

GIFTS

Finance

OPPENHEIMER

Biographical

One of the difficulties of raising money for the Institute has been the absence of a ruling from the Internal Revenue Bureau that gifts to the IAS can be tax-free. Oppenheimer had a conference in Washington recently: ruling that such gifts up to 10 per cent will be tax-free. IAS formally declared an educational institution within statutory meaning.

See 1012/56

Interview with Oppenheimer, ~~at~~ October 15, 1956

1956

GENERAL

Educational Institutions

CARNEGIE CORPORATION OF NEW YORK

Corporations

Annual Report.

Population has increased 4 times 1870-1950.
College population has increased 50 times same period.
Probably college population will double or triple next 20 years.
37 million out of 167 million involved in education 1956.
Scholarship programs total 55 million 1956.

Report of the Carnegie Corporation of New York

RESEARCH

Government Relations

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

D, Mathematics - Contracts

1956
GENERAL

Public Relations

See Hess article Mercury Magazine, Filed in Vertical File
under "P" for Public Relations.

✓ 1956
POLICIES

LIBRARY

TRUSTEE-FACULTY COMMITTEE

OF MEMBERS, E.

Administration

Facilities

Academic Personnel

Biographical

Draft on the Institute Library.

Filed in Vertical File under "p" for Policies.

Trustee-Faculty Committee

1956
PROFESSORS

Academic Personnel

SCHOOL OF HISTORICAL STUDIES

Academic Organization

SCHOOL OF MATHEMATICS

Future of I. A. S. and both schools.

Morse Interview, 6/21/56, p. 14-15

1956
GENERAL (M. I. T.--school for
advanced study)

Educational Institutions

Clipping from the Washington Post, January 5, 1956.

The largest engineering school in the Nation announced the establishment of a school for advanced study. President James R. Killian, Jr., announced at a dinner held in tribute to the late Karl T. Compton, former M. I. T. president. To be established at Cambridge, a forum where top scholars from throughout the world could join M. I. T. faculty in high-level theoretical studies in research.

"The advance in knowledge makes it increasingly important for scholars to pursue advanced study beyond the level of the graduate school to the doctor's degree. In fact, the advancement of American science particularly requires more post-doctoral study and research in our educational institutions."

Unlike I. A. S. which maintains a permanent staff, the new M. I. T. advanced study school would be an integral part of the 90-year-old institute, extending program levels of undergraduate and graduate schools.

On the same date the New York Times added the following facts. Parts of Killian's speech not quoted: The advancement of American science particularly requires more post-doctoral study and research in our educational institutions. It takes about as long now to educate a fully professional physicist or chemist as it does a practicing physician.

Postdoctorals coming to MIT for further study have increased in number during recent years. This year approximately 100 post-doctorals fellows and guests are living and working with us at MIT. (Doesn't say how many are guests and how many post-doctorals.)

The plan was suggested by Professor Martin Buerger, Chairman of the Faculty, for a School of Advanced Study to be closely associated with our graduate and undergraduate schools. The Executive Committee of the Corporation authorized its creation. "This new entity will give formal recognition to the importance of post-doctoral students and to the contributions from such students and scholars to the advancement of science and technology and will serve to relate them more closely to our corporate life."

"In its initial embodiment, the school will be simply an organizational entity, but we hope ultimately to provide a center and adequate housing for fellows and guests and by this means to gain the advantage of cross-stimulation of ideas which always occurs when learned and ingenious men are brought together ~~into~~ into close social contact. Professor Buerger has accepted appointment as director of the School ~~and~~ for Advanced Study and also the appointment as an Institute Professor."

Buerger will take office as director July 1, 1956. Buerger is a Professor of Geology.

Administration: the new school will have a staff which at first will consist of the Director and a secretary, differing from I. A. S. which has a permanent staff of some size, says the article. Another difference will be that it will offer an extension of the program levels of the undergraduate and graduate schools. Professors taking part in the new school will remain on the faculties of the Schools of Science, Engineering, Architecture and Planning, Industrial Management, and Humanities and Social Studies.

Buerger said that visiting scholars ordinarily did not ~~enroll~~ enroll in M. I. T., and M. I. T. has not asked them to pay tuition. Most of them are supported by fellowships or grants.

Emphasized the desirability of the interchange of ideas through close association and intimate discussion between men in the same field of research or in different fields, can be productive of new insights. Contemplate arranging of special programs. Planning for a special on-campus housing unit for visiting scholars.

D, Publicity - Press Clippings

SCHOOL OF MATHEMATICS

Academic Organization

APPOINTMENTS

Academic Personnel

WOODWARD, E. L.

Biographical

Woodward to Oppenheimer commenting on the nomination of Borel and Serre. He is worried about appointing such young men. He would not feel it prudent to appoint an historian who would be eligible to hold his professorship for 35 years. "Thirty-five years in one place seems to me too long, and I can't think of anything--short of an exceptional situation such as that accepted by von Neumann--which would attract anyone away from the Institute. This being so, if I am able to visit the Institute in my 100th year, I shall expect to find there a pretty ~~formidable~~ Old Guard."
formidable

D, E. L. Woodward

✓1956

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

RIEFLER, WINFIELD

Biographical

Letter from Riefiler to Mrs. Beatrice M. Stern, January 22, 1956,
giving her facts from his years at the Institute.

Filed in Chronological File under 1956, 1/22

Mrs. Stern's Correspondence

WINFIELD W. RIEFLER
5415 TWENTY-EIGHTH STREET, N. W.
WASHINGTON 15, D. C.

January 22, 1956

Dear Bea:

I don't know why you are so interested in my personal ancient history, but I have located two documents related to the things we talked about when you were here.

First, my memorandum to Dr. Flexner dated March 13, 1936 proposing that the Institute concentrate its work in Economics on financial problems. I have only one copy, so Dorothy is making a copy for you. Its contents speak for themselves.

Second, a letter I wrote to Percy Straus of the Board of Trustees on October 19, 1936. I had forgotten this occasion completely but the reference in the letter indicates that between March 13 and October 19, 1936 (1) I had resigned myself to having the National Bureau of Economic Research sponsor the program of financial research and (2) that I considered my contribution to that program as the core of my work at the Institute. This was also the attitude of Dr. Flexner and later of Dr. Aydelotte.

If you care to follow up on these matters, I have the following suggestion. You might secure from the library of the Institute a book published by the National Bureau of Economic Research in 1937 entitled "A Program of Financial Research". I was chairman of the committee that sponsored the program and wrote the book, i.e. the report of the committee. By comparing the report with my memorandum to Dr. Flexner, you can see how clearly related the two are.

The financial reseresh program was finally organized at the National Bureau of Economic Research and I participated actively from its institution until I went to London in 1942. I would estimate that at least a third and probably a half of my time was absorbed in active work at the Bureau, and more, of course, if account is taken of David Durant and Bradford Hickman who had fellowships for a term at the Institute.

The Financial Research Program of the National Bureau is still going forward and has put out an enormous number of volumes by now. They have been more exploratory and descriptive

WINFIELD W. RIEFLER
5415 TWENTY-EIGHTH STREET, N. W.
WASHINGTON 15, D. C.

and less analytical, on the whole, than the publications I had in mind in the memorandum to Dr. Flexner, but that, I think, was inevitable in view of the shift in sponsorship. They have helped to train a large and growing number of younger economists. The young men we stimulated, directed, criticised and encouraged at the Bureau between 1938 and 1942 are now occupying very important positions. Of the eight individuals who have served on the Council of Economic Advisers to the President since it was organized in 1946, two, Dr. Neil Jacoby and R. Raymond Souldier, were former younger members of the staff of the Financial Research Program.

After having gone through this exercise, I am beginning to be pleased that you pressed me so hard on it. It was fun finding the original 1936 memorandum and realizing how much of it had, in fact, been carried out, how many younger people have been influenced and how well, on the whole, they have done.

As ever,



P.S. I have found another document, a letter to Dr. Aydelotte dated Dec. 13, 1939, of which I am sending you a copy.

1956

✓ 2/4

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

RIEFLER, W. W.

Biographical

Checked items herein are those on which Riefiler worked in directory capacity during Institute tenure. Given to BMS by Riefiler on date above at IAS.

NBER R Dept of 2/6/56

Vertical File - School of Economics and Politics

STIPENDS

Academic Personnel

PANOFSKY, ERWIN

Biographical

Panofsky urged that no member should come to I. A. S. without a stipend. (Feis, without stipend first time; Goldenweiser with Twentieth Century Fund aid).

Aldo Panofsky against "creative" work. (P. 9)

Stewart Interview, 2/6/56

✓ 1956

2/10
2/13

HOUSING

Facilities

Letters from Oppenheimer to Maass, February 13, 1956, and
Henry M. Stratton II to Oppenheimer February 10, 1956.

Filed in Chronological File under 1956, 2/10.

