself by generously stepping out of the way as far as Veblen and Alexander are concerned, it seems to me wise and prudent that we should bend our united efforts to keep your

department up to a level as high as that of the Institute. Between us then we shall probably have a mathematical outfit no where surpassed.

(On Dec. 7, 1932 Flexner asked the Executive Committee for authority to negotiate with Professor Alexander. This was granted. At the Board Meeting of Jan. 9, 1933 the Board of Trustees approved Alexander's appointment as a professor in the School of Mathematics at \$10,000 a year effective Oct. 1, 1933 with the usual provisions for pension.) (Vol. 1, No. 9, p. 2; Vol. 1, No. 10, p. 7.)

On 11/2 May withdraw & 11/28 rec'd in writing via wire

Flexner to Eisenhart May 5, 1933. The ~~Executive~~ members of the Executive Committee of IAS are disposed to pay annually for the use of Fine Hall quarters for the School of Mathematics \$6,000 as against the \$5,000 suggested by Professor Veblen.

Eisenhart to Flexner, May 6, 1933. "I appreciate this proposal very much. I will take the matter up with the authorities of the University and inform you of their views as soon as possible."

Flexner to Eisenhart, April 24, 1934. He acknowledges a copy of a letter from Mrs. Froelich and Eisenhart's reply. "Naturally I would not wish to compete with Princeton. If you can get the bequest, you will have my blessing, but on the other hand I would rather that it came to either one of us than went somewhere else."

Flexner to Eisenhart, June 2, 1934. He arranges for the Institute's Miss Blake to stay in Fine Hall during the month of August serving the Princeton people as well as the Institute people. Meanwhile the office on Nassau Street will be closed. He urges Eisenhart to free his people in so far as it is possible for Miss Blake's presence to accomplish this.

Flexner to Eisenhart, confidential, July 4, 1934. He encloses a copy of a letter from Schrödinger and my reply thereto. "I have no recollection of speaking with Schrödinger regarding the possibility of the Institute expanding on the side of theoretical physics though I may have mentioned it to him in talking of Dirac's visit.

Hardly responsive to mine - See Min 31/7/34 Exec Com.

*where F tells Com. Mrs. Mrs. Mrs. have been prospecting for
an other prof. who is their physics*

It is evident, however, I think, that his declination of the offer is based upon the hope of an offer from the Institute. In writing to him I have tried to say that under no circumstances will the Institute compete with the University for anyone...I have tried to indicate to him that it has not been in my mind to offer him a professorship.

I am sending you the correspondence that you may ^{bc} apprised of all the facts in case he may wish to reppen the matter with you. My belief is that all the men in the Institute have played perfectly fair, just as Schrödinger admits that I played fair, for he says, as you will notice, that I did not even hint at any other possibility. What I hope is that he will write you in such a way as to make it possible to reopen the matter." Mrs. Bailey recalls distinctly that Flexner was going to see Schrödinger which he did and urge him to accept the Princeton offer "For the situation was a delicate one and I did not wish him to decline the Princeton offer on the mere hope that he would someday get an invitation from the Institute. This certainly represents my attitude in every transaction in which the two institutions have both been concerned."

Flexner writes from Europe, and cautions secrecy in the handling of Schrödinger letter "for I am afraid it might prejudice President Dodds or someone else."

Eisenhart to Flexner, Nov. 26, 1935. "I wish to confirm my conversation about the annals. Due to a misunderstanding which we ^{bzd} concerning the contiuance of a contribution from the General Education Board of the annals it is desirable that we have some other funds for the annals for the fiscal year ending July 31, 1936. Our proposal is that the Institute and the Department of Mathematics should each contribute \$750."

Flexner to Eisenhart, Nov. 30, 1935. "I will present it to the Executive Committee, our remittances will then be increased by ~~the~~ ^a sum to bring the Institute's contribution to an additional \$750 toward the annals.

COMMITTEE ON SITE

Corporation

Suggestions received from:

Laing, Dean Gordon J. (U. of Chicago)-against research only for professors. Deplores outside fellowships.

Anonymous foreigner - Money for field work *Mit Tracy*

Birkhoff, George D - Library and visiting scholars and fellowships.

Viner, J. - For quantitative work large staff--for literary and qualitative, good research assistants and adequate library.

Farrand, Max (Huntington Library) - Importance of advanced students to every professor although he says opinions differ on this.

Jameson, J. L. (Library of Congress) - American History at Library of Congress.

Morey, C. R. (Princeton) Library and archaeology and history of arts

Cohn, A. E. (Rockefeller Institute of Medical Research) - The Literary summary and Faculty government.

Shapley, H. (Harvard) - Humanities. Stop endowing the feeble-minded and subsidize the strong individuals.

Bronk's (Swarthmore) - Social sciences. *Fr. 1921-22 during which
got my PhD from him*
Hanus P. H.

Stokes, Anson Phelps - Washington site

Beard, C. - No provision for social life necessary, quiet, books, a few enthusiastic able students.

Rand , E. K. (Harvard) - Teaching, research, linked inevitably. Money for research purposes.

Lefschetz, S. - Importance of students for critical evaluation. Contacts with other scholars by travel. Short academic year. No administrative duties for professors. No hierarchy. Few arbitrary steps to Ph. D.

✓ Vincent, George No splendid isolation

Others:

Zinsser, Hans (Harvard Med.)

Merriam, Charles (Pol. Sc. Uni.)

Greene, E. B. (Hist. Col. U.)

Gulick, C. B. (Greek, Harvard)

Keppel, F.

Moulton (Brookings)

A, 10/18/56, Suggestions from various scholars Discussion of Site

PRINCETON UNIVERSITY

Relations WOAI

HARVARD

MORSE, MARSTON

Biographical

VEBLEN, O.

EINSTEIN, A.

DICKSON

BIRKHOFF

WEYL, HERMANN

Interview with Professor Morse, May 25, 1956].

Filed in Vertical File under Morse Interviews.

Interview with Morse, 5/25/56

✓1931-32

December - January

SITE (BUILDINGS AND GROUNDS)

Facilities

by Flexner

Answers to letter December 17, 1931 sent to 38 university
men on east coast and University of Chicago. (See bottom
for letter).

Filed in Vertical File under "S" for Site.

IV-12

HABERLER, PROF. GOTTFRIND

Biographical

VON HAYEK, F. A. (Vienna, Austria)

MORGENSTERN, OSCAR

For correspondence between Flexner and Haberler on economic political crises in Germany and Austria and economic affairs in America, see II-28. Also for Haberler's biographical sketch, sent to Flexner with recommendations for employment as a theoretical economist by IAS by John van Sickle of Rockefeller Institute.

File II-28 Basement Vault

ECONOMICS

Academic Activities

See file II-28.

FRANKFURTER, F.

Biographical

FLEXNER, A.

See correspondence from Frankfurter's Files.

Vertical File, Frankfurter-1

INSTITUTE HISTORY
AYDELOTTE, F.

Institute History
Biographical

Every piece of correspondence between the dates December 10, 1931 and February 24, 1938 has been removed from this file. There are only one or two pieces of correspondence prior to December 10, 1931; notably, the first copy of the by-laws circulated before the meeting of October 10, 1930 and Aydelotte's letter to Flexner dated August 30, 1931 in comment on Flexner's draft of the memorandum finally presented on the Institute at the October 13, 1931 meeting.

Check file again

See Aydelotte's files in AF etc - also cleaned out in diff places

D File, Aydelotte, Frank, 1930-1945

GENERAL (SEAL)

Corporation

On October 13, 1931, the Board of Trustees adopted the design made by M. Turin of Paris as its official seal.

On November 6, 1940, Farrier remarked to Mrs. Bailey that the Institute is using two seals, one in the Treasurer's office, and the other the official corporate seal of the Institute duly adopted (November 6, 1940). This raised a question which Aydelotte submitted to Mr. Hardin who replied on November 15 that while the seal was of no legal importance, he felt it was desirable that both the Secretary and the Treasurer should when the seal was needed use the adopted seal of the Corporation. He felt that the French design was the one duly adopted and recommended uniform usage.

The matter was submitted to Mr. Maass on the question of having the Corporate seal made in a seal press for use by both offices. Maass Felt that for purposes of all corporate papers the plain seal "which we have had made is adequate." He thought the fancy seal should be retained for book plates,

General (Seal)

Corp.

diplomas, certificates, and so forth, but should not be used to reply to corporate documents. (April 14, 1941) Aydelotte reminded him on April 16 that the Board had reaffirmed its decision in February Board meeting to use the official corporate seal, and said that if Maass continued to feel as he did it would be good to bring it up to another Board meeting. Evidently nothing was done, and the French seal is being used.

D, Seal of the Institute.

1931-1941

BUDGET (ACCOUNTING)

Finance

Budget and accounting did not reflect small grants made to I. A. S. (by Carnegie Corporation for instance 1937 for School of Humanistic Studies) until 1941 when set out ~~in~~ in income, except capitol expenditure Rockefeller Foundation \$62500 G. O. L. 1940

1941 showed total \$86,339.91 of which \$36,244.28 R-B Fd. Econ.

Didn't begin in 1931 at earliest, with Howe.

Treasurer's Reports

BIRKHOFF, GEORGE D.

SCHOOL OF MATHEMATICS

Biographical

Academic Organization

Correspondence of Birkhoff with Flexner at the Institute. He was a mathematician at Harvard, and Flexner's first choice for appointment to the School of Mathematics. In September, 1938, he spoke publically, questioning the advisability of foreign mathematicians coming to the United States, and competing with American mathematicians. Flexner objected strenuously to his attitude.

There is also correspondence about Marston Morse.

File I-12

MAYER, WALTHER

Biographical

NOTES ON WALTHER MAYER.

Born Graz, Austria, March 11, 1887.

Ph. D., University of Vienna, 1914. Lectured there after World War I. Privat docent there. Appointed to Professorship there 1931.

From 1930-1936 he collaborated with Einstein on the theory of relativity.

Dr. M Lenore Michaelis of the Rockefeller Institute for Medical Research asked Flexner to assist in placing Mayer in the United States, for he wished to come. (October 13, 1931) She says that in 1931 he was appointed Professor of Mathematics at Vienna, important only because of the title. (no job)

After conference with Einstein in June of 1932, and after Einstein's acceptance of his post which involved an offer to Mayer on the conditions laid down by Einstein; that is, employment to Einstein at \$4,000 per year beginning October 1, 1933,

prior to that time \$100 per month to Mayer as long as he remained in Germany and worked with Einstein. This involved Mayer's remaining in Caputh while the Einsteins went to Pasadena in the winter of 1932-33.

Before the appointment was sent, however, Einstein changed, evidently to reflect a position of Mayer's and asked that Mayer be appointed to an independent academic post which was ~~same~~ chosen to be associate. Flexner wrote Mayer, September 20, 1932, sending his first \$100 and the terms under which ~~he~~ he proposed to ask the Board for an appointment for Mayer. The statement is made that the details of his work will be planned as between Einstein and Mayer.

Letter to Flexner, April 7, 1933 from Coq Sur Mer, Belgium: Since 1931 I have had the title of professor at the University of Vienna.

Flexner to Mayer, April 26, 1933: The Institute will have but few professors. It is not staffed as are the ordinary German and American colleges and universities.

Flexner to Mayer, July 25, 1933. The Institute will begin with a meeting of the Members of the School of Mathematics October 2, 1933.

Mayer to Flexner, August 5, 1933: Einstein is writing you about the interruption of our work which would be entailed by an opening of the Institute on October 2 and by our appearance there.

Flexner to Mayer, October 24, 1933 (Meanwhile Einstein has raised the question of the appointment to Madrid of Mayer as Professor of Mathematics). A long letter of Mayer's status of the Institute and its precise history; i.e., negotiation by Einstein and the elevation from Assistant to Associate. Maxx Flexner promises an investigation apparently into the question as to whether or not Mayer's accomplishments in mathematics justifies appointment as Professor. Nowhere are the precise terms of the appointment laid down, except in letters referring to them, and the papers have been extracted. ~~This~~ This leaves a doubt as to whether Flexner ever mentioned or failed to mention retirement benefits,

but apparently he did not mention them.

Mayer to Flexner, November 14, 1933. He thinks that he had better take the Spanish professorship if it comes. Meanwhile, as Frau Einstein had informed Flexner (M June 22, 1933) Einstein was no longer thinking, if he ever did think, of suggesting Mayer to Madrid, holding it rather for someone ~~xxx~~ else still in Germany who needed to get out.

Mayer to Flexner, November 23, 1933. After Flexner's letter saying that his investigation of Mayer's record and the attitude of the scholarly community toward it, does not justify an appointment as Professor. Mayer relies on the publication of his works jointly with Einstein.

Flexner to Mayer, November 19, 1933, kindly taking exception to Mayer's refusal of a social engagement with Dr. and Mrs. Flexner for a function to which are invited Princeton community people, Princeton University ~~xxx~~ faculty, and Institute faculty. It's a Dutch uncle talk, sorry you're dissatisfied, but why not hide it?

Aydelotte to Maass, December 21, 1940, asking Maass if the Institute may loan Mayer a substantial amount of money for the purchase of a house.

In 1943, Mayer offered a teaching position, temporary appointment, by Princeton University by quarters. Refused. It was urged that it would assist during the dirth of teachers ~~in~~ in war service. Still refused. The same thing, a teadhing position was offered by Ohio State University in 1944. Both urged on the ground of war service, both of which Mayer refused.

Meanwhile, the Institute loaned him money for his home and increased his salary, aided his wife's relatives in Vienna through appeals to the United States military government in October of 1945.

His salary was raised May 24, 1946. Last salary \$5,300.

On his death, September 10, 1948, Mrs. Mayer was excused from any further principle or interest payments on the house. There was a debt of some \$3600 remaining unpaid.

A reverse play on the status of associate versus assistant: David Levy of Leidesdorf's office after a thorough study judged him to be subject to the federal income tax because he was not an assistant.

Witness Morse's statement that shortly after he came to this country, Mayer refused to work with Einstein. Statement in file indicates he worked until 1936. NO? gave lectures File 1933-4-5

There seemed little excuse for Flexner's attitude on retirement. Taking refuge in the technicality that apparently his original statement had not said anything about retirement, he refused to move for its granting. Finally, without any minutes indicating authority for the action, Mayer signed an application to the T. I. A. A. dated April 23, 1937; it is clear from the papers in the file afterthat that he was ~~responsible~~ contributing, and that the Institute decided in about 1946 to pay something like \$1650 a year toward his pension.

D File, Prof Walther Mayer - M - Associate Prof.

1931-1950
GENERAL

Academic Personnel

See Flexner's note on dangers of permanent tenure and its evils. Perspective--necessary now for academic freedom.*

Note drift of I. A. S. to permanent membership beyond professorate. Abuse in E. C. P. staff--Bigelow surely (Goldstein no so?)

Analyze reasons for the drift by considering first individuals to whom applied.

* Graduate School in United States. 1936

1952-1952
GIFTS

Finance

Maass' answer to questionnaire submitted by the Select Committee on the House of Representatives, 1952, gives the amount of original endowment as follows: \$1,095,000. Starting with this original contribution of \$1,095,000 the late Louis Bamberger and the late Mrs. Felix Fuld during their respective lifetimes and subsequently on their deaths by their wills gave and bequeathed to the Institute for Advanced Study sums which aggregated \$16,462,365.01. In addition, \$210,153.36 was received as a legacy from Leon J. Sivian, deceased. Total endowment presently (December 11, 1952) \$19,868,680.36.

D, House Committee Questionnaire

SALARIES

Academic Personnel

For dates and data of professional appointments see handwritten notes Vertical File *under salaries*.

Source - Minutes Trustees Meetings

✓ 1931
PUBLICATIONS (IAS) GENERAL

Publications

HANUS, PAUL H.

Biographical

Hanus suggested I. A. S. staff and members' publications should be published by departmental bulletins irregularly at first; ultimately in a single journal for all departments.

II-35

RICHTMYER, F. K.