D, Faculty Housing

C O P Y

C O P Y

INSTITUTE FOR ADVANCED STUDY
Princeton, New Jersey

13 February 1956

Dear Mr. Maass:

Enclosed you will find a copy of a supplementary letter from our lawyers here, designed to meet some of the objections which you and Mr. Leidesdorf had to the procedures suggested in their letter of January 17th for making housing available to the Institute's Faculty. The changes do go some distance, I think, to meet your objections; on the other hand, by strictly foreclosing the possibility of any appreciation for the purchaser, they may not be too attractive; and they may thus fail to solve our problem.

I have spoken of these matters with Professor Beurling, who is in need of a house, and provides a sort of test case. He has pointed to the past inflationary trend, and feels that some provision to protect a professor against a continuation of that trend would be desirable. This may be characteristic of the sentiment of the members of our Faculty, for whose benefit these arrangements are being made.

I have a proposal to make in this connection, which represents a compromise between the initial version and the one outlined in the enclosed letter. As we envisage it, a member of our Faculty will now buy a house in the following manner:

About one third of the assessed valuation he will not pay at all; it will be a contribution of the Institute.

An indeterminate and varying amount, but perhaps another third, he will provide as cash payment.

The remainder will be provided by a first mortgage on the part of the Institute, whose terms for interest and amortization will characteristically be generous.

It would seem to me that if, when it comes time for the Institute to buy the house back, the appraised value has risen, the professor might well receive that fraction of the increase which corresponds to his initial cash payment, whereas the Institute would be the beneficiary of the fraction which corresponds to the sum of that part of the price that it waived in the first place, and of the initial value of the mortgage.

We will have a little time to get this tangled matter straight, but the sooner we get it straight the more effectively we can cope with the several questions of acquiring houses which are now before us.

Again let me wish both for you and for Mrs. Maass a restoring, healing, and pleasant vacation.

Faithfully yours,

Robert Oppenheimer

Mr. Herbert H. Maass
Normandy Village, Indian Road
Palm Springs, California

*all based on sale of houses recapitalized to new price
wbs @ 1/2 appraised value now. 3 houses - in other*

*Miswrote - 4/25/56 - If use same val as last time 9AS
reception on date of summary, 9AS pays 1/3 of value then (appraised)
But if app. value rises, owner permitted to participate only to
proportion of the cash contribution.*

D for 1759.

C O P Y

C O P Y

SMITH, STRATTON & WISE
37 Hulfish Street
Princeton, New Jersey

February 10, 1956

Dr. J. Robert Oppenheimer, Director
Institute for Advanced Study
Princeton, New Jersey

My dear Dr. Oppenheimer:

Supplementing my letter to you of January 17, 1956, with respect to the faculty home problem, and in accordance with my further discussions on this problem with Mr. Morgan, I am pleased to suggest herewith for the consideration of the Board of Trustees, or the Executive Committee, the following recommended, general policy with respect to the furnishing of homes for members of the Institute:

The Institute shall sell to the members of the Institute such private homes as it owns and as are available, at purchase prices which shall be equal to two-thirds of the then current market price for the respective properties.

Each deed of conveyance to a member of the Institute for such property shall contain a specific reservation, by the Institute, of the right, privilege and option to repurchase the property upon the happening of any one of the following events:

1. The termination of the purchaser's membership at the Institute, other than through the death of a member.
2. The cessation of use of the premises by the member, or his or her spouse, as his or her principal, legal residence.
3. The death of the survivor, as between the member and his or her spouse.

The option to repurchase shall be at a repurchase price which shall be equal to two-thirds of the then current market value of the property, but in no event in excess of the original sales price to the member, and in no event less than the said original sales price, less 2% annual depreciation.

The option to repurchase by the Institute shall be accepted or rejected in writing to the then owner (or his or her personal representative) within sixty days after the happening of the event giving rise to the option. Failure to give notice within the time specified shall be tantamount to rejection of the option. If the option is rejected it shall terminate, and the owner shall be free to sell the property in the open market.

You will understand that the foregoing is the general outline of the recommended policy. The exact language to be incorporated in the actual deeds of conveyance would be drafted after the negotiations had been completed and the sales price determined.

I hope that this further report will be helpful. If we can be of further assistance, do not hesitate to call upon us.

Very truly yours,
/s/ Henry M. Stratton II
Henry M. Stratton II

FACULTY PARTICIPATION

Academic Personnel

GENERAL

Academic Organization

AYDELOTTE, F.

Biographical

FLEXNER, A.

MOREY, C. R.

PANOFSKY

Interview with Professor Panofsky, February 10, 1956.

Filed in Vertical File under Panofsky Interviews.

Interview~~y~~ with Professor Panofsky, February 10, 1956

GENERAL (GRADUATE SCHOOLS)

Educational Institutions

NEUMANN, SIGMUND

Biographical

Dinner conversation with Sigmund Neumann, February 14, 1956.

Filed in Vertical File under Neumann interviews.

Dinner conversation with Sigmund Neumann, February 14, 1956.

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

STEWART, WALTER W.

Biographical

RIEFLER, WINFIELD W.

WARREN

FLEXNER, A.

OPPENHEIMER, J. R.

EARLE, E. M.

Interview with Professor Stewart, February 16, 1956.

Filed in Vertical File under Stewart Interviews.

Interview with Professor Stewart, 2/16/56

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

GENERAL

Academic Personnel

SALARIES

POLICIES

Administration

See Interview Stewart, February 16, 1956 (p. 3)

The one-salary philosophy, and the one-class practice, operated against flexibility in appointing staff in the non-mathematical faculty. Note there was some discussion of 3-5 year appointments of economists 10/8/34; consensus adverse.

Stewart Interview, 2/16/56

1956

2/17

VON NEUMANN

Biographical

A summary of the life of Dr. Von Neumann.

Filed in Chronological File under 1956, 2/17.

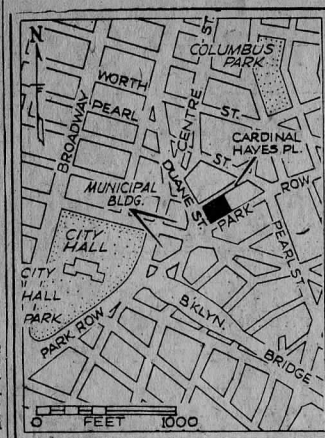
2/17/56

Dear Mrs. Stern:

Thanks so much for the loan of the write-up.
Enclosed is the biography I promised you.

Betty

2/17/56
NEW YORK TIMES, TH



The New York Times Feb. 17, 1956

CITY OFFICE: Site of the executive unit (black area).

A. E. C. SCIENTIST HAILED

President Presents Medal to Dr. von Neumann

WASHINGTON, Feb. 15 (UP)—Dr. John von Neuman, a member of the Atomic Energy Commission, received today the Medal of Freedom from President Eisenhower.

The President pinned the decoration on the 52-year-old atomic scientist shortly before he left for a vacation at Thomasville, Ga.

Dr. von Neumann, who has been ill, listened from his wheel chair as General Eisenhower read a citation. It praised the physicist for "exceptionally meritorious service" in promoting the scientific progress of this country's armament program.

Dr. von Neumann was formerly a professor at Princeton. He has been a member of the A. E. C. for less than a year but has served as a consultant on atomic work since 1940.

BIOGRAPHY OF JOHN VON NEUMANN

Born: Budapest, Hungary, December 28, 1903.

Education: Univ. of Berlin, Berlin, Germany 1921-23 -- no degree.
Federal Inst. of Technology, Zurich, Switzerland -- Engr. of
Chemistry 1925.
Univ. of Budapest, Budapest, Hungary -- Ph.D. 1926.

Honorary Degrees: D.Sc. (hon) Princeton Univ. 1947; Univ. of Pennsylvania and
Harvard Univ. 1950; Univ. of Istanbul, Case Inst. of Tech-
nology and Univ. of Maryland 1952; Inst. of Polytechnics,
München 1953; Columbia Univ. 1954.

Positions: 1926-29 - Asst. Professor ("privat dozent"), Univ. of Berlin,
Berlin, Germany.
1929-30 - Asst. Professor ("Privat dozent"), Univ. of Hamburg,
Hamburg, Germany.
1930 - Visiting Lecturer, Princeton Univ., Princeton, N.J.
1930-33 - Visiting Professor, Princeton Univ., Princeton, N.J.
*1933-date - Professor of Mathematics, Institute for Advanced
Study, Princeton, N.J.
1945-55 - Director of Electronic Computer Project, Institute for
Advanced Study, Princeton, N.J.
1955-date - U.S. Atomic Energy Commissioner, U.S. Atomic Energy
Commission, Wash., D.C. (Presidential appointment)

Also member and consultant:

1940-date - Scientific Advisory Committee, Ballistic Research Labs.,
Aberdeen Proving Ground, Md.
1941-55 - Navy Bureau of Ordnance, Wash., D.C.
1943-55 - Los Alamos Scientific Lab. (AEC), Los Alamos, N.M.
1947-55 - Naval Ordnance Lab., Silver Spring, Md.
1949-53 - Research and Development Bd., Wash., D.C.
1949-54 - Oak Ridge National Lab., Oak Ridge, Tenn.
1950-55 - Armed Forces Special Weapons Project, Wash., D.C.
" " - Weapons Systems Evaluation Group, Wash., D.C.
1951-date - Scientific Advisory Bd., U.S. Air Force, Wash., D.C.
1952-54 - Member, General Advisory Committee, U.S. Atomic Energy
Commission, Wash., D.C. (Presidential appointment)
1953-date - Technical Advisory Panel on Atomic Energy, Wash., D.C.

Honorary Positions: Gibbs Lecturer, American Math. Society -- 1937.
American Math. Society Colloquium Lecturer -- 1937.
President, American Math. Society -- 1951-53.
Vanuxem Lecturer, Princeton University -- 1953.
Member, Board of Advisors, Universidad de Los Ande, Colombia,
S.A. -- 1950-date.

Society Memberships: American Mathematical Society
American Physical Society
Econometric Society
International Statistiaal Institute, The Hague, Netherlands
Sigma Xi

* On leave of absence

-2-

Academy Memberships: Academia Nacional de Ciencias Exactas, Lima, Peru
American Academy of Arts and Sciences
American Philosophical Society
Istituto Lombardo di Scienze e Lettere, Milano, Italy
National Academy of Sciences
Royal Netherlands Academy of Sciences and Letters,
Amsterdam, Netherlands.

Co-editor: Annals of Mathematics (Princeton)
Composito Mathematica (Amsterdam, Netherlands)

Achievements of General Interest: Rockefeller Fellowship -- 1926
Bocher Prize, American Math. Society -- 1937
Medal for Merit (Presidential award), Distinguished Civilian Service Award -- U.S. Navy, 1947.
Medal of Freedom, presented by President Eisenhower, 1956, for Exceptionally meritorious service in promoting the scientific progress of this country's armament program.

Author: 2 books -- "Mathematical Foundations of Quantum Mechanics" (German), Berlin 1932, New York 1942, (Spanish translation) Madrid, 1949, (English translation), Princeton, N.J. 1955.
"Theory of Games and Economic Behavior" with O. Morgenstern, Princeton 1944, several editions since.

About 100 papers on subjects in mathematics (theory of Functional operators, quantum theory, mathematical economics, mathematical physics, numerical analysis and its automatization and theory of automata).

AYDELOTTE, F.

Biographical

See Jubilee volume published March, 1956. Story of half Aydelotte's life but not written as a biography. To Oxford as Rhodes scholar 1905--3 year appointment, served 2 years, got married, accepted offer from Indiana University, resided third year of scholarship. Five years later returned to Oxford on leave of absence at Indiana University to finish research on an Elizabethan book. Rhodes trustees admitted him. Book published Oxford University Press.

Rhodes trustees made him American secretary. Office held 35 years. He found the plan laid down by Rhodes not adequate for American conditions. He suggested a new plan for the trustees' approval. It was pronounced illegal under the Rhodes will. Friends of Rhodes' trustees in Parliament introduced a bill to make Aydelotte's plan legal. Past plan put into operation in 1930--great success.

Aydelotte to Leidesdorf, March 3, 1956
FA, Leidesdorf

LIBRARY

Facilities

FULTON, JOHN F.

Biographical

LEWIS, WILMARTH

Fulton to Lewis, March 14, 1956.

Letter filed in Chronological file under 1956, 3/14.

Fulton, John F., Correspondence, Sterling School of Math

COPY

11 March 1956

My dear Lefty:

In connection with the forthcoming meeting on the 29th of the Faculty-Trustee Study Committee of the Institute, I should like to put myself on record as favoring a rather radical step insofar as the Institute Library is concerned, namely, the erection of a separate library building adjacent to the wing going down to the meadow, or to either of the end wings if the ground is drier there. I don't think that any institution of learning can be regarded as such unless it has a respectable library emphasizing its areas of special interest. In the case of the Institute, this would, of course, involve mathematics, the physical sciences, and general history, also the history of science. If we authorize the expenditure of funds we would probably need \$600,000 - \$800,000 for this purpose. I think the construction of a library building would do much to relieve the situation at the Institute; it is clear already that even with the co-operation of the Princeton Library, important primary and secondary sources in mathematics (to a less extent in history, but to a very large extent in the history of science) are not available to the Institute because the Princeton Library does not possess them. We have made a fairly large allocation for the purchase of books, but this is not being spent, or at least, it wasn't when I last enquired, and this despite the praiseworthy efforts of Henry Guerlac and Miss Sachs.

Such a building should have space for at least 200,000 volumes with carrels sufficient in number for each full Professor at the Institute and for visiting and junior members. The stack space should be underground if the terrain would permit sinking a concrete basin fifteen feet below the surface. I would envisage a main reading room with shelves around it sufficient for encyclopedias and reference tools available for immediate use. Our credit is good, and we could easily borrow the amount needed and pay it off in, say, five years.

With best wishes,

Yours sincerely,

John F. Fulton, M.D.

Mr. Wilmarth Lewis
Farmington, Connecticut

April

POLICIES

Administration

PRINCETON UNIVERSITY

Relations WOAI

APPLIED MATHEMATICS

Academic Activities

ELECTRONIC COMPUTER PROJECT

METEOROLOGY

See draft report, pp. 9-10. Note similarity of requirements for statistical and engineering work requiring personnel. Similar to the needs early cited for economics work at the Institute. The Committee recommends early disposal of the E. C. P. except for the necessities of Princeton University Mathematics and Physics Department people who have come to rely on it for calculations.

Draft Report Joint Trustee-Faculty Committee, 4 April, 1956

April

POLICIES

~~Finance-Administration~~

GENERAL

~~Finance~~

GENERAL

Academic Organization

Draft Report of the Joint Faculty - Trustee Study
Committee.

Filed in Vertical File under ~~XXXXXX~~ "P" for Policies.

Trustees' Meeting of October, 1955 decided on this committee.

✓ 1956
CALIFORNIA INSTITUTE OF TECHNOLOGY
(GENERAL)

Educational Institutions

Clipping from Time magazine regarding the exceptionally brilliant students and the courses Caltech and M. I. T. have for them.

Filed in Chronological File under 1956, 4/2.

Time magazine, April 2, 1956

EDUCATION

Exceptionally Exceptional

"By the time the exceptional student reaches college, he has had eight years' training in how not to be exceptional. The unusual student who can survive all this—the destruction of initiative, the repression of spontaneity—is exceptionally exceptional." So spoke California Institute of Technology Psychologist John R. Weir last week at a round-table discussion of Caltech and Massachusetts Institute of Technology educators on how to cope with the exceptionally exceptional student.

The professionals gathered in Caltech's Dabney Hall in Pasadena were well qualified to speak on the subject. Among them: M.I.T.'s President James R. Killian Jr., Caltech's President Lee A. DuBridge, M.I.T.'s Dean (engineering) Carl Richard Soderberg, Caltech's Physicist and Mathematician Robert F. Bacher, M.I.T.'s Gordon S. Brown (electrical engineering). Almost without exception M.I.T. and Caltech freshmen are the scholastic cream skimmed off the top 10% of national high school enrollment. "It's the rare Caltech student whose IQ falls below 130," explained Psychologist Weir. "The average is somewhere around 140." (A classification amounting to "very superior.") To single out the elite of this exceptional group, M.I.T. and Caltech are looking for something beyond pure IQ. They want, said M.I.T. Vice President Julius Stratton, "boys with the passionate interest in developing themselves."

Free Rovers. Physicist Bacher described one way of doing it. At Caltech, he reported, there is now a course known only as Physics X, conducted by Dr. Richard Feynman for students with top-grade averages. It carries no academic credit and is totally unplanned. Theoretical Physicist Feynman has established only two course rules: "Questions can't be prompted by some other Caltech course, and they have to be prompted by some natural phenomenon." In 18 months Feynman's gifted students, mostly sophomores and juniors, have pushed far beyond the standard range into subjects, e.g., quantum mechanics and relativity, that normally belong to the graduate years.

The same effect might be achieved by letting a student skip his bachelor's degree and go straight on in four years to get his master's, suggested M.I.T.'s Brown. M.I.T.'s Killian had an even more provocative suggestion: unfettered academic freedom for a small, experimental group of hand-picked freshmen, "a complete tutorial system, in which the boys are allowed to develop under the direction of a volunteer group of faculty members, to proceed without requirements to attend classes, and be expected at the end to meet the requirements for graduation." Said Killian: "Their motivations would be to solve complicated problems and to satisfy their intellectual curiosity, rather than to complete courses of instruction, go to class or get good grades."



M.I.T.'s KILLIAN
An eye on the IQ.