Biographical

Professor of Physics, Cornell University, Dean of
Graduate School.

✓ 2095
POLICIES

Administration

FRANKFURTER, FELIX

Biographical

FLEXNER, A.

See draft on the Frankfurter and Flexner correspondence
on early plans, correspondence on Director's memorandum, 9/26/31.

Filed in Vertical File under Drafts.

Resume by Mrs. Stern

1931
MILLIKAN, R. A.

Biographical

Director Norman Bridge Laboratory of Physics and
Chairman Executive Council of Cal. Tech.

Who Was Who

INSTITUTE HISTORY

Institute History

There is a picture of the first Board meeting made by Drew B. Peters at 52 Milford Avenue, Newark: all there except ~~Lehman~~ Lehman.

Not in Photo book

FA Confidential Files, March 7, 1957

1931
GENERAL

Educational Institutions

FLEXNER, A.

Biographical

The Graduate School and U. S. (Flexner)

Bookshelves Box

POLICIES

Administration

FLEXNER, A.

Biographical

SABIN, FLORENCE R.

Biographical

Sabin to Flexner, January 12, 1931, evidently in answer to his questionnaire dated December 11.

"It seems to me that the question of subjects should be subordinated to the selection of the right people. In general, I should suggest the following tentative list of appropriate subjects: History, Mathematics, Physics, Chemistry, and Biology." [And economics in a postscript].

She ~~sug~~ suggests the plan of which the Rockefeller Institute for Medical Research has been run; e. g., select a man as head of a department and let him build up a small staff of younger men. "It appears to me that this staff is more important than any group of students, and that the question of students β might be left wholly to those who actually apply because they are attracted by the given man.. In this

connection, I should think there should be no advertising whatsoever, allowing the reputation of the man be the thing that should draw students. The younger members of the staff might be considered almost in lieu of students, with the idea that they would receive a few years' training and then go on to universities, just as the younger men on the staff here at the Rockefeller Institute do."

She can suggest no one for staff, but suggests salaries from \$15,000 to \$25,000. For the younger men, salaries should be adjusted to those now current in the universities ~~without~~ rather than be out of alignment with them.

One day later she recommended Dr. Lars Onsager at Brown University and Dr. T. H. Gronwall, now at Columbia University, both mathematical physicists.

D, Sabin, Florence R.

1931
COMMITTEES STANDING

Corporation

"The President announced the appointment of the following committees:

Executive Committee

Mr. Louis Bamberger, Chairman
Mr. Aydelotte
Mr. Flexner, ex officio
Mrs. Fuld, ex officio
Mr. Hardin
Mr. Lehman
Mr. Leidesdorf

Finance Committee

Mr. Hardin, Chairman
Mr. Edgar S. Bamberger
Mr. Louis Bamberger, ex officio
Mrs. Fuld, ex officio
Mr. Maass

Committee on Nominations

Mr. Edgar S. Bamberger, Chairman
Mr. Friedenwald
Miss Sabin

1931

✓ 1/16

TRUSTEE

Corporation

FLEXNER A.

Biography

Director's report: Recapitulation of the state of graduate schools in America and purposes of the Institute for Advanced Study. President Eliot is constant critic of Harvard. The universities' complaint of competition for academic ability.

Contrast with beginnings of John Hopkins under President Gilman. Flexner pleads for patience of Trustees: not drifting but being very cautious. Wants to restudy College de France, the Royal Institution in London, and the Institute maintained by Kaiser Wilhelm Gesellschaft near Berlin.

Vol. 1, Number 2, Pages 2-6, Minutes

1931

BY-LAWS

Corporation

"It was unanimously agreed that the annual meeting should be held on the second Monday afternoon in April at one o'clock and that the regular meetings should be held on the second Monday afternoon in January and in October, at one o'clock, and that the By-Laws should be altered accordingly."

Vol. 1, Number 2, Page 6, Minutes

GENERAL

Corporation

Preparation authorized of a corporation seal which would double for a
medal.

Vol. 1, Number 2, Page 7, Minutes

1/17

PRINCETON UNIVERSITY

Relations WOAI

FLEXNER, A.

Biographical

HIBBEN, JOHN GRIER

Hibben to Flexner, January 17, 1931, thanking him for his gratifying letter. Filed in Chronological file under 1931, 1/17.

Letter sent by Mrs. Bailey, May 29, 1956, from Flexner's office in New York

C O P Y

PRINCETON UNIVERSITY

Princeton New Jersey

January 17, 1931.

My dear Dr. Flexner:

No words have come to me since the announcement of my purposed retirement from the Presidency in 1932 which have affected me so deeply as your very kind and considerate message. It is most gratifying to me to have your opinion, so generously expressed not only of me personally but of my administration and the educational program of Princeton as well.

I hope that I may be of some service to you in your organization of your great undertaking and I am sure you will feel like calling upon me at any time that I may be able to help.

With my very warm regards,

Faithfully yours,

(signed) JOHN GRIER HIBBEN

Dr. Abraham Flexner,
Institute for Advanced Study,
100 East 42nd St., New York.

✓ 1931

1/27

CALIFORNIA INSTITUTE OF TECHNOLOGY

Relations WOAI

FOUNDERS

The Corporation

Flexner to R.A. Millikan (Calif. Institute of Technology):

"May I introduce to you Mr. Louis Bamberger and Mrs. Felix Fuld, the founders of the Institute for Advanced Study, which I have undertaken to organize for them? They are naturally very deeply interested, as I am, in the postgraduate departments of the California Institute of Technology. I shall appreciate it very deeply indeed if you can arrange to let them see the unique character of what you are doing.

"I am myself looking forward to paying you a visit in the autumn.

"With all good wishes to you and your colleagues,"

File III-18

1931

2/2
2/4

PARTICIPATION IN ADMINISTRATION

Academic Personnel

POLICY

Administration

COMEL, LEROY

Biography

Conel to Flexner (Conal of Best Univ. School of Medicine) 2/2/31

On his visit
Bullock
...
...
...
...

"I believe you are right in regarding the German universities as most nearly conforming to the highest standards. In the organization of the Institute for Advanced Study you are, however, overlooking the source of their strength and excellence, namely, entire control of academic affairs by the faculty. In your organization the faculty is a submerged fifth, with a long line of officials holding power over them; they are actually called employees in Section 1, Article VII of your by-laws. Your Institute will never enjoy the academic atmosphere which prevails in the German and Scandinavian universities. While in Europe last year I talked with one Norwegian and two German professors who had recently refused offers of high-salaried positions in two of our best universities, principally because here they would not have the academic privileges that they enjoy at home.

"It seems unfortunate that in starting a new institute to emulate the German universities you are not using their plan of organization, but are adopting the American plan which, I believe, is the cause for many of the deplorable conditions you expose in your book, in that directors, deans and presidents, holding almost absolute power over the faculty, must make reports favorable to a supreme board of trustees, thereby advertising their institution and themselves, which is usually the more important to them..."

Flexner to Conel 2/4/31

"Your letter of the second is gratifying and helpful. It is impossible to organize an American university in imitation of the German university, because in Germany there is a ministry which we do not have in the United States. My notion is that the Board of Trustees should perform some of the functions performed in Germany by the ministry, and I am also hopeful that the members of the faculty will be so helpful that their number on the Board will be gradually increased. You must realize that we are making an experiment. Nothing is easier than to change by-laws in an evolutionary spirit.

"..."

GENERAL (PURPOSE)

kCorporation

FLEXNER, ABRAHAM

Biographic al

MAASS, HERBERT

Flexner to Maass:

"I have just returned to town from a visit to Washington and Princeton. It is no exaggeration to say that those with whom I spoke thought that the scheme outlined in Bulletin No. 1 promises a new era in American education. I was really quite overwhelmed with the favorable reaction on the part of the best men in these places.

"Did you notice the editorial in Sunday's Times? This seems to me the type of publicity that is at once dignified and helpful. As it is the only copy I have, won't you return it after reading it?"

Source: IAS Trustees - Maass, Herbert H.

1931 HISTORY GENERAL

Academic Activities

TOYNBEE, ARNOLD

Biographical

POLICIES

Administration

See a memorandum from A. J. Toynbee to Flexner in acknowledgment of the first Bulletin of the Institute, and a request to a letter from Flexner asking his advice. He complements Flexner on two grounds--the determination not to take action prematurely, and the decision to pick out the best people. Flexner overcomes, he says, the two besetting sins of our age--the craving for quick returns and the tribal exclusiveness.

But he questions Flexner's program as applied to the human studies because Flexner apparently hopes to detach the people engaging in human studies from outside distractions. The rest of a long letter is devoted to the sterility which comes from such detachment and the importance and the difficulty of providing for study and periodical attachment and detachment.

D Institute--Organization

1931

2/6 p.2/3

GENERAL

Educational Institutions

POLICIES

Administration

TOYNBEE, A.

Biographical

FLEXNER, A.

Toynbee thought after reading the first Bulletin that "the closest precedents for your Institute for Advanced Study are the academies which were instituted by enlightened monarchs in the 17th and 18th centuries. In these there was the fruitful contact between study and affairs which I believe would be the ideal conditions for work in your Institute, at any rate in the field of human studies."

Question: origin of the word patronage in connection with the Institute?

D, Institute - Organization

✓ 1931

2/6

p. 3/3

POLICIES

Administration

EMIGRES

Academic Personnel

TOYNBEE, ARNOLD

Biographical

FLEXNER, A.

Toynbee to Flexner.

Compliments him on Bulletin No. 1.

1. No premature action
2. Decision to select best people

Thereby overcoming sins of our age:

1. Craving for quick returns
2. Tribal exclusiveness

But questions detachment of humanists from outside
distractions: sterility?

Origin of word patronage?

D, I. A. S., Organization

ECONOMICS

Academic Activities

MITCHELL, BRODUS

Biography

GENERAL

Academic Personnel

Mitchell suggests the following economists to IAS with Who's Who biographical data, to save Flexner trouble.

Bloch, Kurt
Holman, Leo
Douglas, Paul H.
Bernhardt, Joshua

Viner, Jacob
Thorp, Willard L.
Wayforth, Wm. C.
Kaplan, A. D. H.

Merger Evans and Edgar Johnson as youthful ones.

Letter from Brodus Mitchell (Johns Hopkins, Pol. Economy) to A. Flexner

File III-16 Vault

HARDIN, JOHN R.

Biographical

FLEXNER, A.

MOBERLY, WALTER H.

Flexner sends to Hardin a copy of a letter dated February 3, 1931 from Walter H. Moberly, the Vice-Chancellor of the University of Manchester, England in congratulation on the Institute as revealed by the first bulletin which he has received.

Copy of Moberly's letter follows:

February 3, 1931

Book bullet
"Dear Dr. Flexner: The first Bulletin of the new Institute for Advanced Study has reached me to-day and I have read it with a real thrill and with an inclination to exclaim 'Well done our side!' It is inspiring to know that your book has so promptly elicited - as I suppose it has done - a response which will enable you to embody some of the ideals for which you are contending. I feel sure the Institution will be a source of inspiration to the academic world on both sides of the Atlantic. I feel that

the Founders, your Country, and you yourself are all to be congratulated.

"In your preface you ask for 'sympathy' and 'suggestions'. You can count on my warm and sympathetic interest, as I am sure you can on all those in this country to whom you have sent the Bulletin. 'Suggestions' are hardly possible from this distance at so early a stage in the design, but when next you are in this country I hope you will make a point of visiting Manchester.

"Owing to the late date of the publication of your book in this country I have seen hardly any reviews as yet. But to me and to the two or three people to whom I have introduced it, it is proving a most valuable and exciting stimulus of thought."

1931
SCHOOL OF HUMANISTIC STUDIES
FINE ARTS
MOREY, C. R.
FLEXNER, A.

Academic Organization
Academic Activities
Biographical

Morey to Flexner, February 16, 1931.

He has received the "preliminary booklet" on the Institute of "Higher Studies," and answering the invitation in that booklet for comment and suggestion. He informs Flexner of a new degree being given at Princeton, M. F. A., Master of Fine Arts, which changes the order for the acquisition of a Masters and a Ph. D. degree.

His opinion reflects many of those in the Humanities who believe that the present system of preparation for the Ph. D. degree is not adapted to the present situation of graduate work and research in the humanities, and we should like to see something more approaching the model of the French Docteur des Lettres, rather than the German system that has obtained hitherto. A graduate student can be really competent in his subject for museums and teaching in the acquisition

of the Master's degree which would be completion of all work for the first part of the Doctor's examination without the thesis. This would result in a much more comprehensive and severe examination ~~for~~ than is at present the first part of the degree for Ph. D.. If a person having gotten his M. F. A. then wished to continue with real research, the Doctor of Philosophy would be granted on the presentation of a published book, "which is worth publishing on its own hook and not as a thesis."

His suggestion is based upon the variety of subjects in the field very closely interlocked, and the voluminousness of the bibliography ~~in~~ in those fields.

This was first broached in PhD meeting - May 1, 1935

1931

✓ 2/18

GENERAL

Academic organization

GENERAL

Facilities

LEFSCHETZ, S.

Biographical

WEYL, H.

Lefschetz (Dept. of Mathematics, Princeton University. written from Taormina, Italy) to
Fleming

"This is an attempt to answer the two questions which you proposed to me in
Princeton:

- I. How would I go about organizing the I.A.S. if this fell to my lot.
- II. How would I organize its mathematical department if asked to do so.

.....

"There are or have been in the U.S. many Institutions of higher learning
and they fall into two main groups:

Group A. Large Universities (Harvard, Wisconsin...)

- Group B. Very small institutions (Clark, Wistar, R. I. M. R., ...)

"The groups differ not so much in the matter of size as in the nature of
the support (moral or financial). For group A. it is diffused among a large number of men
(the more intelligent alumni and friends of the institution) whereas in group B we have
essentially one-man affairs.

"I hold that it is due to the nature of the support that Institutions of group A alone have exhibited continuous and steady growth sua Institutions of higher learning, while those of group B have failed to do so. The latter appear to last at best as long as the Founder or first Director (vide Clark, the old Hopkins). When a certain central personality is gone things go wrong and the initial purpose is forgotten. I do not see in fact how it could normally be otherwise.

"The problem facing the I.A.S. is then that of creating a small Institution with the permanency and vitality characteristic of group A. I see only two ways of accomplishing it. The first would be to make the Institution play a significant part in the life of a fairly large and heterogeneous group of intelligent people such as is offered by only two or three of our largest cities: New York, Chicago, perhaps Philadelphia. This is the case I think for the New School for Social Research. I fear that this is ruled out by the deed of gift.

"The second way offers more promise: Since Washington D. C. is the joint property of the 48 states it might be considered as an extension of New Jersey. Granting this the deed of gift might make it possible to locate the I.A.S. there. As you know there has been for a long time an insistent demand for a Federal University to be founded in Washington. Such an Institution would hold a central place in our intellectual life. It would immediately cater to the large number of intelligent government employees eager to carry on advanced study but unable to do so properly at present.

"I like to think of a future Federal University consisting of a number of separate autonomous groups, à la Oxford and Cambridge, with the I.A.S. comprising one or more of them. The donor of the I.A.S. would have the lasting honor of having made possible what would rapidly become our most important Institution of higher learning.

"I will now examine some secondary, yet highly important, matters regarding the I.A.S. as I am contemplating it. There is at the present time in the U.S. ample, not to say excessive, provision for experimental sciences or rather for experimentation in science. At the outset, and for some time to come, experimental physics, chemistry, etc., should therefore be excluded from the I.A.S. Other groups of the Federal University might later be established for them by the same or by other donors as the case may be.

"I need not dwell upon the fact that the Congressional Library, the Smithsonian and National Academy collections, also others not known to me, would make it possible to postpone for a while the outright purchase of necessary but very expensive equipment. Later no doubt the Congress would make special appropriations for providing this equipment, also buildings, particularly if the value of the Institution to the whole nation becomes clear. The Congress can be depended upon for that but not for the steady and unrelenting support of a high grade Faculty, such as you contemplate.

"While Washington is a large city it has about it an atmosphere of repose and quiet eminently suitable for the pursuit of scholarly work. At the same time it offers most of the usual advantages of a large city. Owing however to its climate I would recommend that the formal activities of the I.A.S. last only from late October to mid May. I would also attach to the I.A.S. a Northern Summer Camp where the Faculty would have the privilege of residing from mid May to late October and where there would be facilities for students to come and stay for work in common. I am convinced that the Camp would soon become an important summer center à la Woods Hole.

"Question II. [My reply to it is in substance that I would annex the numbers of the scientific group to which I have the honor to belong — the younger group of geometers. It is the most vital and promising of mathematical groups in the U.S., the one with the highest national and international standing. It includes Veblen and Alexander of Princeton, Birkhoff and Morse of Harvard and also myself.] The possibilities

are

from abroad are not exciting, but I would at all events consider H. Hopf of Zürich, H. A. Newman of Cambridge, J. Nielsen of Copenhagen. There are other very worthy mathematicians but as the group in question has done the most brilliant work in the U.S. so far it should be encouraged in every way. Moreover its influence will be felt as long as there are geometers, that is as long as there is a mathematical science.

"As a matter of fact Hermann Weyl is the only mathematician anywhere definitely above those names. But as he occupies the most distinguished mathematical chair in the world (in Göttingen) I do not see him giving it up. We had him for one year at Princeton when he was still in Zürich (1926-27) and apparently nothing could make him stay with us permanently with the Göttingen chair in the offing."

File III-13

1931

GENERAL

Academic organization

GENERAL

Facilities

✓ LEFSCHETZ, S.

Biographical

WEYL, H.

Lefschetz (Dept. of Mathematics, Princeton University. written from Taormina, Italy) to Flexner

"This is an attempt to answer the two questions which you proposed to me in Princeton:

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"I hold that it is due to the nature of the support that Institutions of group A alone have exhibited continuous and steady growth qua Institutions of higher learning, while those of group B have failed to do so. The latter appear to last at best as long as the Founder or first Director (vide Clark, the old Hopkins). When a certain central personality is gone things go wrong and the initial purpose is forgotten. I do not see in fact how it could normally be otherwise.

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"Question III. My reply to it is in substance that I would annex the members of the scientific group to which I have the honor to belong — the younger group of geometers. It is the most vital and promising of mathematical groups in the U.S., the one with the highest national and international standing. It includes Veblen and Alexander of Princeton, Birkhoff and Morse of Harvard and also myself. The possibilities

from abroad are not exciting, but I would at all events consider H. Hopf of Zürich, H. A. Newman of Cambridge, J. Nielsen of Copenhagen. There are other very worthy mathematicians but as the group in question has done the most brilliant work in the U.S. so far it should be encouraged in every way. Moreover its influence will be felt as long as there are geometers, that is as long as there is a mathematical science.

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LIBRARY

Facilities

WILLIAMSON, C. C. (Director of Libraries,
Columbia University)

Biographical

Article sent to Flexner with request for subscription to Catalogue
Bibliotheque Nationale.

Filed in Vertical File under Library, "L".

IV-22

FACULTY

Academic Personnel

MEMBERS

CALDWELL, OTIS M. Director, Inst. Experimentation,
Teachers College, Columbia

Biographical

Busi N M C Fellowship

Caldwell to Flexner, February 26, 1931.

"I have just looked over your bulletin again. Why do you ask men to form a staff in the Institute? Why not finance real students, and send them to work with the right men, adding to the remuneration of these 'right men' in terms of what they can do for the students. Such a plan would involve complications, but by ~~doing~~ so doing you would become a sort of higher guide to all sorts of special students, and would avoid all the complications and antagonisms that will come with a staff of men who are mature and individualistic. At least you could do some such work as I suggested and keep your staff down to a small number of very special men.

"By use, at least in part, of this plan, you would finance each student and instructor for a limited period, thus simplifying your financial problems." Caldwell was Director of the Institute of School Experimentation at Teacher's College, Columbia University.

II-3

SCHOOL OF MATHEMATICS

Academic Organization

POLICIES

Administration

BIRKHOFF, GEORGE

Biographical

FLEXNER, A.

Birkhoff to Flexner, March 17, 1931.

Flexner has consulted him at Cambridge. He had sent him a copy of Bulletin No. 1. Birkhoff expressed himself deeply impressed.

Then he had been asked by Flexner for a rough memorandum explaining the way in which he would attack his own subject of mathematics if he had a free hand to do so. Somewhat loathe to do so, because Flexner has thought more about it, but their views seem to coincide.

He would suggest securing permanently one or two mathematicians of great and undisputed genius. They should be chosen for the importance of researches which they have under way, and only secondarily with reference to their

Pollock
Borkhoff, G.
Tucker, A.

Acad. Org.
Admin.
Org.

ability to work with other men. However, it would be unfortunate if such a man were not able to work in conjunction with younger men and to have some interest in them. "The leaders should be taken wherever they were to be found." (With this point)

The remainder of the staff would consist mainly of younger men giving promise of unusual talent to be taken only for a period of years, to be selected absolutely without regard to personality; salary to be sufficiently high, and duties so congenial that they could be obtained for a period of years without difficulty. "It would, however, be the normal expectation that they would go into the academic field after their period had expired." They might be retained after the limited years.

"No importance whatever would be attached to keeping a balanced department of mathematics, that is, one in which the various fields of mathematics and its implications should be evenly represented. There would, however, be a definite ~~program~~ purpose to give equal

ap

Sch. of Math.
Policies
Borkhoff, G.
Bluyne, A.

Acad. Org.
Admin.
Biology.

weight to pure and applied mathematics because of the increasing importance which mathematics is likely to have for all of science.

xx "If I were in your place, I think I should be inclined to make pure mathematics a very cornerstone of the Institute."

I-12

FLEXNER, A.

Biographical

LEIDESDORF, SAMUEL D.

Mrs. Bailey to Leidesdorf, 19 March, 1931.

Mrs. Bailey transmits from Flexner (in Europe) the closing lines of a review of Universities written by Gilbert Murray in the London Times Literary Supplement:

"It is good news, and news fraught with consequence to the whole educational world, that by the generosity of two American citizens, Mr. Bamberger and Mrs. Fuld, of New Jersey, an Institute for Advanced Study is to be set up in that State for the pure post-graduate pursuit of learning on the highest standards, with Dr. Flexner as director. May it hold up a torch to the university world, as Johns Hopkins did in its day, and may men of learning flock to it from all nations!"

D, Leidesdorf, Samuel D, 1930-1935

GENERAL (Purpose)

Corporation

SCHOOL OF ECONOMICS & POLITICS

Academic Organization

ECONOMICS

Academic Activities

SCHUMPETER, J.

Biographical

FLEXNER, A.

See 11-page copy of letter to Flexner from J. Schumpeter at Bonn commenting on nature of I.A.S. (pp. 1-3), theoretical economics (pp. 3-6), and what the I.A.S. could accomplish, and suggesting men qualified to initiate and guide development of field (pp. 6-11).

See Vertical file under "S"

File IV-6

6/1
6/2

1931
COMMITTEE ON SITE

Academic Personnel

Flexner to Aydelotte.

Flexner responsible for the resolution for the Committee on Site. (10/2/31).

Aydelotte to Flexner on visit to Bamberger: "They had very much in mind that their place in South Orange should be used for the Institute buildings. I repeated my suggestions that a larger tract of land was desirable and had the feeling that they might eventually come to realize this, especially if things do not move too fast."

Flexner to Aydelotte June 2. "I am glad you touched on the subject of site with Mr. Bamberger. I have not myself yet done it because I have not yet let my mind play on that aspect of our problem, but I share your views, though I think it best not to quote me...I don't want to divert my attention to site and buildings while I am seeking to clarify my ideas." (Was this after turn down on J. H.?) No

FA Confidential Files, March 7, 1957

6/25

POLICIES

Administration

VEBLEN, O.

Biographical

FLEXNER, A.

Flexner to Veblen, June 25, 1931, commenting on Veblen's answer to ~~questionnaire~~ regarding policies of IAS. (Filed with Veblen's memo.)

Filed in Chronological File under 1931, 6/25.

V-5

V - S

THE INSTITUTE FOR ADVANCED STUDY

OFFICERS

LOUIS BAMBERGER
President of the Board

MRS. FELIX FULD
Vice-President

ALANSON B. HOUGHTON
Chairman

SAMUEL D. LEIDESDORF
Treasurer

FRANK AYDELOTTE
Secretary

ESTHER S. BAILEY
Assistant Secretary

ABRAHAM FLEXNER
Director of the Institute

(FOUNDED BY LOUIS BAMBERGER AND MRS. FELIX FULD, 1930)

TEMPORARY OFFICES

100 EAST 42ND STREET
NEW YORK, N. Y.

TRUSTEES

FRANK AYDELOTTE
EDGAR S. BAMBERGER
LOUIS BAMBERGER
ALEXIS CARREL
ABRAHAM FLEXNER
JULIUS FRIEDENWALD
MRS. FELIX FULD
JOHN R. HARDIN
ALANSON B. HOUGHTON
HERBERT H. LEHMAN
SAMUEL D. LEIDESDORF
HERBERT H. MAASS
FLORENCE R. SABIN
PERCY S. STRAUS
LEWIS H. WEED

June 25, 1931

Dear Professor Veblen:

How can I thank you sufficiently for the pains you have taken to write me so fully and in your own hand? I have merely glanced through your memorandum, for since my return from Europe I have been almost absolutely overwhelmed with calls and current correspondence, and I have also had to go West to see my oldest brother who has been desperately ill. Your memorandum is one of many which I shall take to Canada with me next week and which I shall read and reflect upon with the greatest care. I don't want to comment on it now, for I am trying to keep my mind from crystallizing until I have read others from various sources. I see, though I am sure less clearly than you do, the difficulties inherent in any form of management. We cannot in this country adopt either the German or the English system in its entirety. I wonder if we cannot evolve something new, namely, a board consisting of (1) a few men of affairs who would be interested in financing the institution, (2) a group of scholars holding important posts in other institutions, (3) a similar group of professors in the Institute itself. Would not three such groups check and stimulate one another?

I should propose to put the director on a par with the professors as to salary, social position, and everything else. He could thus be made to feel his place as an academic individual, not a public or executive personage. An arrangement of this sort could be tried experimentally, that is embodied in by-laws, easily subject to change in favor of something more workable.

As I wish the institution always to be small, the influence of the academic groups should be decisive.

Turn this over in your mind, and drop me a line upon this or any other idea that occurs to you.

I am leaving for Canada July 1 to remain away until the middle of September. My address will be Magnetawan, via Burks Falls, Ontario, Canada. I shall certainly see you for further conference before any steps are taken in the early autumn.

With all good wishes and very profound appreciation,
Sincerely yours,

Abraham Flexner

6/8 p.13
6/9
6/10
6/15

GENERAL (Site)
FOUNDERS
MAASS, HERBERT
FLEXNER, ABRAHAM

Facilities
Corporation
Biographical

Dr. Flexner to Mr. Maass: 6/8

"In view of our conversation at lunch today, do you think that the language in Mr. Bamberger's letter and the charter would apply to the possible location which we considered or would it be well to ask Mr. Bamberger and Mrs. Fuld to join in a letter saying that the vicinity of Newark can be interpreted by the Trustees, in their discretion, to mean Northern or Central New Jersey?"

Mr. Maass to Dr. Flexner: 6/9

"In answer to yours of the 8th inst., I am frank to admit that, after our luncheon conference yesterday, I have been giving some consideration to the question of location which we discussed, and while I consider it an ideal move, I would be reluctant to assume that we could undertake to construe the founders' letter as giving authority to select this location. In other words, I am clearly of the opinion that Mr. Bamberger and Mrs. Fuld so clearly intended Newark and its immediate environment that I would hesitate to adopt any other view unless they first modified their letter."

Dr. Flexner to Mr. Maass: 6/10

"Thank you for your kind note of June 9. I should have made it clear to you yesterday that in the letter written by Mr. Bamberger and Mrs. Fuld and printed in Bulletin No. 1 the statement is made that the institution be 'located in the State of New Jersey': nothing is said about Newark at all. 'Newark or its vicinity' is mentioned for the first time in the Certificate (~~size~~) of Incorporation and is subsequently mentioned in the By-Laws. Under these circumstances, I wonder whether the Trustees are not free to modify both the Certificate of Incorporation and the By-Laws if they so choose in future or whether Mr. Bamberger and Mrs. Fuld should be asked to give us a letter. I should myself rather say nothing at this moment in the event that the Trustees already possess full power under the letter which Mr. Bamberger and Mrs. Fuld sent us."

Mr. Maass to Dr. Flexner: 6/15

Answer
"First of all my congratulations upon your election as a Trustee of the Wilmer Institute. It certainly is not remarkable that men of your capacity are drafted for service in every worth while enterprise.

"Secondly, my apologies for not sooner answering yours of the 10th. When I wrote to you on the 9th, I was thoroughly familiar with the tenor of the letter of Mr. Bamberger and Mrs. Fuld to the effect that the Institution be 'located in the State of New Jersey' and that 'Newark or its vicinity' is mentioned only in the Certificate of Incorporation

and by-laws. However, I am clear in my own mind that Mr. Bamberger and Mrs. Fuld always expected that the Institute should be located in the environment of Newark, and it is for that reason I suggest that no radical change in that regard be contemplated unless and until they have first been advised thereof and given their approval."

Maass' advice was, of course, wise. The method of securing

the "Fuld" approval was suggested by Elmer C. Lee. For a special
committee to survey and report on this - was successfully
carried out. (See pp.)

From date V's letter to AF (6/19/31) we assume
Fuld's signature in May or early June on AF's home -

Source: IAS Trustees - Maass, Herbert H.

June 5 p. 1/8
6/19

POLICIES

Administration

VEBLEN, O.

Biographical

FLEXNER, A.

See Osgood V. Nutt.
Griswold

Copy of
Draft from Veblen's files.

Brooklin,
Hancock Co.,
Maine

Dear Dr. Flexner:-

As I said when you requested me to write you something about the plans for your new Institute, I can do little but register what must seem like fulsome approval of your plans. The essential point is that the Institute is to be devoted in a single-minded way to scholarship. If you can resist all temptations to do the other good things that might be attempted, your adventure will be a success.

It is the multiplicity of its purposes that makes an American University such an unhappy place for a scholar. Instead of being a haven within which one can seek to develop his ideas in the company of other

Admin.

p.218

Velden, O.
Pleyner, A.

✓

Parry

like-minded people, it is a kind of a market place where all kinds of enterprises are exploited and where the particular enterprise of scholarship is generally on the defensive. Even after reading your book I doubt whether you realize how much of an American Professors energy is used up in explaining and defending the obvious to a lot of people whose ideas he should never be obliged to consider.

A good deal of the trouble is due, I think, to our form of organization, which puts the legal power in the hands of Trustees and the actual power in those of a President and his administrative staff and the professional Alumni. I used to think that the legal forms of organization made little difference. But since my experience at Oxford I am convinced that the locus of the ultimate legal power is very important. In an Oxford College all powers and property rights are vested in the Fellows. As a result the President (or Warden, or what not), the undergraduates, the outside world, the ambitious and pushing people of all sorts, are concerned about the point of view of the dons. Here, on the other hand all these people tend to ignore views of the professors on academic questions (they may be interested in their opinion about Russia!) but are acutely sensitive to those of the trustees and the prominent alumni. As a result the scholarly group almost always feels itself as an insecure and distracted minority.

Admin.

p.3/4

Poelts
Velden, O.
Playner, A.

3

Postg.

It will be said of course that the faculty should not be burdened with the financial and administrative problems. But in practice the details are handled by administrative officers just as in any American university. (The difference is that administration looks up to, instead of down on, the dons.) In fact, the financial management of an Oxford college generally is sounder than that of an American one, for the dons are personally and continuously concerned about the security of the College resources whereas a board of trustees is only sentimentally and sporadically attentive.