Spotty Spotters. But some thought that total freedom was unwise. "Most college freshmen, at 17, aren't secure enough to tolerate the absence of intellectual controls without anxiety," said Psychologist Weir. Added Caltech's George Beadle: "Isn't there a fallacy in complete freedom? Most of us have to have a push to get things done." M.I.T.'s Soderberg: "Since our students are relatively immature at the beginning of college, completely unrestricted freedom probably can't be applied until the third year."

How to spot the budding genius in time? Ideally, said Weir, it should be done



INTEGRATED SEVENTH-GRADE CLASS IN WASHINGTON, D.C.
Forward with the backward.

at the secondary level. But this is often impossible because, of 22 or so schools in the U.S. that train teachers to handle exceptional children, all but two schools are interested in training them for "the exceptionally handicapped, rather than the exceptionally bright." Added Caltech's Frederick Lindvall: "There's a stigma attached to being called a brain. The athletic department is much more successful than we are at singling out its exceptional students."

However difficult it might be to locate the highly exceptional student, the educators agreed that it was worth the search. Summed up M.I.T.'s Antoine Gaudin: "When we find him, it's like love: you know it's there, but you don't know how it came about."

Integration's Headaches

When he noted the below-average record of Washington children in reading and arithmetic, District of Columbia Commissioner Brigadier General Thomas A. Lane thought he knew just what was wrong and how to correct it. Integration had thrown together children of unequal preparation, he told the Washington Education Conference. West Pointer Lane's solution to the problem: a mass demotion to restore students to their proper grades.

His proposal outraged both parents and educators. It also set off a public debate calling attention to a problem that many a Southern and border-state school system will eventually have to face: how to get past the transition period if poorly prepared Negro students are put into classes with white students several years ahead of them in training.

New Foundation. Washington's schools were integrated in the fall of 1954. Before that they were divided into two groups: Division I for the white schools, Division II for the colored. There was scant connection between them. The average Negro

STRAUS, ERNST G.

Biographical

EINSTEIN, A.

Biographical

WEYL, HERMANN

Biographical

Interview with Dr. Ernst G. Straus, April 3, 1956.

Filed in Vertical File under Straus Interviews.

Interview with Ernst G. Straus, 4/3/56

✓ 1956

4/9

PARTICIPATION IN ADMINISTRATION

Academic Personnel

WILSON, WOODROW

Biographical

BROGAN

Brogan in a lecture on Wilson as a figure in domestic politics in the United States said it was commonly assumed that Wilson was a professor and university president, was a neophyte in politics. Nothing could be further from the truth, Brogan said; Wilson had spent his life as an academician; first in Georgia, and then in other places, finally in Princeton University. Brogan said that anyone who has gone through and survived the usual routine of academic politics has nothing to learn and nothing to fear from political life in the service of any level of government. He knows it all, and he cannot be frightened or disappointed by any new techniques ~~or~~ or phenomena.

Professor Black, History Department, Princeton University, is going to call me when the Brogan speech in text comes in. The statement was far more ~~appogramatically made~~ than as reflected Speech given by Brogan/ (CP) above.

4/29

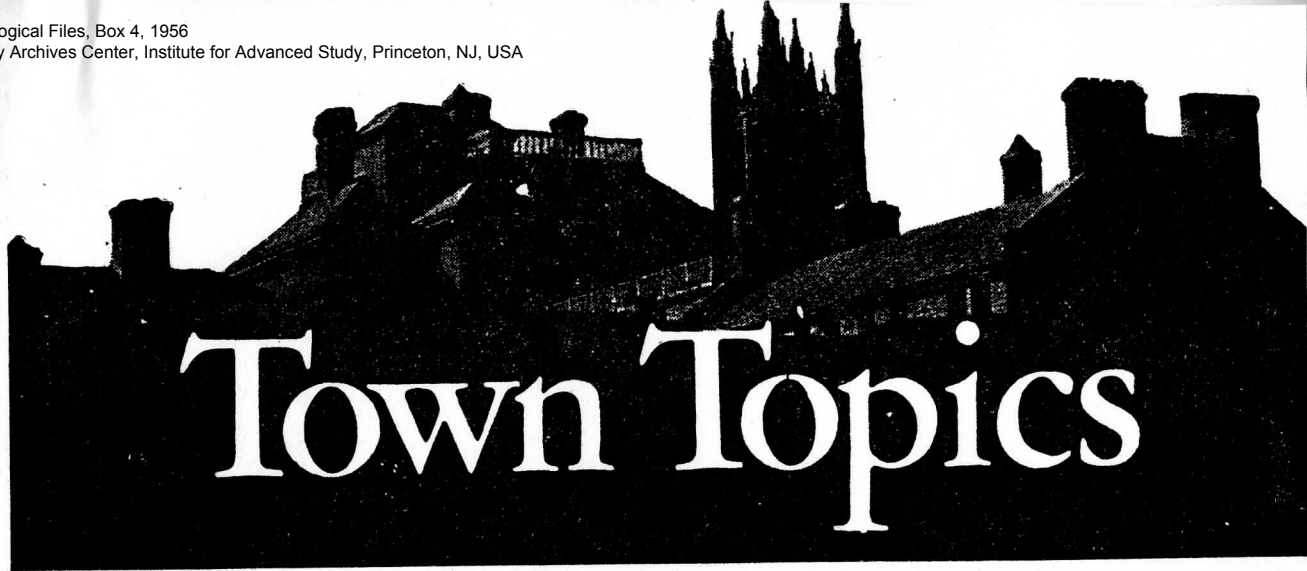
~~1956~~
DODDS, Harold W.

Biographical

Dodds is Princeton's man of the week in Town Topics.

Article filed in Chronological file under 1956, 4/29.

Town Topics



Town Topics

WE NOMINATE

Harold Willis Dodds, the 15th president of Princeton University and in 1956 the Nation's "senior college president," who in the space of some three weeks has been pilloried by some, praised by others and grossly misunderstood by many for re-affirming his faith in educational principles. In a period when men of affairs hesitate to define either ideals or issues of moment, and when it is "smart" (and infinitely safer) to compromise with principles, this 66-year old educator—a year from retirement—repeatedly voiced his contempt for the record forged by Alger Hiss and yet refused to make the "authoritarian decision" that would have more than satisfied his critics but would have removed any and all responsibilities from the shoulders of the American Whig-Cliosophic Society.

The understandable commotion and controversies aroused in recent weeks by the student-issued invitation to the most dismaying living American have revolved in large measure about such catch-all terms as "freedom of speech," "academic freedom" and a "university's responsibilities to its multiple publics." Overlooked in the headlined melee has been Dodds' unbounded faith in the educational process and in the young men for whom this process is designed. In years gone by he has emphasized that "education without tears," for both student and teacher, is inconceivable and that "education for use" includes the freedom to make mistakes as well as the attendant responsibility of learning to live with one's mistakes.

While Dodds, the second Princeton president to accede to office without benefit of theological training, now holds more than 25 honorary degrees from universities and colleges in this country and abroad, no

award has come at a more appropriate time than the annual award of the Society for Personnel Administration for distinguished achievement. Next Wednesday, in Washington, Dodds will become the eighth recipient of an honor that will take into account his "outstanding service in the improvement of municipal government, sound judgment in advising federal agencies, effective chairmanship of the task force on personnel of the second Hoover Commission and wise leadership in preparing young men for careers in politics and administration."

Inducted as Princeton's president in 1933, nine days before his 44th birthday and eight years after he had joined the Princeton Faculty, Dodds, a native of Utica, Pa., and a Phi Beta Kappa graduate of Grove City College, has guided the University through its most productive quarter-century. In the early 1930's, for instance, Princeton boasted of a half-dozen research associates; today 226 persons, most of them full-time, are engaged in research. The James Forrestal Center (the site of the recently announced \$6,000,000 "atom-smasher"), seven of the University's nine research units in the social sciences, the three-year old Council of the Humanities—all are part of the Dodds' regime during which he has given some 3,500 speeches in American and foreign cities.

For insisting, before and after "Hiss-teria": "There may be men who have jobs better than mine, but I've never met one;" for placing principles before expediency and refusing to hide behind the curtains provided by "unforeseen pressures;" for personifying American education at its best; he is Town Topics' nominee for


PRINCETON'S MAN OF THE WEEK

Cleaning and Storage Time Is Here!

Let us clean and store your winter garments, furs, drapes and rugs.



Tulane Street Telephone 0899



TEL. 2700

✓ 1956
FLEXNER, A.

Biographical

Flexner awarded the award for distinguished work in medical education. Previously awarded to Hoover & Eisenhower. Flexner's office inundated by congratulations and correspondence.

Bailey Interview, Phone, May 26, 1956

~~K836~~ ✓ 1936

5/13

GENERAL

Educational Institutions

An article from the New York Times, May 13, 1936,
regarding the importance of liberal arts in courses for
engineers and scientists.

Filed in Chronological file under 1936, 5/13.

*Check on date
Behin '56*

New York Times, May 13, 1936.