So I think that one of the surest ways to guarantee the success and permanence of your institute would ^{be} to provide that it be ruled by the scholars who are its members. Faculty government is very conservative. Each suggested change runs into interminable discussion, delay, whittling down, and compromise. But in the meantime most of the faculty go on with their work, without the fear that some outsider will upset everything for them overnight. Conservativism in a university is, I think desirable in and of itself. Even if you do not have faculty control I hope you will guard against the kind of organization which will permit the next director to say, "Let us take stock--evaluate--light of experience" and then proceed with the usual "reorganizations" and vulgarizations. Of course, this may be hard to bring about....

Poletter

Velden, O.

Flugner, A.

4

Admin.

Prog.

I think that salaries should be much higher than the present scale. The highest that I have heard proposed was \$20,000 plus a house. This was refused by the physicist to whom it was offered.

Retiring allowances should be more liberal. To lose one half or two thirds of ones salary at the age of 68 or 70 must be a severe blow to a man who has been receiving but little more than he needs to live on. (Shall he exile himself to California or can he find a sufficiently small house or apartment and hang on where he is?)

I favor a departmental organization. Each department should be large enough to perpetuate a tradition. The decline of Johns Hopkins was due in part to the fact that most of its departments were one-man shows. In a mathematics department I would suggest having at least three members of the permanent staff in each of three age groups, 0-35, 35-45, 45-00. A laboratory department would presumably be smaller. Also one dealing with a less composite subject.

~~A~~ Next page

I do not favor a big central library; rather a group of collections of such books as are required by the various departments and individuals. A unified library is a troublesome monster.

Policies

Vebben, O.

Flynn, A.

5

Admin.

Biog.

A - I favor definitely "chairs" to each of which a fixed salary is attached. While these are considerable advantages in its flexibility, the usual method of paying each man what he can squeeze out of the authorities is an unquiet and undignified one.

Y I should like it if the buildings of the Institute could be in a modern architectural style. But the Institute itself must be for the most part an imitation of the Universities of Europe and the Colleges of Oxford and Cambridge. So it is not illogical to use their architecture also as a starting point.

I like the amenities of an Oxford College, particularly the high table. I don't see why it could not be imitated. Even under American conditions I believe there would be a large enough nucleus of bachelors who would prefer to eat there regularly and the married men would come once or twice a week if the meals were good and sufficiently cheap (why not 2 or 3 free meals a week?)

Much could be said for making the nucleus of the Institute an imitation of an Oxford College. If so, ^{the} college to take as a pattern would be All Souls. It would be primarily a residence for the faculty. If

Policies
Vesden, O.
Pleyner, A.

6

Admin.

Prog.

students are admitted they should come in gradually and as "Junior Members" (the Oxford term). There should also be a sufficient number of College houses and apartments for married members. But the use of all these facilities should be voluntary. It would not be a violation of this provision to let the rooms be free to members of the faculty and assigned in order of seniority, although this would make sure of this being used.

Number of students admitted. My experience is that it is desirable to have a large audience (20-50) in a lecture, but a small number (3 or 4) of students whose reading or research one supervises. Perhaps the best method would be leave attendance at lectures open to as many as each professor was willing to admit and restrict the number of Junior Members of the Institute.

The location of your Institute should be such that your group of scholars should be one of several cultural groups. It should never be too large. Otherwise scope would be given for "Organization" and the failures we know so well. If money for too large an Institute should be available, let there be 2, 3, ...institutes, all separate! But if there is just an Institute for Advanced Study isolated in a community devoted chiefly to business it will be in danger of not being able to maintain itself.

Police

Velten, O.

Fleyner, A.

Admin.

Prog.

So I come back to the suggestion that Princeton is in "the vicinity of Newark," a suggestion which is by no means disinterested. For it would be a great advantage to me and others of my sort to be near to the group of men that I expect you to gather together.

I seem to be very verbose, but it is a fascinating subject.

See you with V. Verk. We shall discuss topics -

V - 5

Policies
Velden, O.
Pleyner, A.

Admin.
Babg.

Fellows or Associates of N. R. F.

- (1) The A. should be a dignified position with large salary.
- (2) Salary paid entirely by N. R. F. for period of appointment, the A. to continue as a Prof. in Univ. *
- (3) The contrib. of the Univ. to consist ~~in~~ assuming responsibility for future of the A. The Trustees of the Univ. to ~~consist~~ in assuming responsibility for future of U S. The Trustees of Fund to recognize that the Univ. is likely to have other unpredicted expenses in connection with the enterprise.
- (4) The A. to be provided with funds for an assistant and for material equipment. The latter is liable to be a large amount in case of laboratory sciences.
- (5) The A. to be allowed to give advanced lectures or seminars.

6/26

p.1/2

GENERAL

Administration

GENERAL

Finance

GIFTS

HARDIN, JOHN R.

Biographical

Hardin to William E. Hocker, Vice President and Trust Officer, National Newark & Essex Banking Company, 744 Broad Street, Newark, New Jersey, June 26, 1931. Hardin a director

Communication notifying the Trust Company that it had been appointed custodian of securities of the corporation, and that the Treasurer was authorized to enter into an arrangement with the bank to act as such custodian for a compensation of 50 cents per annum for each \$1,000 f. v. (fair value?) of bonds and 25 cents per annum for each \$1,000 p. v. (par value) of stock, authorized by the Finance Committee meeting November 6, 1930. The bank account was also opened with the National Newark and Essex Banking Company pursuant to the same resolution of the Finance Committee on the same date.

6/26

p.2/2

John
Gen.
Gifts
Hardin, John L.

Admin.
Finance
Prog.

After the custodianship is arranged deposits of income or of principal, in the event of principal payments, are to be made to the credit of the Institute in its account in the Bank.

"Mr Bamberger and Mrs. Fuld have already turned over to the corporation, and the corporation has accepted, certain securities now represented by bonds and stocks of the face and par value of approximately two and a half millions of dollars. It is expected that additional transfers will be made from time to time substantially increasing the securities now to be put in the custodian account. The exact amount of the present securities will appear on the list thereof which I will ask Mr. Leidesdorf, the Treasurer, to send you."

On the same date he asks Leidesdorf to send a list of the securities to the Bank and Trust Company.

JRH Correspondence from May, 1930 to December, 1933

6/29

SCHOOL OF MATHEMATICS

Academic Organization

SMITH, DAVID EUGENE (FROM LONDON)

Biographical

FLEXNER, A.

HADAMARD

BIRKHOFF, G. D.

Smith to Abraham Flexner. He has seen Hadamard. Birkhoff had just closed a series of lectures in French at the Sorbonne. When Smith said Birkhoff seemed to be nearest to a mathematical genius in America, Hadamard: "In the world."

IV-13

GIFTS

Finance

LEIDESDORF

Biographical

HARDIN, JOHN R.

HOCKER, WILLIAM E.

Leidesdorf to William E. Hocker, Trust Officer,
National Newark & Essex Banking Company, 744 Broad Street,
Newark, New Jersey, June 30, 1931.

Pursuant to John Hardin's letter I am enclosing a
schedule of the stocks, bonds and mortgages which are now
in the safe deposit box of the Institute for Advanced
Study in your valut. I trust this will meet with your
requirements. The list, copy of which was sent Mr.
Hardin is as follows:

STOCKS

8,190 shares of R. H. Macy & Co.

1931
Offices
Heidesdorf
Hardin, John R.
Hocher, William E.
BONDS -

Finance
Bldg.

| | | <u>Rate</u> | <u>Maturity</u> |
|-------------------|-----------------------------|-------------|-----------------|
| \$10,000. | Jamestown Telephone Co. | 5 70 | 154 |
| 10,000. | Eastern N. J. Power Co. | 5 | 159 |
| 10,000. | Orange & Rockland Elec. Co. | 5 | 158 |
| 10,000. | Scranton Gas & Water Co. | 4-1/2 | 158 |
| 10,000. | North. Ind. Pub. Serv. | 4-1/2 | 170 |
| 10,000. | N. Y., N. H. & Hartford | 3-1/2 | 154 |
| 10,000. | Columbia Gas & Elec. | 5 | 161 |
| 10,000. | Minneapolis Gas Lt | 4-1/2 | 150 |
| 10,000. | Texas Power & Lt | 5 | 156 |
| 10,000. | Super-Power Co. of Ill. | 4-1/2 | 170 |
| 10,000. | North. Amer. Co. | 5 | 161 |
| 10,000. | Columbia Gas & Elec. | 5 | 161 |
| 10,000. | Arkansas P & L | 5 | 156 |
| <u>\$130,000.</u> | | | |

Eight mortgages at 5-1/2 per cent maturing from
January 1, 1934 to August 1, 1933, totalling \$98,000.00.
JRH Correspondence from May, 1930 to December, 1933

7/10

P

ECONOMICS

Academic Activities

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

VINER, JACOB

Biographical

Memorandum from Viner to Flexner, July 10, 1931 on
economics.

Filed in Chronological File under 1931, 7/10.

D, Viner

MEMORANDUM

7/10/31

To: Abraham Flexner

From: Jacob Viner

Economics is and has always been a mixture of various types of techniques and subject matters, and much of the methodological strife that has taken up so much of the efforts of economists seems to me to be due to the fact that many of us fail to realize that some of the things coming under the designation of economics require or permit of the use of techniques which are not suitable for other phases of its range of problems and interests. No one has ever succeeded in presenting a satisfactory definition of "economics", and I suspect that the material ordinarily included under that designation is so varied that it is impossible to include it all in a single logical and self-coherent definition. There are several major aspects of the endeavors of economists, however, which can be fairly clearly distinguished from each other and each of which can be defined with some degree of precision.

1. Most important in the past, although of diminishing importance at present, especially in the United States, is the conception of economics as primarily a social philosophy with special emphasis on the business organization of society, on standards of living, class stratification, prosperity and poverty, etc., but with primary interest in the social organization of mankind, usually with a marked ethical flavor and reaching its conclusions with the aid of premises consciously or unconsciously derived from some personal or prevalent set of ethical or political values. Economics is here far away in the subject matter and methods of reaching its conclusions from the "scientific" disciplines like physics and chemistry, and for this reason many economists try to abstain from and to

D Viner

induce other economists to abstain from analysis of this sort. I believe that the social philosophizing of economists is legitimate and of some service, but it is in a different universe of thought from other activities of the economists and must necessarily be akin to metaphysics and to some extent to literature in the methods whereby it reaches its conclusions. It should have no pretensions to being scientific, but it should not, on that account, have too much of an inferiority complex.

2. Abstract "pure" economics, resting on certain more or less precisely stated assumptions with respect to existing economic organization and human behavior within that organization and developing from these fundamental propositions an elaborate quasimathematical or fully mathematical deductive analysis of economic process and especially of the "price system". This is the core of Anglo-American economics and economists are sharply divided as to whether the assumptions on which this type of economics builds are sufficient agreement with reality to make its conclusions of any value. Its exponents concede that its conclusions are not directly applicable to concrete actual phenomena. They agree that it does not help at all or help much in explaining the major trends of change in economic organization and economic behavior through time. But they claim that their systems give a true picture of the general pattern of economic process in its main lines as it is at the present stage of economic development, and that from them as a first approximation it is not difficult to proceed to greater detail and greater realism; that at the least it is that most essential thing - an instrument for creating hypotheses and for correlating and coordinating the wilderness of myriad details and factors which all economic activity must otherwise appear to be. They often contend further that as yet there is no

alternate system or general theory able to render these services, and that the complexity of economic phenomena is so much greater than of the major phenomena of the physical sciences that it is naive to expect at least in the near future the possibility of developing a systematic and general explanation of economic process by detailed inductive investigation without the aid of a prior general theory from which hypotheses to be verified by inductive investigation can be derived at will.

3. "Sociological", or "historical", or "dynamic" or "institutional" economics. These terms designate varied schools which however all have in common at least two propositions; that economics must concern itself with the process of change in the economic framework ("social organization", "institutions"), and with the causes of this change and must not confine itself - or even concern itself - with how the economic system works or would work in a hypothetical static society composed of unchanging institutions and a population with given patterns of economic behavior. Max Weber and Sombart are widely regarded as having been the most successful exponents of this type of economics, and there can be no doubt that they have given interest to economic history which it did not possess in its previous more purely descriptive forms. So far, however, the methods used are impressionistic and unanalyzed and the results are not subject to verification in the scientific sense. In the United States the exponents of this type of economics have largely confined themselves to pleading for its use, to attacking all other methods and to drawing up programs of what ought to be done, but have not achieved substantial concrete results by the actual employment of these methods. To some extent however, the members of the next group also belong to this group, and this sub-group has had more tangible results, whose significance however is as yet

W.W.S.
T.V.
Walther
April 1931

a matter of doubt.

4. The "scientific" or "quantitative" school. The leading exponents of this school are in the United States and it has made much more headway in this country than elsewhere. It pleads for the use of rigid quantitative methods, which in the social sciences means of course statistics, for avoidance of general theorizing and of the use of abstract principles and for building up economic science by the process of accretion of detailed inferences from narrowly limited inductive investigations. There has resulted from the efforts of this group a great accumulation of statistical material analyzed by means of various statistical techniques resting on very questionable applications of the probability theory to historical and non homogeneous data. In the United States this group is unquestionably dominant and the future lies in its hands. In Europe there is considerable skepticism as to the adequacy of the philosophical foundation of the American statistical work and as to the extent to which social phenomena can be explained in quantitative terms. There are a few American economists who believe and practice the doctrine that inductive investigation in the social sciences offers doubtful prospects of valuable results unless it springs from a general theory or system held tentatively more as a hypothesis than as a definite conclusion or belief, but made use of, until the need for its revision becomes clear, as a and how to look for means of finding what things to look for/them.

Ale Flermer

These essentially are the divisions into which "economists" fall from the point of view of the methods used. They can be classified also in accordance with the uses to which they apply their methods. There are "general" economists; there are economists especially interested in the working classes or in agriculture, or in business; there are economists who are pri-

marily historians; there are economists who are concerned with social control and its techniques and problems; there are a few economists who are interested in economics primarily as a cultural study, and who devote much of their efforts to tracing the history of economic ideas in the past either from the point of view of the evolution of modern doctrines in the professional literature or from the point of view of the history of ideas prevailing generally in society.

It seems clear to me that for a relatively small institution intending to carry on its work on a distinctly high level, the economist it selects for its staff should be a "general" economist interested in the question of proper methods, proper problems, the history of the science and the general ways in which it can be made to serve legitimate purposes, rather than one interested in specific problems per se, like the labor or the tariff problem or the monopoly problem. It is not for me to suggest which school he should belong to, although it would be very desirable if one could be found who was eclectic in the unobjectionable sense of the term, namely, one who recognized that the variety of problems and the variety of interests not only justified, but made necessary the use of many different methods of inquiry and that the degree to which economic problems at the present time were susceptible of rigorously scientific analysis depended upon the nature of the problem and the type of solution sought.

I would think it most important that the economist chosen should not have so strong a set of values of his own that he was using economics as a vehicle for preaching of some social doctrine. In this sense I would subscribe strongly to the doctrines of those economists who insist that economics must be made more scientific.

I think there would be a great deal to be said for importing your economist from Europe, because American economists are not very critical of each other or of the current trends, whereas in Europe there is a great deal of skepticism about the desirability of the direction which American economic thinking has been taking in the last twenty years. It would be a valuable contribution to American economics if a powerful critic were imported who did not hesitate to state frankly what in his opinion were the of American economic methodology, and the reasons for its shortcomings /for these opinions.

1931

7/11

7/19

POLICIES

Administration

GENERAL

Educational Institutions

PARTICIPATION IN ADMINISTRATION

Academic Personnel

VEBLEN, O.

Biographical

FLEXNER, A.

Originals Veblen to Flexner on proposal for Board of Trustees; faculty government, terms, faculty, members, etc. Go further than copies in Veblen files. Veblen favored pattern of All Souls (7/19). If I. A. S. to be large, better to make several smaller institutions.

Filed in Vertical File under *V* "V" for Veblen.

F. A., 1/8/57

7/24

FLEXNER, A.

Biographical

LEIDESDORF, SAMUEL D.

POLICIES

Administration

Flexner to Leidesdorf, July 24, 1931.

Asks him to visit them at Magnetawan.

"I have finished the second draft of a report which I shall send around to the members of the Board in advance of the autumn meeting, and I find my ideas are even more sharply crystallized than I have permitted myself to say, but the truth is that I don't wish to put anything on paper which will make it difficult for me or for the Board to change, if in the course of the next months we get further light. I am amused, as I write, to observe how different it is to criticise what another fellow is doing, on the one hand, and, on the other, to undertake to do something yourself. At bottom, there is nothing in this document that is not implied in what I have previously written and said, and yet, when it comes to the doing of it, a great many questions arise to which

as a critic one gives very little attention. I am trying in my mind to devise ways of starting which will commit us as little as possible financially and otherwise so that over a period of years we can regard the Institute experimentally, profiting by our experience and changing without getting too deeply involved to do so."

D, Leidesdorf, Samuel, D., 1930-1935

1931

II

| | |
|------------------|----------------|
| POLICIES | Administration |
| GENERAL | Corporation |
| FLEXNER, A. | Biographical |
| MORAWETZ, VICTOR | |

Flexner to Morawetz on the function of the Institute.

Morawetz has been urging that the Institute undertake planning for education in economics, including the writing of a proper textbook. Flexner makes the point that he chooses to start at the top; experience indicates that much can be accomplished in that way. He cites the enormous influence of the Harvard Law School after its reorganization by Langdell without reference to any changes made in colleges and high schools, as well as the influence of the Johns Hopkins Medical School under the same circumstances. To the latter he attributes the fact that the Rockefeller Institute for Medical Research was made possible. Also, the reorganization

of medical facultyies at Harvard, Chicago, and so forth-- all this without touching secondary and collegiate education.

"It seems to me a fact that the best men are self-selected and enable these high-grade, special schools to ~~xx~~ succeed. My contention is that, if we will do this in the faculty of arts and science, graduates from the Institute for Advanced Study will go into the college and reform/just as g~~raduates~~ of the reformed colleges will go into the secondary schools and reform them." *(h.s.)*

GENERAL

Corporation

FLEXNER, A.

Biographical

EARLE, E. M.

Flexner to Mrs. Earle, August 11, 1931, at Cheyenne Mountain, Colorado Springs, Colorado.

Sends a confidential draft to Ed of a report that he shall make in October. He asks Mrs. Earle to read it aloud to Ed, and if the doctor permits, discuss it, sending suggestions.

The suggestions are duly sent, approving smallness of plant and personnel, and simplicity and isolation.

With respect to "cooperative" administration, "what does that mean? If it means merely representation of the Faculty on the Board of Trustees, we think that is fine and important; but if cooperative administration implies any large measure of participation by the Faculty in matters of business or even of departmental routine, we are suspicious of its success." [Here an allusion was made to Mrs. Earle's experience in the New School for Social Research in 1920]

) which made her realize that scholars just can't cooperate in this sort of detail. Robinson believed that there should be little or no administration and that the entire group of scholars could carry on things very simply. ~~The result was that a few conscientious, hard-working souls were swamped, and their important work suffered, and the rest did nothing.~~ The result was dissatisfaction and inefficiency all around.]

"Ed believes that any considerable measure of administrative responsibility has a demoralizing effect on real scholarship, even such duties as generally devolve upon the chairman of a department in the ordinary university, the formal routine of departmental meetings, etc. He believes that what departmental business has to be done should be simplified as much as possible and can and should be conducted at informal luncheon discussions, providing always that the Institute maintains its primary ideal of limited numbers and simplicity of purpose].

"Faculty government' would seem to us futile and ineffective... scholars should be let alone as much as possible...the ablest of them do not want to be bothered with self government...They would much

prefer to be relieved of all administrative duties, provided the head remain always a cultivated, understanding person who will assume the burdens of government."

They regard the experimental attitude as very important. They are hideously ignorant about mathematics. Ed has only one query. "Isn't mathematics being well done in its non-philosophical aspects, in some of the best technical schools in this country (specifically California Institute of Technology). This is frankly a query."

The letter closes with the hope that Earle can talk with Flexner soon about all of this in which he is very much interested.

In general, they think the plans so far excellent and that the goals you know definitely, such as simplicity and smallness, are of the greatest importance.

D File, Earle, Edward M., 1931-35

GENERAL

Academic Personnel

SALARIES

PARTICIPATION IN ADMINISTRATION

POLICIES

Administration

BEARD

Biographical

Beard to Flexner on decent living conditions for scholars-- if they are not written into the "constitution" they will be defeated by scholars who will devise assistantships and various ways for splitting and reducing funds in the interest of expansion.

Was this the reason why Flexner insisted upon one class of professors?

No - money - to have V's bank account 615/3,

Beard says further: "Management of property requires organization: two kinds possible--faculty as corporation and board of lay trustees. Theoretically functions of management

and learning can be separated; practically not. Unless clearly defined in the constitution trustees will or may exercise powers over teaching, or will be subjected to outside pressure to do so. As inevitable as fate. Power to employ and discharge must be located somewhere. The right to hold a job irrespective of conduct is impossible. Though devised procedure with respect to removals to assure: definition of issues, open hearing, judgment by peers, and responsibility.

VII

Fac. Govt.

When Aydelotte undertook to follow F's advice about insisting on attending every faculty and group meeting (F to A. 11/28/39 ?) he undoubtedly felt as he had when he wrote to F. with requested comment on the memo of 9/26/31 in draft form. Then he had said:

It seems to me to be the part of wisdom to be as tentative as possible at this stage about the government of the Inst. You might point out on... the most serious objection to fac. govt, which is that it inevitably becomes legalistic. Oxford is a good(or rather bad) example. The "inadequacy of uniform procedure" is the point to be insisted upon. You might I think stress a little more (or at least not forget) the importance of the Director in (1) the selection of the faculty, and (2) the making of the budget. He will want all the advice he can get from inside and outside the Inst., but subject to the approval of the trustees the final decisions ~~xxxxxx~~ ~~xxxxxx~~ ~~xxxxxx~~ ~~xxxxxx~~ on these matters should I think rest with him.

A to F 8/30/31 I-7)

9/10
10/1

COMMITTEE

Finance

INVESTMENTS

LEIDESDORF

Biographical

Leidesdorf to Hardin, September 10, 1931.

He has had a survey of the investments of the Institute made by the Trust Department Investment Committee of the Fifth Avenue Bank of New York, and transmits it to Hardin asking him to have his investment people check on the report and inform him whether or not they approve of the investments.

Hardin to Bamberger and the same letter to Leidesdorf and the same to Edgar Bamberger, October 1, 1931.

He encloses a memorandum of the Finance Department of the Mutual Benefit Life Insurance analysis of the bonds of the Institute. "Our people seem to think that, while desirable to reduce the holding of Chicago & Northwestern, the market is now such that it would be difficult to dispose

of a block of the bonds at this time. If we sell them it would seem advisable to peddle them out in very small lots."

The Finance Committee had evidently decided to sell Jamestown Telephone Company, but Hardin says that he thinks that that investment is sound.

"Personally I do not think that there is anything to give immediate worry in respect to any of these bonds, but I am quite ready to acquiesce in the judgment of the rest of you as to a sacrifice sale, for such it will be, of the two issues specifically marked for disposal at the Finance Committee meeting."

This is the same kind of correspondence that goes on throughout the rest of this file. Leidesdorf and Maass periodically ask ~~xxxx~~ Hardin for a review by his investment division of the securities held. Successive finance reports indicate that changes were made.

9/15

GENERAL

Corporation

FLEXNER, A.

Biographical

EARLE, E. M.

Flexner to Mrs. Earle, September 15, 1931.

"Many thanks for the extremely helpful comments...I have had an extraordinary amount of absolutely inconsistent advice. My own inclinations are naturally with you and Ed, but some distinguished scholars have urged me to formulate a code regulating the relations between trustees, director, professors, etc. I cannot help reflecting that any code that I formulate now would probably be a terrible obstacle a few years hence and that no code will restrain an unprincipled man, who is out of sympathy with the objects for which this institution exists."

D File, Earle, Edward M., 1931-35

9/15

PARTICIPATION IN ADMINISTRATION

Academic Personnel

See Flexner to B. Earle on pressure to crystallize governing principles thus early. (1931). Pregnant--~~know~~ nothing will restrain an unprincipled man.

Note filed in Chronological file, 1931, 9/15. ?

9/21
9/22

FRANKFURTER, F.

Biographical

FLEXNER, A.

Letters regarding Flexner's original memorandum of purposes and proposed administrative and academic policies.

Vertical File, Frankfurter-1

9/24

1931
POLICIES

Administration

SCHOOL OF MATHEMATICS

Academic Organization

5th Humanities

SCHOOL OF ECONOMICS AND POLITICS

FOSDICK, R. B.

Biographical

JAMIESON, J. F. (Division of
Manuscripts, Library of Congress)

See Fosdick's letter of September 24, 1931, and
Janieson's letter of February 24, 1931, both raising the point
that the novel aspect of the Institute should be emphasized in
the ~~manuscripts~~ presentation; therefore, the economics and the
School of Humanistic Studies should be put first rather than
mathematics. Jamieson says the humanities in America are treated
in a step-motherly fashion in comparison with the sciences.

Jamieson says the United States government appropriates
\$20,000 a year for history and \$20,000,000 for research in
the sciences. Yale, according to the newspapers, begins ~~its~~

the work of its much-heralded Institute of Human Relations by
a study of the history of textile machinery.

Jamieson also suggests that the Faculty should be given a
bigger share in the management of the institution than is usual.

D, Institute - Organization

DEGREES

Academic Procedures

MITRANY

Biographical

FRANKFURTER, F.

FLEXNER, A.

~~KIRK~~ HABERLER

Vertical File, Frankfurter-1

9/25

GENERAL

Academic Procedures

GENERAL

Academic Personnel

FLEXNER, A.

FRANKFURTER

Flexner to Frankfurter, September 25, 1931.

He returns paper, Observations on Graduate Work, to Frankfurter, and differs with it. He has kept a copy of it for the file.

Tues Frankfurter to look up Mitrany + Hulseman at Harvard by way of introduction.

D File, Frankfurter, Felix

9/26

SCHOOL OF MATHEMATICS

Academic Organization

SCHOOL OF ECONOMICS AND POLITICS

Flexner, a.

Biographical

He has decided them to start first with mathematics
and then with economics--simultaneously, almost.

Confidential Report 9/26/31 with Minutes Trustees Oct., 1931

✓ 9/26

GENERAL

Academic Procedures

POLICIES

Administration

Flexner's confidential report to Board of Trustees:

There are to be no formal requirements for degrees (PhD's). Shall experiment with length and times of terms. Individual work habits shall be respected. Intimate relations and lack of formality shall prevail. Collaboration, not necessarily teamwork. Term schools loosely used. See Einstein quote:

"I am a horse for single harness, not cut out for tandem or team work; for well I know that in order to attain any definite goal, it is imperative that one person should do the thinking and commanding and carry most of the responsibility. But those that are led should not be driven, and they should be allowed to choose their leader."

Vol. 1, Number 4, Pages 8 and 9, Appendix to 10/13 meeting

PURPOSE

Corporation

POLICIES

Administration

Flexner Reported that: (in part)

" . . . The Institute for Advanced Study will, of course, by reason of its constitution and conception be a research institute; if the members of its staff are not contributors to the progress of knowledge and the solution of problems, there is no sufficient reason for setting it up; but they will also be teachers, men who have chosen a few competent and earnest disciples engaged in the mastery of a subject, precisely as the pupils of all the great masters of the last century - of Clerk Maxwell, Michael Foster, and Vinogradoff in England, of Claude Bernard or Halevy in France, of Helmholtz, Ludwig, and Wilamowitz in Germany - were in the first instance concerned to learn thoroughly physics, physiology, institutions, or Greek, as the case might be. Teaching should, however, be informal; for, if formal, mechanism will be devised; its burden should be light, for, if it is heavy, the teacher has too many pupils or the pupils are unfit. And the students may at times be investigators too, though not prematurely at the price of mastering their subjects.

* * *

Vol. 1, Number 4, Page 4 - Report of Director

9/26

By-LAWS (GENERAL)

Corporation

DIRECTOR's REPORT

Administration

FLEXNER, A.

Biographical

Flexner submits his confidential memorandum to Hardin and to all the Trustees separately so that they may look it over before the Board meeting of October 13, 1931.

JRH Correspondence from May, 1930 to December, 1933

✓9/26

p. 1/2

GENERAL

Academic Organization

GENERAL Academic Personnel

Director Flexner reported in part:

"..."

If I may endeavor to visualize the Institute tentatively, I should think of a circle, called the Institute for Advanced Study. Within this, I should, one by one, as men and funds are available - and only then - create a series of schools or groups - a school of mathematics, a school of economics, a school of history, a school of philosophy, etc. The 'schools' may change from time to time; in any event, the designations are so broad that they may readily cover one group of activities today, quite another group, as time goes on. Thus, from the outset the school of mathematics may well contain the history or philosophy of science; the school of economics, a chair of law or political theory. Each school should conduct its affairs in its own way; for neither the subjects nor the scholars will all fit into one mould. An annually changing chairman would perhaps be the only officer requisite. There should be complete academic freedom as there is in England, France, and Germany. We are, let it be remembered, dealing with seasoned and, I hope, eminent scholars, who must not be seriously or long diverted from creative work. These men know their own minds; they have their own ways; the men who have, throughout human history, meant most to themselves and to human progress have usually followed their own

inner light; no organizer, no administrator, no institution can do more than furnish conditions favorable to the restless prowling of an enlightened and informed human spirit, seeking its intellectual and spiritual prey. Standardization and organization do not aid; they are simply irksome.

..."

Vol. 1, Number 4, Pages 5-6, Appendix to 10/13 Meeting

✓1931

BUILDINGS AND GROUNDS

Facilities

GENERAL

Academic Personnel

Dr. Flexner reported in part:

"In course of time, the buildings may be so conceived and executed as to facilitate intercourse of this type. I have in mind the evolution that in the process of centuries has taken place at All Souls College, Oxford, where, as in the proposed Institute, there are no undergraduate students, and where ~~xxxiii~~ advanced students and the older Fellows live under ideal conditions, whether for their individual work or for collaboration and co-operation. No one planned all this. It grew up because scholars were left free to work out their own salvation. It cannot be imitated or taken over; but it is there, as evidence that the thing can be done, if the pace is not forced and if the hand of the executive and administrator touches but lightly the growing organism. There is a school of mathematics, let us say, made up of mathematicians; but the mathematicians will lunch, smoke, chat, walk, or play golf with the physicists; can any possible form of organization give the flexibility, the intimacy, the informality, the stimulus thus attainable? No 'director' or 'departmental head' or 'executive' needs to worry for fear that independent or water-tight groups, ignorant of one another, will form or not form. If the spirit of learning animates the Institute - and without that there is no reason for its existence - men will talk together and work together, because they live together, have their recreation together, meet on the same humane social level, and have a single goal."

Vol. I, No. 4, Report appended to Minutes 10/13/31, pp. 10.

1931

✓ 9/26

GENERAL

Educational Institutions

FLEXNER

Biography

Report to Board of Trustees:

General criticism of American Universities as too big, too inflexible, too subject to political and business domination. "(They)" are engaged in training immature and unprepared boys and girls for practical tasks which are merely matters of the moment. Voices of universities ambivalent and timorous; trustees frequently repressive.