EDUCATION IN REVIEW

Study Emphasizes Importance of Liberal Arts in Courses for Engineers, Scientists

By BENJAMIN FINE

In recent months the nation's attention has been focused on the shortage of scientists and engineers, particularly in view of the fact that the Soviet Union is making the training of technical men its major educational project.

Fortunately, many educators recognize that the nation's system of higher education would be jeopardized if the physical or technical sciences were to be over-emphasized. The liberal arts are vitally important—and these arts, long the mainstay of the American school and college program, are in danger of being sidetracked today.

Those who believe in a well-balanced college education, with both the humanities and the sciences as part of the program, were heartened by the publication last week of a comprehensive study on "General Education in Engineering," conducted by a committee under the chairmanship of Dr. Edwin S. Burdell, head of The Cooper Union. The report came out unreservedly for more liberal arts courses in the engineering schools.

Financed by the Carnegie Corporation, the survey was sponsored by the American Society for Engineering Education. Actual field studies were made of existing practices in the leading engineering institutes.

Enriching the Engineer

The report set out to establish, first of all, the value of a liberal arts education. Why should engineers and scientists require a well-rounded college program? It has been generally recognized that through the humanities men and women learn how to lead better, richer and fuller lives. It is essential that the nation develop a generation of intelligent citizens who not only can earn a living but who know how to live.

The report says that the humanities and social sciences can help students acquire:

(1) An understanding of the evolution of the social organization within which we live and of the influence of science and engineering on its development.

(2) The ability to recognize and make a critical analysis of a problem involving social and economic elements, to arrive at an intelligent opinion about it, and to read with discrimination and purpose toward these ends.

(3) The ability to organize thoughts logically and to express them lucidly and convincingly in oral and written English.

(4) An acquaintance with some of the great masterpieces of literature and an understanding of their setting in and influence on civilization.

(5) The development of moral, ethical and social concepts essential to a satisfying personal philosophy, to a career consistent with the public welfare and to a sound professional attitude.

(6) The attainment of an interest and pleasure in these pursuits, and thus of an inspiration to continued study.

Having established the place of liberal arts in a technical education, the report goes on to show that most institutions do not provide enough training in the liberal arts.

Profit From the Arts

Among the basic findings of this timely study are these:

(1) Engineering educators all over the country are in nearly unanimous agreement that their students would profit—as professional men, as citizens, and as individuals—from a fuller acquaintance with the resources of the humanities and social sciences.

(2) Students in the engineering schools should receive a minimum of 20 per cent of their educational time in the humanities, liberal arts and social studies. These courses should extend throughout the four years, and not be offered as a one-year program to be got over as quickly as possible.

The committee found that many educators are afraid to incorporate

liberal arts in the engineering course, holding that the curriculum is already overcrowded and that to add a substantial program of liberal arts studies may jeopardize the quality of technical education. Others fear that potential engineers would undertake the nontechnical courses in a superficial manner, and would resent the time taken away from their professional work.

However, the study found that thirty of the leading engineering schools have demonstrated that such fears are groundless. They have developed carefully planned programs that provide sound instruction in the humanities and social sciences, without interfering with engineering curricula.

Faculties in Conflict

Too often a bitter war exists between the liberal arts and engineering faculties in a university. The liberal arts faculty is concerned about the lack of cooperation it receives from the engineering administration, and the technical school is worried about the interference with its programs by the liberal arts professors.

"The war between the faculties might be condoned as an example of good, clean mayhem were it not for the fact that innocent bystanders too often become the chief victims," the report says. "At institutions where the faculty exhibited the greatest belligerence about their colleagues in the arts faculty, we invariably found the greatest number of student complaints about the humanistic-social work. At institutions where the engineering faculty displayed a sympathetic understanding of the humanities and social sciences, student resistance to the program was at a minimum."

It is a question, then, of attitude. If the engineering administration recognizes the importance of the nontechnical subjects, that attitude soon permeates to the student body.

Another issue arises: What kind of liberal arts courses should be offered engineers? Should they get the same English, history or literature courses as are given students seeking their B. A. degrees, or should the courses be specially designed? Some institutions believe that the same courses should be offered all; while others have designated special courses such as "engineering English," or "engineering economics" or even "engineering psychology." The liberal arts faculties say these courses are merely watered-down versions of the originals.

One of the liberal arts department heads told the committee: "Any request for courses other than those developed by the arts departments for arts men is a request for adulteration and is to be resisted to the death." And he added belligerently: "If the engineers want culture they can come and take what the arts college offers."

Dilution Ruled Out

The report takes a middle ground on this controversy. On the one hand, it opposes any effort to dilute the courses. On the other hand, it does believe that some of the courses can be specially designed for engineers, to make them not "weaker" but different in content and presentation.

Throughout the report runs the strong belief that cooperation between the engineering and liberal arts men is essential. Unless the two groups come together the engineering students will not get a sound program.

Actually, the ultimate objective should be borne in mind when the curriculum is established: What is the purpose of the combined engineering-humanistic course of studies? And the answer is clear: To train men and women who will have enough depth and breadth of knowledge to be competent citizens in an atomic age. The nation is not divided into two or more categories of voters, and the graduate of an engineering school has the same responsibilities and duties as the person who attends a liberal arts college.

PAIS, ABRAM

Biographical

Clipping from the New York Times, May 22, 1956, regarding
Americans in Russia finding science for peace stressed.

Artiele filed in Chronological file under 1956, 5/22.

New York Times, May 22, 1956

Americans in Russia Find Science for Peace Stressed

By JACK RAYMOND

Special to The New York Times.

MOSCOW, May 21—Several United States scientists here to attend a conference have come to the preliminary conclusion that the Soviet Union is shifting its intellectual resources from a military to a peacetime basis.

They are convinced that the Soviet Union has undertaken a gigantic program of nuclear energy research for peacetime purposes that may outdo similar efforts in the United States.

They appear to believe without reservation that the Soviet Union now is second only to the United States in the quality and quantity of mechanical equipment for theoretical work.

These views were set forth in a lengthy interview with three of the scientists and were reflected in the opinions of others. Those interviewed were Dr. Robert E. Marshak, of the University of Rochester; Prof. Abram Pais, of the Institute for Advanced Studies at Princeton, N. J., and Dr. Robert R. Wilson of Cornell University.

According to these scientists, their British colleagues here said the equipment demonstrated in the field of high energy physics was superior to that available in Britain. Visitors from other countries, including Italy, also conceded that the Soviet Union's equipment was better than theirs.

[High energy physics is the study of sub-atomic particles accelerated by so-called "atom smashers" to very high energy levels. The field also includes the study of cosmic rays.]

The United States physicists, in giving their views, stressed that they were not engaged in

Continued on Page 8, Column 3

VISITORS SEE SHIFT IN SOVIET SCIENCE

Continued From Page 1

the application of nuclear energy. They said they were chiefly theoreticians meeting other theoreticians at the conference.

It was the general excellence of the Russian scientists in high-energy physics that struck them first, the Americans said. Upon inquiry, they continued, they discovered that many of the Soviet physicists now obviously doing work in peacetime developments were veterans of the Soviet Unions military program.

It appeared that most of them had changed their lines of endeavor about two years ago. In this connection, the case of Bruno Pontecorvo, Italian-born scientist who defected from the West, was noted. The Americans said it was clear from the work Pontecorvo was revealed to have been doing that he probably never had engaged in any military project since he gave up his British citizenship and came to the Soviet Union in 1950.

Fourteen American scientists are here for the All-Union Congress on High Energy Particles. There are fifty non-Russians among the 450 persons attending the meetings.

Vast Sums Expended

The United States scientists said that work in high energy physics was what might be called a luxury field. Yet they said they had discovered that the Soviet Union was spending great sums of money for important machines and already had equipped its institutes and laboratories better than those in most countries except the United States.

None of the material made available at the congress is classified, although much of the Soviet studies had been considered secret until a few years ago. One of the visiting scientists made a list of some of the machines that exist or are planned, noting that a 10,000,000,000-volt proton synchrotron would soon be ready.

This device would be bigger than a similar one now at the University of California at Berkeley, although not so big as a 15,000,000,000-volt machine planned in the United States.

The Soviet Union now has a 300,000,000-volt electron synchrotron, is planning to build a 600,000,000-volt one and has started constructing a 1,000,000,000-volt linear accelerator for protons, the United States scientists said.

Furthermore, it was said, the Russians have in operation a 680,000,000 - volt synchrocyclotron. The Russians plan to build in Moscow a 6,500,000,000-volt proton synchrotron of the strong focusing type, the scientists said they had been told.

The Soviet Union also is planning to construct a 50,000,000,000-volt proton synchrotron, which would be the largest in the world, it was added. However, no suitable location has yet been found because particularly stable bedrock foundations are required for the structure.

[Synchrotrons, linear accelerations, and synchrocyclotrons are "atom smashers" of different designs. Protons and electrons are two of the subatomic particles accelerated by these devices. "Strong focusing" is a refinement of recent accelerator designs.]