Summary, Vol. 1, Number 4 - Appendix to Minutes of 10/13/31

✓1931

9/26

POLICIES

Administration

GENERAL

Publications

Dr. Flexner reported in part:

".... Many American universities maintain their own presses. They may in some cases be justified in so doing; but the Institute for Advanced Study needs no press. A university press is a business; if possible, it must pay a profit - at least, it must endeavor to carry itself. In either event, it usually publishes what will sell - sometimes worthwhile books and pamphlets, often books and pamphlets that had far better remain unprinted; it shrinks from publications that appeal to a small circle of readers and students, though from a university point of view such publications may be of prime importance. I favor a strict policy in respect to publication. 'Viel arbeiten, wenig publizieren', Ehrlich used to say. Let us hold to a high standard of performance as to both form and content. When a paper deserves publication, there will usually be a place for it; if a larger work merits printing, it can easily be handled, provided the actual outlay is underwritten. Thus university organization will be simplified; money will be saved; distribution will be more skilfully managed. Publicity need not be sought: if the Institute succeeds, the real problem will be how to avoid or restrict it."

Vol. I, No. 4, Report appended to Minutes 10/13/31, pp. 18-19

✓ 1931

9/26

GENERAL

The Corporation

POLICIES

Administration

Dr. Flexner reported in part:

"In closing, let me say that I am not unaware of the fact that I have sketched an educational Utopia. I have deliberately hitched the Institute to a star; it would be wrong to begin with any other ambition or aspiration. On the other hand, I have been careful to keep within the realm of the practical. But I do not deceive myself; it will not be easy even to begin on any such basis; it will be harder, as the years pass, to keep to this standard. We shall find ourselves dealing with men and women, not with angels or super-men. Difficulties will arise; disappointments will occur. But we shall be helped, not harmed, by the high level at which we have pledged ourselves to act. In any case, unless we attempted something much higher than is now attained, there would be little reason to attempt anything at all."

Vol. I, No. 4, report appended to Minutes 10/13/31, p. 20.

9/26

POLICIES (Committees on Education)

ADMINISTRATION

FLEXNER, A.

Biographical

Flexner contemplated a "Committee on Education" to outline procedures; i. e., ~~max~~ fees, terms, degrees, etc.
P. 20.

Report to Board of Trustees, October 13, 1931

GENERAL

Corporation

Walter H. Farrier (in L. Bamberger's office, Newark) to Flexner:

Mrs. Bailey was appointed Ass't Sec'y to the Board on 10/10/30.

"At the meeting to be held next week, it is proposed to amend the by-laws 'so as to provide that the business of the corporation shall be conducted by a Board of Trustees not less than 15 in number.' The corporation's charter prescribes 'not less than 12 nor more than 15.' It seems that this should be amended before the by-laws may be changed. And should not the maximum number of Trustees be specified?..."

"INSTITUTE FOR ADVANCED STUDY
Notes on By-Laws, etc.

Article 3, section 1 prescribes the number of Trustees but there is no mention made as to the number of members. It appears that the number of members should be likewise limited.

Article 4, section 1 stipulates that the officers shall consist of President, Vice-President, Chairman, Secretary and Treasurer. In the Institute's bulleting No. 1 the Director is also listed as an Officer. It appears that the By-laws should be corrected.

Article 4, section 8 states that the Treasurer is to furnish a bond satisfactory to the Finance Committee, but to date there is no notation of such a bond having been furnished. Provision is made for the signing of checks by the Treasurer and by one of five other people. Provision should be made for the signature of an alternate in the absence or disability of the Treasurer.

Article 5, section 1 specifies that the Finance Committee is to be composed of three members in addition to the President and Vice-President. In the Institute's buillettin No. 1, Mr. Leidesdorf's name is included in the Finance Committee in error.

Article 5, section 5 states that the Nominating Committee shall present 'to the organization meeting of the Trustees immediately following the annual meeting of the members, nominations for officers of the corporation.' The word 'organization' should be omitted since the Nominating Committee is to submit nominations for officers each year.

Article 7, section 1 provides that salaries and compensations of officers and employees shall be fixed by the Board of Trustees or the Executive Committee. It appears that it should be determined which group is to exercise this function, and if it has not already been done, that the present salaries and compensation should be officially fixed as provided
(Note in blank for AF & BS Bailey)

Article 8, section 2 provides that honorary degrees may be conferred by the Trustees 'upon the nomination of the Director and Faculty.' Is it to be necessary that the Faculty concur in the nomination before the Trustees can confer an honorary degree?

Article 10, section 1 provides that the by-laws may be amended by a majority vote of the members or of the Trustees at any meeting, provided notice is given. It appears that either of these groups should be empowered to amend the by-laws, but not both, especially

in view of the fact that the members may attend meetings by proxy and the Trustees may not.

The Minutes of the meeting of October 10, 1930 indicated that Mr. Louis Bamberger was elected 'President of the Board.' However, Mr. Bamberger was elected President, there being no such office as 'President of the Board.' This same wording appears on the Institute's letter-heads.

Walter H. Farrier
/s/ WHF
3/16/31"

Flexner to Farrier, 10/10/31:

"Thank you very much indeed for your extremely painstaking study of the Certificate of Incorporation, the By-Laws, and other documents. I am sure that all members of the Board will appreciate your efforts to harmonize the two fundamental documents. In respect to some of the items, I think I can explain. In other details, I would suggest that you confer with Mr. Hardin, in whose office the Certificate of Incorporation was drawn and the By-Laws put in shape.

"Article III, Section 1.

It was my understanding from Mr. Hardin - though I ~~may~~ have been mistaken - it was not necessary to limit the Trustees to the same number as the Members.

Article IV, Section 1.

Mr. Hardin explained that the need of having both Trustees and Members was a technicality of the New Jersey law, which is of no practical importance. That being the case, the only way to avoid confusing ordinary readers was to lump the officers in the Bulletin and not to try to distinguish Trustees, Members, and officials of the Institute. Perhaps on the letterhead it might be well, when we get new stationery, to call Mr. Bamberger, President, and omit the words, 'of the Board', as we do in the case of Mr. Houghton. The letterhead was worded in that way, so that communications that really belong to the Director would come to him rather than to Mr. Bamberger.

Article IV, Section 8.

I have no knowledge on the subject of the bond, nor do I know what is the practice in the event of the absence or disability of the Treasurer.

Article V, Section 1.

Mrs. Bailey discovered that Mr. Leidesdorf's name should not have been included in the Finance Committee, and it will be omitted in future publications. In the Minutes of the Meeting of January 16, 1931, page 1, his name was omitted.

Article V, Section 5.

Mr. Hardin can probably explain why the word, 'organization', was used and what ought to be done about it.

Article VII, Section 1.

I believe that it was intended that either the Trustees or the Executive Committee might fix a salary.

Article VIII, Section 2.

It was intended that no honorary degree could be conferred by the Trustees except upon the nomination of the educational authorities.

Article X, Section 1.

In reference to this, I suggest that you consult Mr. Hardin.

"The Minutes of the Meeting of October 10 ought to be changed so as to show that Mr. Bamberger was simply elected President.

"In reference to Mrs. Bailey, two separate actions were taken. She was appointed to serve during the pleasure of the Board or of the Executive Committee and the next paragraph shows that she was elected until the next annual meeting. The latter was a superfluous act."

Source: D Farrier, Walter H.

1931

10/13

COMMITTEES
(Site)

Corporation

GENERAL

Committee of four on site authorized renewal of lease for office at 100
East Forty-Second Street authorized at \$2300 per year.

Meeting to be held by President

Copied 1/1/32

Meiss Chmn

Auditor

E. B. Berger

Weed

Director of Ops

Vol. 1, Number 4, Page 2, - Minutes

10/13

1931
TRUSTEES

Corporation

Mr. Edgars S. Bamberger, Chairman of the Committee on Nominations, presented a report recommending the election of the following as Trustees: Aydelotte, E. S. Bamberger, L. Bamberger, Carrel, Flexner, Friedenwald, Mrs. Fuld, Hardin, Houghton, Lehman, Leidesdorf, Maass, Sabin, Straus, Weed.

Whereupon the above were unanimously elected Trustees and were divided by lot into five classes of three each, to serve respectively for the periods of one, two, three, four, and five years as follows: (See Minutes).

{
Trustees Minutes of the Annual Meeting of the Members of the Corporation, October 13, 1931

BY-LAWS

Corporation

Due notice having been given, the following amendments to the By-Laws were adopted:

Section I of Article II of the By-Laws of the Corporation was amended so as to read as follows:

"The annual meeting of the Members of the Corporation shall be held on the second Monday in April, in each year."

Section 7 of Article III of the By-Laws of the Corporation was amended so as to read as follows:

"A regular meeting of the Board shall be held immediately after the adjournment of the annual meeting of the Members, and other regular meetings of the Trustees shall be held on the second Monday in January and the second Monday in October, in each year."

Minutes of the Annual Meeting of the Members of the Corporation,
10/13/31

1931
BUILDINGS AND G ROUNDS

Facilities

Director stressed importance of decision on Site I. A. S.
President asked to appoint a committee. Announced at
meeting 1/11/32. Maass Chairman, Aydelotte, Edgar Bamberger,
Weed, Director ex-officio.

Pres. VP. ?

Trustees Minutes, 10/13/31

1931

✓ 10/13

OFFICERS

Corporation

Officers re-elected with addition of

Mr. Ira A. Shur, Assistant Treasurer

Vol. 1, No. 4, P. 3 Minutes of the Meeting of the Board of Trustees - 10/13/31

1931

✓10/13

OFFICERS

Corporation

"Officers to serve until the next annual meeting were elected as follows:

Mr. Louis Bamberger, President
Mrs. Felix Fuld, Vice-President
Mr. Alanson B. Houghton, Chairman
Mr. Samuel D. Leidesdorf, Treasurer
Mr. Frank Aydelotte, Secretary

The following appointments were made:

Mr. Abraham Flexner, Director of the Institute
Mrs. Esther S. Bailey, Assistant Secretary
Mr. Ira A. Schur, Assistant Treasurer"

Vol. 1, Number 4, Page 3 - Minutes

1931

✓10/13

TRUSTEES

Corporation

All members re-elected - Terms as follows:

"For one year

Mr. John R. Hardin, Mr. Samuel D. Leidesdorf, Mrs. Felix Fuld

For two years

Mr. Edgar S. Bamberger, Mr. Herbert H. Maass, Mr. Alanson B. Houghton

For three years

Miss Florence R. Sabin, Mr. Frank Aydelotte, Mr. Herbert H. Lehman

For four years

Mr. Abraham Flexner, Mr. Louis Bamberger, Mr. Percy S. Straus

For five years

Mr. Julius Friedenwald, Mr. Lewis H. Weed, Mr. Alexis Carrel"

Vol. 1, Number 3, Minutes of Members, Page 2

1931

✓ 10/13

BUDGET

Finance

"On motion, the fiscal year was fixed to end June 30 of each year.

A budget for 1931-1932 was presented as follows:

Budget for the Year Ending June 30, 1932

| | |
|---|--------------------|
| Salaries | \$24,000.00 |
| Office rent | 2,300.00 |
| Traveling - estimated | 2,500.00 |
| Communication, entertainment, printing, etc. - estimated | 1,000.00 |
| Petty cash disbursements - estimated | 750.00 |
| | <u>\$30,550.00</u> |

On motion, the budget for 1931-1932 was approved, as submitted.

Vol. 1, Number 4, Pages 1 and 2, Minutes

1931

10/19

HEAD, SIR HENRY

Biographical

GENERAL

Academic Organization

Head (Hartley Court, England) to Flexner:

"I am extremely grateful to you for letting me see your memorandum, setting forth the sort of things you have in mind to do and the spirit in which they ought to be done.

"Through your kindness I am already familiar with the greater number of your aims, but I am much interested to see that you now include Economics in your scheme, for I imagine that it will be much more difficult to obtain the right kind of man for this subject than for Mathematics.

"I was much interested also in your account of how the right kind of students are to be obtained, and I think you might be able to amplify what you say on P.8 for the sake of those who, like myself, are not familiar with the conditions of student-life in America.

"I imagine that at first and for many years the number of men capable of studying Higher Mathematics will be scanty.

"I have absolutely no criticisms to make, but there is one sentence on P.7

which I have marked with a [redacted] which I do not understand. You mention a voluntary commission composed of scholars and laymen which has undertaken the study of the problems insufficiently dealt with by the last Royal Commission. I presume this alludes to those members of the University of Oxford who under the leadership of the Master of Balliol are pushing for further reforms.

"I must thank you again for your kindness know the various steps in your/^{most} next remarkable ~~fear~~ of action. You know how much you have my sympathy in your life-long efforts to improve higher teaching."

I am

10/22

p. 1/3

PARTICIPATION IN ADMINISTRATION

Academic Personnel

FLEXNER, A.

Biographical

STRAUS, PERCY S.

Flexner to Straus, October 22, 1931.

"I was lunching with Mr. Bamberger yesterday, and he told me that you were still dubious about the wisdom of having members of the faculty on the Board of Trustees... I am firmly convinced that the absurdities connected with our universities would for the most part never have taken place if a few outstanding scholars had been members of the boards of trustees and in position to express their views to the trustees, as they have expressed them to me. Within the last few days two Harvard professors have talked to me on the School of Business, as it is, and they have both said that, had the faculty been consulted, the School could never have been organized in its present form. The Harvard Corporation never gave these men, who know what education is, a chance to be heard. Precisely, the same has been said to me by

1931 Participation in admin.

Pleyner, A.

Straus, Percy S.

Acad. Personnel
Prog.

Columbia professors with respect to the abuses out there. Last Monday night I dined with one of the most distinguished members of the Columbia Trustees. He said that my book was a revelation to him. Had a few distinguished members of the faculty been sitting on that Board, they could not have helped raising questions which ought to have been raised and which were not raised by President Butler... ~~XXXXXX~~ The autocratic power of the American college president ought to be curtailed. It cannot be curtailed by a lay board. It can only be curtailed if:

(1) The Faculty has a voice in the management of the institution, and

(2) Outside scholars can also criticise the director or anybody or anything else. I don't want to be a Mussolini, but one could almost be if one were dealing with merely a lay board. There is not the slightest doubt in my mind that the government of American universities is going to undergo ~~the~~ in the next twenty-five years a radical reconstruction. We may not have hit off the exact form, but we have made a step towards it. However, this is

Acad. Personnel

p.3/3

Polytechnic Institute
Pleyner, A.
Straus, Percy S.

Prof.

a one-sides speech, and I am anxious to hear your side,
so let us get together at our mutual convenience.

"P. S. Note that the number of professors is limited by
the By-Laws to three, though I myself would not be afraid of
a larger number. Further, they are selected. Finally,
we have outside scholars and educators, like Aydelotte,
Carrel, etc. Now, if the outsiders can help us, why can't
the insiders?"

D File, Straus, Percy S.

10/28
11/6

| | |
|------------|----------------|
| GENERAL | Administration |
| OFFICERS | Corporation |
| GENERAL | Finance |
| LEIDESDORF | Biographical |

Leidesdorf takes up with both Bamberger and Hardin the question of bonding the Treasurer. A bond company has suggested that it should be \$200,000, and the cost would be \$500.

On November 6, Hardin after conferring with Mr. Bamberger believes that a \$50,000 bond will be ample. This was at 25 cents per 100 dollars.

JRH Correspondence from May, 1930 to December, 1933

1931
MATHEMATICS

Academic Organisation

ECONOMICS

Administration

POLICY

Biography

BIRKHOFF, GRO. D.

See letter on proposed Institute

Birkhoff to Flexner - 11/5/31

Vol. 1, Appendix to minutes of 4/11/32 (first set of minutes in Vol. 1)

POLICIES

Administration

MATHEMATICS

Academic Activities

ECONOMICS

BIRKHOFF, GEORGE D.

Biographical

George D. Birkhoff to Flexner, November 5, 1931. Copy.

"Cambridge, Nov. 5, 1931

"Dear Doctor Flexner:

"It was a great privilege to see you and have such a good talk with you while you were in Cambridge. I enjoyed also your interesting lecture at the Old South Meeting House and your responses to the numerous questions from the audience. It was an audience of a kind I find appealing.