United States scientists said

they had been impressed by the excellence of the papers on theory read by Soviet scientists and by privileges given to physicists by the Soviet Government.

One of the scientists said that there was only one possible disquieting factor in Soviet devotion to peaceful uses of atomic energy. This, he said, might be that the Soviet Union already had produced such an arsenal of nuclear weapons that the Government felt it could confidently turn its leading physicists into other fields.

Nothing Found Spectacular

The United States visitors said they had made useful associations with the Russian physicists. They added, however, that no papers read at the conference concerned anything spectacular.

In the sense of new scientific discovery, they said the meetings served to convince them that the theoretical aspect of the Russians' work was on par with that in the United States. It appeared to the Americans, however, that, whereas in the United States many institutes were doing high level work, in the Soviet Union the top men were centered in one or two cities in addition to Moscow.

These views appeared to be the consensus of the Americans. The visitors include:

Luis Alvarez, University of California; Keith A. Brueckner, Brookhaven National Laboratory; Owen Chamberlain, California; F. J. Dyson, Institute of Advanced Studies; Murray Gell-Mann, California Institute of Technology; John Marshall Jr., University of Chicago; Wolfgang Panofsky, Stanford; Emilio Segre, California; Jack Steinberger, Columbia, and Victor Weisskopf, Massachusetts Institute of Technology.

SCHOOL OF MATHEMATICS

Academic Organization

An article from The New York Times, Monday, June 4, 1956, on a survey sponsored by the Carnegie Corporation made by Educational Testing Service on the teaching of mathematics in elementary and secondary levels of school.

Article filed in Vertical file under "M" for School of Mathematics.

The New York Times, Monday, June 4, 1956.

MEMBERS

Academic Personnel

PRINCETON

Relations WOAI

WOODHEAD, GEOFFREY

Biographical

Not a Ph. D. Enrolled as Commonwealth fellow at
Princeton Graduate School to work entirely with Meritt at I. A. S.
(Interview 6/7/56, p. 14) Avoided formalities and helped
make an epigraphist.

Interview Meritt, 6/7/56

MORSE, MARSTON

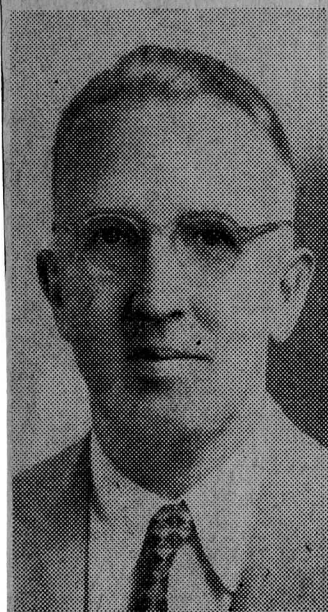
Biographical

An Article from the New York Times, Saturday, June 9, 1956,
telling of Morse's election as correspondant of the French
Academy of Sciences.

Filed in Chronological file under 1956, 6/9.

New York Times article

French Academy Elects U.S. Mathematics Expert



Dr. Marston Morse

Special to The New York Times.

PRINCETON, N. J., June 8
—Dr. Marston Morse, Professor of Mathematics at the Institute for Advanced Study here, has been elected "correspondant" of the French Academy of Sciences.

Professor Morse, who becomes one of the ten corresponding members of the academy in the United States, was informed of his election by a letter from Prince Louis de Broglie, secretary of the academy. He was elected to fill the position vacated by the death of Frederic Riesz, a Hungarian mathematician.

Professor Morse is known as the originator of a branch of mathematics. His "Variational Theory in the Large" has been applied extensively in other branches of mathematics and physics.

The French Academy, founded in 1666, is composed of 144 French members and about an equal number of foreign "correspondants."

1956

6/11

GENERAL

Educational Institutions

Article in Time, June 11, 1956, regarding Barzun.

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

Time, June 11, 1956

1956
FOUNDERS

Corporation

GENERAL

Finance

INSTITUTE HISTORY

Institute History

Mr. John R. Hardin phoned 10:55 a. m., June 14, 1956.

"We have discussed your letter of June 4, 1956, in the firm, and feel it raises questions of relations between lawyer and clients." Therefore he cannot formally answer my request for the information.

But off the record, and not to be quoted, he can assure me in reference to the second paragraph of my letter that there is nothing to indicate that the Founders ever changed their intentions to leave the residue of their estates to the Institute.

I asked him whether it was true that the Founders had added codicils to their wills in January or February, 1930, providing for I. A. S. Also not for quotation he said, "That is true."

I said it was important information and that I would write with assurance on these matters and find some other source for citation purposes if I could.

When I thanked him he said he was glad to help, and that I should phone him if I needed any more information. Very cordial and gracious.

Telephone conversation with Mr. John R. Hardin, 6/14/56

MATHEMATICS

HARVARD

JOHNS HOPKINS

MORSE, MARSTON

Academic Activities

Educational Institutions

Biographical

Math

Art? Yes

Science? Yes

Interview MMorse 6/21/56, p. 7

6/21

1956
GENERAL (FULL TIME)

Academic Personnel

After war Trustees laid down a rule on outside
consultancies--not more time than 1 month a year nor more
salary than 1 month.

Morse Interview, 6/21/56, p. 6

6/22

GENERAL (SABBATICAL YEAR)

Academic Personnel

PRINCETON UNIVERSITY

Relations WOAI

Not as an institution, but Oppenheimer at liberty to grant absence from I. A. S. and does for work. Dyson to Columbia University 1956-7--paid by Columbia, not I. A. S. Meritt to Athens, 1954-55 on School Classical Studies with ~~XX~~ I. A. S. pay.

I. A. S. makes no grant to any Princeton men on Sabbatical leave.

Interview History

1956
GENERAL

Educational Institutions

Article from the New York Times of June 25, 1956:
"Universities List 8 Guides for Donations by Industry."

Filed in Chronological file under 1956, 6/25.

The New York Times, June 25, 1956

WS
Print"

The N

,947.

Entered as Second-Class Matter.
Post Office, New York, N. Y.

Universities List 8 Guides For Donations by Industry

*They Urge Unrestricted Gifts That Insure
Freedom of Teaching and Research
—Seek to Avoid Hidden Costs*

By RUSSELL PORTER

Seven privately supported universities have adopted an eight-point set of principles to guide them in seeking financial support from corporations.

They stress unrestricted gifts that impose no hidden costs, that guarantee independent teaching

*Text of universities' statement
will be found on Page 15.*

and research, and that are not tied to advertising programs.

The statement was signed by the presidents of Columbia, Cornell, Harvard, Princeton, Stanford and Yale Universities and the University of Chicago. It was made public yesterday by the universities.

The eight points or principles were officially summarized as follows:

1. Colleges and universities have a deep obligation to society.

2. They have an obligation to give to corporation executives an adequate understanding of their nature, purposes and internal operations.

3. The form of corporate giving most useful to the college or university is unrestricted gifts.

4. Gifts for special projects should not impose a hidden cost upon the institution.

5. Corporation gifts for any purpose other than the advancement of learning through independent teaching and research should not be accepted.

6. Scholarship programs can be operated more effectively by universities and colleges than by corporations themselves.

7. Gifts of equipment are most welcome but should not be tied to advertising programs.

8. Corporations deserve, and should receive, appropriate and public acknowledgement of

Continued on Page 15, Column 7

FINANCIAL STATUS OF 7 UNIVERSITIES

Endowments, Other Income Sources, Budgets, Plants and Realty Enumerated

The seven universities that have issued a statement of principles for acceptance of gifts from corporations have been traditionally financed, aside from tuition and other fees, largely by endowment from private individuals. A summary of their financing situation follows:

COLUMBIA UNIVERSITY

Columbia has a total enrollment of 25,000 students, an endowment of \$113,589,957 and an annual budget that exceeds \$22,000,000.

The physical plant of the university consists of seventy-two buildings and covers 1,167 acres. Its libraries hold 2,000,000 volumes.

In 1951 the university was receiving taxable income from 120 real estate parcels with a total assessed valuation of about \$20,000,000. It owns apartment houses, factories, loft buildings and other types of real estate all over Manhattan.

The total value of buildings, grounds, and equipment used for educational purposes has been reliably estimated at \$54,000,000.

Columbia owns the land on which Rockefeller Center stands, and gets an annual rental of \$3,300,000 from it.

The university has an active and generous alumni group. A new student union, which will cost \$3,500,000, is being funded entirely by alumni contributions.

The Ford Foundation recently made a grant of \$1,250,000 to Columbia for further development of its School of International Affairs.

Guiding Principles Set by Colleges for Industrial Gifts

Following is the text of a set of guiding principles announced yesterday by seven university presidents for seeking financial support from American corporations:

PREAMBLE

In 1952 the Commission on Financing Higher Education published a series of important reports on the question of financing our colleges and universities.

Since that time the substantial increase that has taken place in corporate support of higher education has been most encouraging.

Taking heart from this development and of all its significances for the future, and believing that our industrial corporations would welcome a statement of principles with respect to their support, the presidents of the universities named below have concurred in the following propositions; it being understood that special circumstances at a given time or in a given institution will call for interpreting these principles according to their spirit and intention rather than their letter.

PRINCIPLES

1. Colleges and universities have a deep obligation to society. Their support should depend on doing, or the prospect of doing, the highest quality of work both in teaching and in

research. It is also proper that they should be expected to demonstrate their ability to get the greatest possible result, in the service of these purposes, for every dollar spent.

2. Private colleges and universities should make it their business to give corporation executives an adequate understanding of their nature, purposes and internal operations so that corporate giving may take all the possible forms suited to the existing aims and character of the institutions they are meant to aid.

3. The form of corporate giving most useful to the college or university is that which directly supports it by an unrestricted gift. If the giving is made on an annually recurring basis, it will provide the academic administrator with funds to meet obligations that tend to become continuing when once incurred.

4. Whenever special gifts are offered, these gifts should not impose a hidden cost upon the institution. A building without provision for its operation and maintenance can make a heavy annual draft on funds otherwise available for the academic program. The gift of a laboratory could easily turn into a financial burden to the university if the original grant did not provide for equipment. Scholarships and fellowships will be of even greater value if they in-

clude cash grants to the institution, thus supplementing student fees and approximating the full cost of educating the student.

5. Corporation support in cash or in kind should enlarge, not restrict, the freedom of action of both institutions and individuals. Universities typically have not accepted in the past, and should not in the future accept, gifts that entail the use of services, faculties, or students for any other purpose except the advancement of learning through independent teaching and research.

Thus research grants should not carry provisions giving a company exclusive rights to the exploitation of results; scholarship and fellowship awards to students should not bind them to a choice of employment or career; and grants for teaching or research should not limit the institution in its choice of the recipients.

6. Philanthropy, like business, should be on guard against disproportionately high overhead costs. Some corporations have attempted to launch their own programs of competitive scholarships and have found these are expensive to run, duplicate others, and multiply paperwork. Those in charge may be inexperienced in the selection of students. These pitfalls can be avoided by making direct grants to those colleges and

universities that have demonstrated skill in the identification of promising students.

7. Gifts in kind (teaching aids, research equipment, building materials, etc.) are an entirely appropriate form of corporate generosity, but colleges and universities should not permit their names to be used in any related advertising.

8. Corporations obviously deserve the goodwill that is the natural and appropriate dividend of genuine philanthropy. Public acknowledgment, in a form acceptable to the corporation, of all gifts is as desirable as it is becoming. Corporate gifts should be as warmly noticed as gifts from individuals.

CONCLUSION

Close relations between corporations and universities are of the highest importance to the future of both. In their different ways these two kinds of organizations are bulwarks of free society in this country. As a major source of new knowledge and as a training ground for many of tomorrow's leaders, the university can truthfully say that the strength of the American corporation and its own are interdependent.

In recent years, this kinship has come to be acknowledged and is being expressed in the form of support flowing from the corporation to the campus. It is as necessary that this sup-

port should grow as that it should find the forms of greatest usefulness. In return, the universities will be able to make more and better contributions to society in the enlargement of knowledge and in the quality of their graduates, educated to meet the ever-increasing need for leadership and service.

The present statement does not pretend to exhaust the questions involved; it only states propositions that seem clear and pertinent at the moment. Advances in effectiveness will depend on the joint efforts and imaginations of the best men that can be found in both the schools and the business organizations interested in advancing the general cause of education.

- LAWRENCE KIMPTON, President, University of Chicago.
- GRAYSON KIRK, President, Columbia University.
- DEANE MALOTT, President, Cornell University.
- NATHAN M. PUSEY, President, Harvard University.
- HAROLD W. DODDS, President, Princeton University.
- J. E. WALLACE STERLING, President, Stanford University.
- A. WHITNEY GRISWOLD, President, Yale University.

UNIVERSITIES LIST 8 GIFT PRINCIPLES

Continued From Page 1

their support from the beneficiary institutions.

Some specific suggestions for corporate giving were offered by the universities as follows:

¶ Gifts on an annually recurring basis provide funds to meet continuing obligations.

¶ A building without provision for operation and maintenance makes a heavy annual drain on general academic funds.

¶ The gift of a laboratory could become a financial burden if it did not provide for equipment.

¶ Scholarships and fellowships are of greater value if they include cash grants to institutions to supplement student fees and approximate the full cost of educating the recipients.

¶ Research grants should not give a company exclusive rights to the exploitation of results.

¶ Scholarship and fellowship awards should not bind students to a choice of employment or career.

¶ Grants for teaching and research should not limit an institution in its choice of recipients.

A preamble to the statement of principles said that a "substantial increase" in corporate support of higher education in the last few years had been "most encouraging." It expressed the belief that corporations would welcome a statement of principles with respect to their support.

The preamble also contained a

stipulation that special circumstances at a given time or in a given institution would permit interpretation of the principles "according to their spirit and intention rather than their letter."

In its conclusion the statement of principles said close relations between corporations and universities were of the highest importance to both as bulwarks of a free society. It held the strength of the American corporation and the American university to be interdependent.

The conclusion said it was necessary for corporation support to universities to increase and to take forms of greater usefulness.

It said the universities in return would increase their contributions to society. The increasing need for leadership and service was stressed.

A statement from Columbia University added that gifts from corporations to education had "only just begun to create precedents" and that they lacked "traditions and guiding principles."

The statement of principles was drawn up in recent months in a series of conferences between academic and administrative officers of the seven universities. Key points were listed to establish administrative policy in each of the universities. General agreement was reached, and the statement was then approved by the university presidents.

It was announced by Columbia University that the statement of principles purported only to state the position of the seven universities and to serve as their own guide in seeking corporation gifts, without necessarily reflecting the opinions of the entire field of higher education.

ket value of about \$123,000,000. There are three sources of income: tuition, income from endowment and gifts.

Thirty years ago 96 per cent of educational income came from tuition and endowment income and only 4 per cent from gifts. In 1954-55, 76 per cent of educational income came from tuition and endowment income and 24 per cent from gifts.

In the last thirty years, tuition has almost tripled, but the per-

\$144,648,000, invested as follows: bonds, \$21,827,000, or 15 per cent; preferred stocks, \$8,671,000, or 6 per cent; common stocks, \$83,725,000, or 58 per cent; real estate, \$19,415,000, or 15 per cent; mortgages, \$5,698,000, or 4 per cent; sundry, \$4,722,000, or 8 per cent, and cash, \$550,000. All figures are

at market value. The endowment fund returned 3.9 per cent of market value, or 6.8 per cent of the book value, which is \$77,731,000.

The endowment is carrying a steadily decreasing share of the university's expenses. In the 1940-41 fiscal year, for example, the fund bore 28 per cent of the

load; in 1954-55, only 13.6 per cent.

Gifts in 1954-55 were made up as follows: foundations and charitable institutions, 34.4 per cent; business corporations, 15.8 per cent, and individuals and bequests, 45.5 per cent. Of the last item, \$465,000 was contributed to the alumni fund.

The university's campus covers about 110 acres, including 103 buildings. It carries a book value of \$67,000,000; the cost of replacing it is estimated at \$250,000,000. The university's 1954-55 budget called for expenditures of \$25,868,000 for instruction and research and \$8,633,000 on Government contracts.

CORNELL UNIVERSITY

Cornell, for the year ending July 1, 1955, had an endowment of about \$80,000,000 for its endowed divisions and received nearly \$11,000,000 in state appropriations for its state units. Land and buildings were valued at \$50,000,000 and equipment at \$25,500,000.

Operating expenses for the endowed divisions at Ithaca next academic year are estimated at more than \$23,600,000. About 30 per cent (\$6,800,000) of this amount will come from tuition and fees, and 40 per cent (\$8,100,000) from dormitories, cafeterias, student health fees, stores, etc.

Two-thirds of the annual \$11,000,000 state appropriation goes into services for the citizens of the state. One-fourth is for extension divisions—to publish bulletins in their fields, offer classes over the state and pay the salaries of home bureau and farm bureau agents in each county. About 40 per cent of the appropriation goes for research, including the operation of agricultural experiment stations in Geneva and Ithaca. One-third goes to teaching.

Cornell research, covering the intellectual and physical universe, was supported this year by \$25,000,000, nearly three-fourths of it from Government sources, state or Federal. More than half of the amount (\$13,600,000) went to the Cornell Aeronautical Laboratory, a self-supporting unit in Buffalo.

Of the total research funds, corporations and foundations each contribute about 10 per cent, trade associations 2 per cent, individuals 6 per cent and the university budgets 2 per cent.

The university received an estimated total of \$11,000,000 in gifts and grants during the last year, not including a Ford Foundation grant for teachers' salaries, the exact amount to be determined. Alumni gifts of unrestricted funds exceeded \$500,000.