"Since I saw you I have been thinking more about your admirable report to the Board of the Institute for Advanced Study. Your report is a wonderful one which should be regarded

Politics

Math.

Econ.

Parkhoff, George D.

Admin.

Acad. Activities

Biog.

as a permanent statement of the ideals of the Institute.

"I will give you, however, my principal reactions for what they are worth

"(1) Subjects

"Your selection of mathematics as a first subject is a very wise one, not only because it stands for pure intellectual endeavor of the highest type and plays an ever increasing role in the sciences, but also because the whole field of human thought should undergo 'mathematical clarification'. George Boole, the Irish mathematician and inventor of symbolic logic says in his book on the Mathematical Laws of Thought that he looked in vain through the philosophic work of Spinoza, cast in almost geometric form, for a single syllogism! What are the various self-consistent points of view, the precise definitions, the underlying assumptions, and the purely logical consequences in various important social domains? I think it is important for the human race to find out. My forthcoming book on Aesthetic Measure will represent one investigation of this general type.

Policies
Math.
Econ.
Pomphoff, G.D.

Admin.
Acad. Activities
Proj.

"In your second subject of economics I think you have also made the best possible choice. Ha Shih the Chinese philosopher has pointed out that the material success of the West is really spiritual in many of its aspects. Perhaps he did this to counteract a rather prevalent Chinese view that Western civilization is merely materialistic. He is clearly right to the extent that human welfare can be immeasurably improved in the Far East and this would make possible a development of the spirit not possible at present. But we know so little of economic law from a fundamental, impartial world point of view. Clearly the Institute can be of great service in the economic field."

"(2) Persons

"The staff, especially the first staff, is fundamentally important for the Institute. The Institute must therefore secure men of the highest possible calibre, outstanding figures of their day. By so doing there will be set up a high and severe intellectual standard such as is obviously not to be found today in American Universities. I regard the setting of proper standards in this manner as extremely important in this country.

Admin.
Acad. Activities
Bog.

11/5

p.45

1931
Blitzer
Math
Eton.

Birkhoff, G.D.

"In order to get this initial staff it is obviously necessary to set your maximum salaries at a rather high level. I think much will depend upon the decision of the Institute in this direction. Not that the question of compensation is a fundamental one, once a certain satisfactory level has been reached, but rather that America has become and is likely to remain a country in which the status of the scholar and of scholarship is deeply bound up with the reward which is given him. At Harvard today the regular maximum salary is \$12,000 and is likely to go to \$15,000 in a few years. The University of Chicago has already gone beyond this latter amount (at least in offers) in special cases.

"The working conditions at the Institute will of course be ideal from the outset, and this fact will weigh very heavily with the kind of man you want to get.

"(3) Locations

From our talk together I know that you are considering Princeton and Washington as possible locations. I think that

Admin. 1/5 p. 5/5
Acad. Activities
Birkg.
Elon.

Birkhoff, G. D.

Princeton is perhaps better, primarily because of the remarkable mathematical center there and the fact that Princeton is on the up-grade among American Universities. As a physical site and in geographical location, it would be hard to improve upon Princeton.

"Cambridge also has points to consider, as an intellectual center of first order, not too large for a reasonable quiet in living.

"However I come back finally to Princeton as the possible future location of the highest centers of learning and research, near to New York. The Princeton mathematical group will cooperate strongly with yours. That is also an important item.

"I am looking forward with much interest to seeing Professor Mitrany in a few days.

"With kindest remembrances,

Sincerely yours,

/s/ George D. Birkhoff

File I-12

Nov 5.

BUILDINGS AND GROUNDS

Committee

Facilities

Corporation

A brief resumé. Bamberger chose the Committee with help from Flexner. Bamberger's nominees: Maass, Aydelotte, E. S. Bamberger, Flexner. Flexner's were: Maass, Aydelotte, Weed, E. S. Bamberger. Bamberger chose Maass as Chairman. Committee appointed 11/5/31. First meeting was on December 7, 1931, for two and one-half hours. Present were all the members and Louis Bamberger and Flexner. They decided that the Secretary should write ~~various~~ members of faculties of various institutions giving the general ideas of the Institute and asking ~~max~~ for suggestions on site, facilities, etc.

On December 9, 1931, E. S. Bamberger sent to Flexner a map with circles drawn around South Orange with 10-mile radius. ^{Nat'l} A point in discussion had apparently been distance from South ~~Orange~~ Orange, and Bamberger noted the distance from 35 to 40 miles to Princeton by road. The letter sent out was approved by Maass. The list of addressees is in the file.

On February 28th, there was a meeting of the Committee near Princeton, to which on Flexner's advice, Veblen was invited

same file

7/20 ✓ There?

since he knew the ground. Presumption was that Flexner had talked to the founders at Phoenix, Arizona.

The conference was between Leidesdorf, Maass, Flexner, Veblen and E. S. Bamberger.

See letters in file, particularly Hans Zinsser's which Maass suggested should be sent to the founders because of its importance.

GENERAL

Educational Institutions

FLEXNER, A.

Biographical

Article, "The Gates of Excellence."

Filed in Vertical File under "E" for Educational Institutions.

Photostated from Flexner's copy

11/12 to
11/17

Flexner away - went South + West.

Bethesda? Mrs Bailey 11/12

D site

ECONOMICS

Academic Activities

ECONOMICS AND POLITICS

Academic Organization

MOULTON, H. G.

Biographical

Excerpts from Memorandum on Graduate School in Economics prepared and sent to Flexner by Dr. H. G. Moulton (Brookings Inst., Wash. D. C.)

.....
 "I differentiate between the fields of research work in universities and scientific organizations and in public and business organizations because the requirements in these fields are substantially different. Experience has shown that many men who are reasonably well equipped for what I may call academic research--using that term fairly broadly--do not fit in well with the research requirements of business and public institutions. This is because so-called scholarly research is likely to become over-abstract and pedantic. Even where this is not the case the man trained in methods of scientific research as applied to academic problems is likely to be confronted with real difficulties in adapting himself to the requirements of research jobs which have practical objectives. I believe very strongly also that a scholar will be much more effective, whether in the field of academic research or public and business research, if he is thoroughly familiar with the problems and requirements in each field.

"The graduate school which makes disciples of a particular school of thought or point of view is fundamentally defective. The objective should rather be to acquaint each student thoroughly with the different schools of thought and with the factors or circumstances which have presumably influenced the development of each particular type of thinking and to leave him free at the end to work out his own viewpoint, methods, etc. Economics, like most other fields, is full of individuals who are primarily concerned in showing the shortcomings and defects of professional confrères rather than in constructively aiding in the development of a better society. A graduate school should not produce either disciples of some new thought or point of view of passing importance or fundamentalists who are concerned with defending the faith of our economic forefathers. Complete open-mindedness should be the goal--an open-mindedness which would seek to assay the past developments in the science for what they are worth, while looking at all times for the possibilities of new insight and understanding.

.....
 "It has become a necessity that a competent economist ~~must~~ have considerable statistical competency, and be able to read and understand accounts..... It is little short of a scientific tragedy at this particular juncture that so few of the mature economists today had any adequate statistical training in their graduate days. The situation is tragic because they either seek to make their contribution without statistical data, or they use statistics in an indefensible manner.

"The ability to interpret accounts is almost as important as the ability to interpret and handle statistics. This does not mean that one must know how to keep books or to handle accounting devices.

.....

"The graduate must have demonstrated his capacity to write with some degree of effectiveness. There are two distinct phases of this writing which should be kept in mind. Many people can write a good article on a special topic. Few can organize effectively a large body of material into a book, or even a pamphlet. Training in the organization of material with a view to its presentation in an orderly and clear manner is essential.

.....
"I have been prompted to include ability to speak for two reasons, first, because it is of course essential to successful teaching, and second, because it is a very great asset in general if one is to make his work most effective.

.....
"From what I have said in the previous section it is clear that in my view your graduate school must either organize to give work in statistics and accounting, as well as other courses of an elementary and intermediate character, or it must lay down a series of prerequisites for admission. The latter is preferable and should I think, at this date, be feasible.

"In the later years when I was at Chicago we had reached a stage where, in addition to the general introductory course in economics and the so-called tool courses, we required graduate students to take, in case they had not already done so as undergraduates, the so-called intermediate course in the field in which they expected to specialize. (This had to be taken without credit.) In the field of finance, for example, students in graduate courses in monetary theory, in banking theory, in bank management, in corporation finance, etc. were supposed to know the material covered in my course in Financial Organization, which was an introductory and integrating course in the entire field of finance. This was a great step forward over the old

system whereby each of the so-called graduate courses had to begin at the very beginning with an enormous amount of duplication resulting.

"Unless you can insist upon similar prerequisites in various fields of economics your graduate work would have to begin on a lower plane than is the case at Chicago and perhaps some other universities. You labor under a certain disadvantage in this connection since your graduate students cannot combine the taking of these prerequisites with their regular graduate work--inasmuch as you would not have an undergraduate curriculum at hand. (Perhaps the way out of this difficulty is to think in terms of a four-year graduate school with the first year devoted in substantial measure to laying the necessary ground work for those who have not been adequately prepared, etc. As you know, the personnel coming up to a graduate school inevitably varies widely in its preliminary training.)"

"I would not go so far as to say there needs to be the same degree of sequential development in the social sciences as in the natural sciences but it does seem to me to be absurd to assume that any graduate student is equipped to take any graduate course, short of the seminar course. The fact that this situation prevails is to me evidence of the backward state of economic development as compared with the natural sciences."

"...While I have not given sufficient thought to the problem to suggest a well-rounded curriculum, I do feel prepared to make a few suggestions which I regard as rather basic in character. I am setting them down without reference to the order in which they should be given.

"1. There should be, I think, a broad general course on the development of scientific thought and method, which course would consider the relationships between the different social sciences and also the natural sciences.

"2. There should be an extensive course, probably covering a year, in the history of economic thought. Primary emphasis should be placed upon the relativity of economic thought at different periods to the conditions prevailing at those particular times. Economic doctrines and economic schools of thought in large measure are to be explained by economic and other factors which were of significance at the particular time these doctrines or schools arose. Indeed, it is possible from a study of the evolution of economic thought to shed new light upon many significant historical developments in other fields and give to the student a new conception of the unity of economic and social development and the growth of scientific ideas."

"3. The curriculum must provide for special training in a number of particular fields, such as finance, labor, trade and industry, and agriculture. There should probably be course offerings in each of these fields on an advanced level and there should certainly be seminar courses in each field where the instructor and a group of students could go thoroughly into specific problems and their implications."

File III-19

12/3, 12/5, 12/7
12/9

GENERAL

Finance

INVESTMENT

LEIDESDORF

Biographical

HARDIN, JOHN R.

~~Hardin to Leidesdorf, December 9, 1931.~~

December 3, 1931. Leidesdorf asks Hardin if the \$46,000 showing as a balance in the Institute's funds at December 2, 1931 should not be invested, and he asks for Hardin's judgment on the investments.

Hardin replied December 5, 1931. "I agree that investment is desirable... There are bargains now to be had in investments, although there may be some difference of opinion in selections. I incline at the minute to high grade operating utilities."

Leidesdorf to Hardin, December 7, 1931. Thanks. Will you advise me of the specific issues you have in mind so we may give them due consideration?

Hardin to Leidesdorf, December 9, 1931. "Are you panic stricken on railroad bonds? I am not. Jersey Central ~~XXX~~ 5s at 95 appeal to me. What do you think?"

"After I get your reaction on railroads I will be glad to make some suggestions. I think our investments can be made on the theory that they will not be disturbed, and from the angle of steady income. So made, on an income basis satisfactory at the time of investment, we do not need to be concerned about the ups and downs of Wall Street quotations. I think too much stress just now is being put by long time investors on sacrifice price quotations, rather than on income yield. Of course I refer to high type investments of demonstrated income stability. I think we are in agreement that it is not a good time to fill up on common stocks, although if I were a convert to that investment school, as I am not, I should be inclined to think some common stocks at present lows would be very good buys."

GENERAL

Educational Institutions

GENERAL

Corporation

VINCENT, GEORGE E. (Rockefeller
Foundation Emeritus)

Biographical

FLEXNER, A.

Vincent to Flexner on the memorandum of September of 26, 1931.

He is obviously critical.

Size and scope. He thinks the small beginning, mathematics and economics, are clear enough until one finds that the latter is to include "political theory, ethics and other subjects that are involved therein." He thinks this would call logically for ^{and} ~~physic~~ anthropology, social psychology, social philosophy at least. He asks if Flexner isn't proposing a school of the social sciences? If he is, a good, well-rounded one would run to a lot of money, especially on a full-time, high salary-scale basis.

Resources present and future. He can't judge the memorandum without knowing what amount will be forthcoming for endowment.

He does not think it would be possible to found the initial mathematics-economics combination on \$250,000 a year, to say nothing of building buildings. His question is not prompted by curiosity, but that he may more competently advise.

A research and teaching policy. On research and teaching policy he is uncertain--as to how except in numbers the Institute will differ from the best kind of university graduate school in its teaching function. Suggests excellent seminars with small numbers of students to meet informally with first-class investigator-teachers. He is unable to see how students will be recruited unless it is allowed them to attach themselves to investigators as research assistants. He thinks enough of that would in the end exclude the other type and transform the institution into a research institute. It is a subject for experiment.

Universities as maelstroms. Disagrees with Flexner's general criticism of the universities, both in the memorandum and in Universities. He is a little sarcastic at Flexner's assumption that such things as cross communication between the

disciplines and social life and interest in something other than a man's discipline are not possible in a university.

He also thinks that Flexner will not be able to get the men he wants because the universities treat them so well there is only one edge which Flexner might have and that would be higher salaries.

He is critical that the site has not been chosen, and recommends connection with the University so that library ~~functions~~ functions, etc. do not have to be duplicated.

Cites the Atheneum Club in Pasadena to be used jointly by the staffs of Mt. Wilson, the Institute of Technology, and the Huntington Library and the Art Museum. Thinks this would be very good.

Academic freedom. He questions that academic freedom will be any more realizable at the Institute than in ~~this~~ a university.

It is the complaint of solid men of affairs which would affect the benefactors, and Vincent thinks that the founders of the Institute would be as ready to listen to it as any other philanthropist are.

He questions whether the Institute will attract the kind of students it wants, and says it will be entirely dependent upon the facilities for research under distinguished leaders, concluding properly that the teaching side will be much less of an inducement. He thinks Flexner is right in providing fellowship and loan funds. "You could not compete without them."

He suspects that engineers, lawyers, advertising men, bond salesmen, industry representatives generally will look with more favor on the \$10,000 to \$12,000 university salary because of its steadiness.

Congratulates Flexner on travel for the staff as a sound idea. Raises a question as to whether the Institute will be coeducational.

Suggests administration is a good subject for experiment. "Why not try educational control by the full professors? Woods Hole managed by college and university men is one of the best administered institutions I know. Selecting a few members

of the staff to sit on the Board has its drawbacks in envy and suspicion. Anyhow your idea of a minimum of management and regulations is refreshing and encouraging."

In his acknowledgment, December 11, Flexner made appropriate comments under each heading, saying under Administration: "Arnett urged the University of Chicago some years ago to take the step I am taking. He saw both as officer and trustee the chasm between the two bodies, namely, the faculty and the trustees."

D, Institute - Organization

PARTICIPATION IN ADMINISTRATION

Academic Personnel

VINCENT

Biographical

Vincent to Flexner. Suggested "educational control by full professors." Few professors on trustees will lead to factionalism.

Woods Hale managed by college and university men is one of the best administered institutions Vincent knows.

D, Institute Organization

VEBLEN, OSWALD

Biographical

FLEXNER, ABRAHAM

Administration

POLICIES

Flexner to Veblen:

"Let me thank you most heartily for your great kindness to me yesterday. I had meant to bring with me a confidential report submitted to the Trustees at their last meeting. I wonder if you could find time to glance through it and make any suggestions that occur to you. You can write on the margin or the back or dictate or treat it in any way that is easiest for you before returning it to me."

File V-5

1931

✓12/12

POLICIES

Administration

LOWES, JOHN L. *Assistant Harvard*

Biographical

Dr. Flexner to Prof. Lowes, Cambridge Mass.*

"The Trustees of the Institute for Advanced Study have been for the past year and a half very carefully reflecting upon the details of the enterprise committed to them by Mr. Bamberger and Mrs. Fuld. They are entirely clear as to the scope and functions of the new Institute, namely, that it will endeavor to enable small groups of scholars in important fields of learning to devote themselves under the most favorable circumstances to the prosecution of their own work and to the training of carefully selected students at the highest possible intellectual level. Latterly, a committee has had under consideration the question of the conditions which scholars and scientists in the light of their own experience believe to be most conducive to the achievement of this purpose. I have been authorized to ask a small number of scholars for suggestions derived from their own experience in this country and abroad as to the physical and other material conditions including contacts and environment, which would tend to facilitate the purpose of the Institute, and also as to what obstacles we can and should, if possible, avoid. A very frank and detailed statement from you would be greatly appreciated and would be regarded of course as entirely confidential." *Sir L L*

Source: IAS Trustees - Maass, Herbert H.

GENERAL

Academic Personnel

GREGG, ALAN (Rockefeller Foundation)

Biography

PURPOSE

Corporation

Gregg to Flynn 11/4/31

"Another inadequacy in your statement which comes much nearer being, in view of the importance I attach to it, an omission than an inadequate accentuation, is the topic of the form of recruitment and selection of personnel. Such knowledge as I have of human institutions makes me think that this is more important as a topic than the subjects the Institute may adopt as fields of work. It is almost as important as the persons since it is the way of finding persons, and it is one of the most certainly effective of the conditions of work in an institution. Your statement seems weak to me, not because it does not say how you are going to select and recruit men, but because it does not acknowledge adequately the importance of this phase of your future. The ways by which a man is going to be acknowledged as a valuable member of the Institute for Advanced Study would interest me more than any other phase of your present exposition. It is evident that recruitment and selection of personnel will be markedly different at the outset from the recruitment and selection at a later period. Your preference to borrowing and your opinions thereon seem to me to be well taken, and I would add that in borrowing from American universities

by means of two and three year leaves of absence, which would give individuals a highly desirable period of reflection, study and writing, might be added to what you imply about borrowing from foreign institutions.

"I am more in sympathy with your sensitiveness to the defects of existent universities than with your assumption that the remedy lies in a new form of organization. You express this feeling in part when you say "I fear that mere organization and rules will not alone achieve our purpose". But is it not your major assumption that the different conditions of life to be secured by a difference of organization will produce the desired result? It would seem to me that your fear lies very close to the major assumption you make in proposing a new form of organization. Perhaps that is as it should be and it is well thus to have continued a solicitude for the real raison d'être of the Institute.

"Your presentation stresses the faults of university life in such a way as to make it reasonable to assume that the Institute for Advanced Study is organized as a protest. What if the nature of university life were to improve independently of your proposed organization? Would it still have something peculiarly useful to do and to be? I would make this point clearer, and I suspect that the best argument here lies in the possible easy freedom of the Institute to create chairs for new subjects or able individuals (cf. Collège de France), a peculiar function that will perhaps always be laborious and even inhibited in the university.

"My main concern in forecasting the future of such an institute as you propose

would be its viability. It is easy enough to father such an undertaking - by whom and how is it going to be mothered? What influences, tendencies, and needs can you safely assume as constantly nourishing the organism you propose to create?

Why. Motherhood!

"..."

Flexner replies Dec. 16, 1931

"..."

"3. Libraries - do you think that I take the library problem lightly? I should say that it is giving me more thought than any other single detail.

"The library problem depends partly on location: it will be solved by equipping with books - and of course, journals, though I do not say so - for the several schools; out of these, the Institute library will ultimately grow."

"I can add for your private ear that the location of the Institute will be decided more upon the basis of library facilities than anything else.

"4. Recruitment and personnel as against subjects. They cannot really be separated. If one decides upon Sanskrit, one cannot do Sanskrit unless a first-rate Sanskrit scholar is available. If a first-rate scholar is available, that makes Sanskrit available. I do not see why 'recruitment and selection of personnel' should ever be different than it is at the start. After thirty years Simon selects people at the

Institute precisely as he selected them at the beginning. He does not keep anyone who is not first-rate. He will go to the ends of the earth to get anyone who is first-rate. He will not take a person unless the subject is important. He will not take a subject unless a first-rate person is available. For twenty years he has been thinking of the subject of plant pathology. Only within the last year has he found the right man. I do not see, as I say, how the two things can be severed.

"5. I should not call the new Institute 'an organization'. I should insist that it is a very, very different conception of purpose and that the differences of organization which I describe follow from the differences of purpose. Should the organization be changed in the direction of existing organizations, it would unquestionably hurt the purpose. This memorandum has been read by scholars and scientists all over the world. I think you would be amazed if I could tell you the names of the men who would like to be associated with it. What attracts them primarily is its purpose and of course the easy-going type of organization necessary to realize that purpose. Had I conceived it in terms of organization primarily, I do not think it would have interested any of them.

"..."

12/14
~~12/28~~ 12/28

GENERAL (BY-LAWS)

Corporation

COHN, ALFRED E. (Hospital of the Biographical
Rockefeller Institute)

BEARD, CHARLES

FRANKFURTER, F.

FLEXNER, A.

re-

Cohn's letters on his proposed /draft of the by-laws of the Institute. (Not in files). Contain his statement that

Frankfurter and Beard approved of Cohn's draft of by-laws "not only in principle, but in detail... We corresponded with each other and discussed in person not only each several item, but the accompanying letter as well; both expressed our united convictions."

(So far no copy of these jointly submitted by-laws has turned up, nor has Flexner's correspondence with Cohn respecting them appeared).

Judging from the letter of December 14, Cohn:

(1) Eliminates Education Committee with the remark that not a committee, but the Director gets the Institute started;

(2) "Freed the faculty from the control of power, inevitably, inalienably, inextricably tied to money...A small representation, a minority, never ^{full} in history established any rights." He apparently plumps for academic freedom and leadership.

(3) "I have crossed out everything about degrees...They're another source of corruption anyway."

An) Frankfurter - 12/132

12/17/31

12/28/31

111

1932

π

PARTICIPATION IN ADMINISTRATION

Academic Personnel

MAASS, HERBERT H.

Biographical

HARDIN, JOHN R.

FLEXNER, A.

Maass to Hardin, December 17, 1931.

He has had several conferences recently with Flexner who has asked him what, if any, steps have been taken to amend the by-laws and certificate of incorporation so as to provide for the change in the number of trustees covering the desire to leave room for faculty representation among the trustees. Inasmuch as the next meeting is to be held on January 11, he is anxious to have this matter disposed of in ample time to prepare the docket for that meeting which should be sent out two weeks in advance.

The formal notice of the meeting of January 11 announces: "There will be presented to the meeting for adoption an amendment

to Section I of Article III of the By-Laws, by adding to said section the following:

'In addition, members of the faculty, not exceeding three in number, shall sit with the Board in an advisory capacity to serve for a period of two years'."

Change to 3 yrs by BS 11/32 P5.

1931

✓ 12/20

HEARD, CHARLES A.

Biography

GENERAL

Educational Institutions

The great farce in American Education is the expenditure of millions for buildings while scholars live around them on starvation wages.

Chas. A. Beard to A. Flexner Vol. 1, Minutes 12/20/31

1931

✓ 12/20

POLICIES

GENERAL

BUILDINGS & GROUNDS

Administration

Academic Organization

Facilities

Letter from Charles A. Beard to Dr. Flemmer - 12/20/31

"Doubtless the answers you receive will vary according to the experience, temper, and intellectual interests of the scholars who make them. What a student of history would require will naturally differ from the necessities of a physicist.

"Speaking for myself, I will say that all I have ever wanted consists of sufficient compensation to remove worry and uncertainty, access to library facilities, a few students really interested in the pursuit of learning, and work rooms for them and for seminar discussions. Nothing more. I have never looked to an institution to provide social life in any form. The fact that I happen to be in an institution with a chemist or a mathematician does not seem to me to be any reason at all why I should ever see him except at faculty meetings. I have been more interested in learning from the world of experience outside than from the learning of academicians. But that is a matter of temper and will, perhaps. If an academic colleague and I happen to strike fire together, well and good. If not, that is that. Why try to force social life?

"Still, I know from experience that most academicians enjoy community life of a kind, more or less. Therefore I imagine that your Institute will do well to establish a central institution for social life. The best example of such a thing that I know is the Athenaeum at the California Institute of Technology. It provides a comfortable center for the men who care for it, especially for the younger scholars, and makes possible a certain communion of scholars and apprentices. It is a god-send to the wives of the community for it makes entertaining easy and a pleasure. Therefore, I commend it to your consideration.

"Other facilities will depend upon what you have to spend. The great farce in American education is the expenditure of millions for buildings while scholars live around them on starvation wages. If you start your Institute near New York and include instruction in history (with which I am somewhat familiar), I should say that your scholar in charge would want to have at hand a small library of working materials and then exploit the library resources within reach by motor or train. It is not the number of books he has that counts but his competence in making use of his resources. Unless you have enormous resources you cannot compete with established libraries. There is not point in it anyway. Each scholar will know what general works he should have for his students and will want a special collection in some field for intensive work."

GENERAL

Academic Organization

MEMBERS

SCHOOL OF HUMANISTIC STUDIES
C. R. Morey (Princeton Univ.) to Flexner (N.Y.)

Publications

Academic Organization

"...so far as work in the humanities is concerned, by the desideratum of easy access to an adequate library by student and teacher, and of these two to each other.

"The word 'adequate,' however, should be interpreted in its fullest meaning. An adequate library for advanced study is, in my opinion, not only the result of sufficient expenditure of money, but also the result of care and thought extending over years of accumulation. Its adequacy in the matter of the titles it includes will be determined by its completeness in the matter of periodicals, its possession of all source material that has been reproduced in printed form, and the necessary monographs and handbooks. It should include, at least for archaeology, a comprehensive collection of photographs, and if this is not immediately available, it should have funds for the free purchase of photographs required for research. In almost any branch of the humanities, such a library should be equipped with a modern photostat, with an operator. For archaeology, a photographer is also desirable.

"In my opinion, a great deal of the most valuable part of graduate teaching is the informal kind which is administered by the graduate students to each other, and by their teachers in casual conferences. To facilitate this, I believe that graduate students

do their best work together in a large study room, convenient to the library, and that the office or offices of their teacher or teachers should be near this room, and near the library, and situated in such a way that the activities of both are inextricably mixed up.

"As to personnel, beside a photostat operator, and the librarian, if there be one, an ideally constituted seminar for advanced study should include a person in the capacity of a research indexer, competent to perform odd jobs of bibliography and the simpler kinds of primary investigation, and sufficiently trained in library methods to be able to conceive and carry out a card index of the data that accumulate in research work.

"It seems to me that advanced study in the humanities is quite different in its dependence on a library from the sciences. Roughly speaking, the humanities are retrospective, and the sciences, prospective; at least my scientific friends tell me that anything published longer ago than the last twenty years is really not needed in a working library for a scientific seminar. On the other hand, the purpose of research in the humanities is to gain a clearer and clearer knowledge of the past, wherewith to get a better perspective on the future, and the library needs and library systems of record are correspondingly greater.

"In my experience, I have found that the greatest stimulus to graduate students' work is the prospect of publication, and while I do not know whether the provision for publication should be included in the physical needs on which you were kind enough to ask advice, I should so include them, and I think that a teacher in advanced study who can hold out to his students the prospect of immediate publication of good work has in his hands all that is necessary, beside his own personality, for getting the best there is out of a pupil.

"I am of two minds as to the living conditions for advanced students. We have, as you know, at Princeton the Graduate College, which is a dormitory for graduate students, and in which the attempt to keep the graduate students in different fields in close social contact with one another has been carried out with elaborate care. But I am not sure that it has been an unqualified success, and I believe that to allow the students to live where they please and eat where they please may be quite as good a solution. To me, the essential thing is that they should have a place where they can work together, and a place where they can work with their teachers, not in the formal and sometimes stiff relations established by a class or a seminar meeting only for reports, but in the intimate contact established by mutual assistance in the search for information and material."

Vol. 1, appendix to minutes of 4/11/32 (first set of minutes in Vol. 1)

1931

POLICIES

Administration

GENERAL

Facilities

See letter from Alfred E. Cohn, of the Hospital for the Rockefeller Institute dated
12/28/31

Vol. 1, appendix to minutes of 4/11/32 (first set of minutes in Vol. 1.)

2/28
Cohn

C O P Y

L E T T E R F R O M A L F R E D N . C O H N , d a t e d D e c e m b e r 2 8 t h , 1 9 3 1

The Hospital of the Rockefeller Institute
for Medical Research
66th Street and York Avenue
New York

In reply to your recent letter concerning the contacts and environment of the faculty of the Institute, I can add little to what I have already said in conversation to you on this subject.

I think the members of such a faculty as yours want neither bars nor a gilded cage. They want, as I say, an urbane, a civilized, a spacious, a decent (in the original sense) life. They want the opportunity for association in a cultivated society; they want civilized opportunities for their wives and children as well as for themselves; they want books, they want music, they want the theatre. Scholars are also men, free men, not tame men; ambitious men, not slaves; courageous men, not sycophants. If scholarship is a career, scholars know or should be given the chance to know the business of such a career. Otherwise you will never have scholars, you will have instead, weak, shifty, unreliable leaders of opinion. There is a responsibility of a scholar, deeper and more far reaching in time, than the responsibility of the president of a bank or even of the president of a university. If you do not make him responsible for the ways of his own life, you provide for a truncated existence, which, as we find, is not even the ornament which the society that has created and has perversely prostituted it, had hoped to develop.

~~Excerpt from letter dated March 1931~~
~~to [unclear] (from [unclear])~~
~~b. [unclear]~~

SHAPLEY, HARLOW (Harvard University)

Biographical

Shapley to Flexner, answering the questionnaire for advice. He says, among other things, that pure science and professional training have been generously financed in recent years but the humanities have suffered from little financing. "I feel that the literature, languages, histories and arts need protection from the appeal of sciences, pure and applied, an appeal that goes to the pocket-book as well as to the active young mind."

Then he suggests "Next to Geophysics, and possibly to an Institute of Paleontology, I believe that a Department, School, or Institute of Applied Mathematics is the most obvious need for the advancement of American learning. There is now no personnel in America for Geophysics or Paleontology, as I see them; but a School of Applied Mathematics is feasible and obtainable, though it cannot be sold to the Departments of Pure Mathematics. The technical schools need super-computers, rather than mathematicians..."

"I have always felt that some high-minded philanthropist should break away from the custom of endowing the feeble-minded and subsidize in an effective way a few strong-minded individuals. This endowment of brains (rather than chairs or traditional institutions) seems to be just what you now have in the plans of Mr. Bamberger and Mrs. Fuld."

File IV-7

12/28

04-1931
TRUSTEES

Corporation

FLEXNER, A.

Biographical

Confidential memorandum recommending acceptance of
memo 9/26/31 and announcing plans to travel to Cal. Tec.--
requests for authorization to make first nominations.

JRH, Miscellaneous Papers.

12/31
1/4

GIFTS

Finance

FOUNDERS

Corporation

HARDIN, JOHN R.

Biographical

From Louis Bamberger to Hardin, December 31, 1931.

"Mrs. Fuld and I are now prepared to turn over to the Institute for Advanced Study sufficient additional securities to make the total of \$5,000,000 pledged.

"Kindly inform me as to what steps to take about turning over these securities."

Hardin to Bamberger, January 4, 1932, acknowledging his letter suggesting it would be well to have a meeting of the Finance Committee, and appointing it subject to others' convenience the following Thursday.

JRH Correspondence from May, 1930 to December, 1933