The 1954-55 figures for grants from business and industry totaled \$1,250,000. Of this, \$208,000 was in unrestricted gifts, \$303,000 in research grants, \$195,000 in endowments and \$295,000 in medical college grants.

HARVARD UNIVERSITY

Harvard is financed through endowment, gifts for current use, tuition, board and lodging and other student fees, research grants, athletic gate receipts and sales of publications, printing and power.

For the fiscal year ended, June 30, 1955, endowment fund income amounted to \$10,732,991.99. Gifts for current use and "other receipts for special purposes availed of in year" were \$9,231,586.46. Tuition and other fees brought in \$10,134,798.73. Board and lodging grossed \$5,137,491.74. Reimbursement under special research grants amounted to \$3,387,220.38. Receipts from other sources, including gate receipts, were \$3,978,332.85.

The general investment account, including real estate net book value, mortgages at book value, and cash of \$1,000,000 estimated to be available for investment, had a market value approximating \$442,023,000.

Endowment fund income, once 40 per cent of total income, has shrunk to 25.2 per cent.

The endowment fund balance for fiscal 1955 amounted to \$229,100,217.75, including alumni funds.

Total general investments on June 30, 1955, stood at \$442,022,629. Common stocks accounted for 57.42 per cent, United States Government bonds 18.71 per cent, other bonds 15.76 per cent, short-term loans 2.83 per cent, preferred stocks 4.70 per cent, mortgages 0.06 per cent and real estate 0.29 per cent.

The university owns noneducational real estate in Boston, Cambridge and Pittsburgh to the amount of \$4,760,983.83 in book value.

PRINCETON UNIVERSITY

The total replacement cost of Princeton's buildings, grounds and equipment is estimated at \$100,000,000.

The budget for the current academic year totals \$15,522,000, as compared with a budget of about \$6,000,000 a decade ago. Tuition fees cover less than 50 per cent of the educational costs. Endowment has a total book value of \$78,986,000 and a mar-

and 21 per cent from gifts. In the last thirty years, tuition has almost tripled, but the percentage of educational income it covered fell from 55 per cent to about 42 in 1954-55. In this period Princeton has more than tripled its endowment and yet income from endowment in 1954-55 provided about 34 per cent of educational income as against 42 per cent thirty years ago.

The 1955-56 alumni campaign produced the largest total of gifts in the sixteen-year history of annual giving. Final tabulations show a total of \$1,031,529.

In 1955-56 capital gifts, in addition to annual giving, will total in excess of \$5,000,000.

The Socony Mobil Oil Company Inc. recently set up the "Socony Mobil Professorship" in nuclear engineering.

Socony-Mobil is providing a grant of \$17,000 a year which will be used to pay the salary of the incumbent as well as research expenses incurred by him or the university with respect to the professorship.

In 1955-56 \$5,000,000 was contributed for sponsored research.

STANFORD UNIVERSITY

For the fiscal year ending last Aug. 31 Stanford had a total income of \$11,174,445, excluding sponsored research, which is a nonrecurrent income from individual contracts.

Tuition provided \$5,324,488, or 48 per cent of the total income. Income from endowment came to \$2,115,652, or 19 per cent of the total. Expendable gifts amounted to \$3,257,143, or 29 per cent of the total, and all other income added up to \$477,162, or 4 per cent of the total.

At the close of the fiscal year, the Stanford endowment fund totaled \$53,650,000. All gifts for the year amounted to \$7,776,500. The difference in the two gift totals is explained by some gifts in the larger figure being not expendable; that is, they are for addition to the endowment or for specified later expenditure.

For the 1955-56 fiscal year Stanford received an income of \$250,000 from its new program of leasing part of its land holdings, for ninety-nine-year terms, for residential, commercial and industrial purposes. The rentals are expected to rise to \$310,000 this year and grow considerably thereafter. Stanford has 9,000 acres of land and intends to develop about 5,000 acres.

YALE UNIVERSITY

In fiscal year ending June 30, 1955, tuition and other fees paid by Yale students met about 40 per cent of the annual operating expenses. Of the total income of \$22,088,815 students paid \$8,619,364.

Other income for that year came from investments, \$7,453,136; alumni fund, \$238,343; general gifts, \$3,753,385; alumni gifts for current expenses, \$1,085,752; sundries, \$938,835.

Since operating expenses reached a record high of \$22,191,297, the university incurred a deficit of \$452,898. A deficit of \$1,000,000 had been expected.

The book value of Yale endowments stood at \$151,908,717.

The endowment fund's major investments, as of last June 30, were: bonds, \$55,453,156; preferred stocks, \$15,509,429; common stocks, \$59,932,903; real estate mortgage notes, \$3,870,070; real estate, \$9,742,933; miscellaneous, \$5,971,079; cash, \$596,219.

Of the total endowment, \$103,646,201 is for general university purposes. The balance is for specific colleges and schools.

Most of the investment real estate owned by Yale is in midtown New Haven.

UNIVERSITY OF CHICAGO

For the 1954-55 fiscal year, ending June 30, Chicago had a budget of \$37,106,354, including Government contract work, but excluding the management of Argonne National Laboratory for the Atomic Energy Commission.

Its income for the year was \$37,156,712, broken down as follows: endowment income, \$5,064,547, or 13.6 per cent; student fees, \$4,316,712, or 11.6 per cent; gifts, \$5,297,203, or 14.3 per cent; auxiliary enterprises, such as operation of residence halls and bookshops, \$3,852,009, or 10.4 per cent; sundry, \$1,559,100, or 4.2 per cent; patient fees from university medical establishments, \$8,434,172, or 22.7 per cent; Government contracts (exclusive of Argonne), \$8,632,969, or 23.2 per cent.

The endowment fund totaled

PARTICIPATION IN ADMINISTRATION

Academic Personnel

MEMBERS

MATHEMATICS

Academic Activities

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

DIRECTOR

Administration

WEYL, HERMANN

Biographical

BIRKHOFF, GEORGE

FLEXNER, A.

ALEXANDER, JAMES W.

Interview with James W. Alexander, June 27, 1956.

Filed in Vertical File under Alexander Interviews.

Interview with Alexander, 6/27/56

August

VON NEUMANN, JOHN

Biographical

An article in Good Housekeeping Magazine, about von Neumann, mostly on data from his wife, Klara. Highly personal biographical notes--his type of mind, his basic interest in science.

Author's explanation of his work on H-Bomb not so much to solve the problems, but to help set them up so that they could be solved. Many of the calculations involved were so complex and embraced so many factors that they defied procedures in mathematics. It is said that a human calculator would have had to work 8 hours a day for 100 years to solve some of the problems. This led von Neumann to assist in the development of the electric computer. The perfection of the computer led him into weather research since the computer is excellent for calculating the many factors involved in weather. von Neumann said that he and Dr. Jule Charney of his computer group at Princeton had devised a formula incorporating many factors corresponding to the flows and pressures of air masses. Weather Bureau scientists cooperated. Von Neumann and Charney's work will show up increasingly in Government weather predictions.

Good results on 36-hour forecasts, but nonsense for a week's forecast. Has hazarded the idea that it is conceivably possible to wage a new form of warfare--climate war--in which one country can alter unfavorably the climate of the enemy country.

As a child he would refuse to go to the barber for a haircut unless his mother let him take a volume of history along. He studied in Switzerland, chemistry at first then mathematics. At 23 became the youngest privat-dozent roughly equivalent to an assistant professor at the University of Berlin, in the University's history. In 1931 because of political happenings in Germany he came to Princeton University as a lecturer. A year later at 29 he moved to the Institute for Advanced Study. Father a Budapest banker. His wife, child of a rich family in Budapest, was a social dilattante until she married von Neumann in 1938 and then started to study mathematics. She is a reasonably good mathematician now.

Von Neumann has come to feel that the whole basis of warfare has changed because there is no longer a country in Europe ~~so~~ big enough to take an initial military defeat under the impact of modern weapons and go on fighting. Advance in

weapons has outstripped the size of the world and of most of its political units. He thinks we have reached the same stage in the field of invention. Every new development now such as climate control must affect the whole world. In the past we have always had new territory into which to carry new inventions. Now we have run out of real estate. Every new idea jiggles the entire planet.

Phonetic?
Von Neumann does not long to return to Europe. He has become ~~legally~~ naturalized legally and emotionally in 24 years here. He does not evidence the "faint European snobbery about the superiority of 'pure' or theoretical mathematics to 'applied' or immediately useful mathematics. He started as a theoretical mathematician and won his degree in the field. His interests gradually shifted toward the applications toward making mathematics useful to human society. Has little of the European dignity of the professor.

D, von Neumann

INSTITUTE HISTORY

Institute History

See Judith Sachs' copy of Mrs. Reidermeister's pictures
of Einstein, Bohr, Veblen, et al, and illustrations.

Judith Sachs

SCHOOL OF MATHEMATICS

Academic Organization

GENERAL (TENURE)

Academic Procedures

Letter from E. L. Woodward to Oppenheimer, September 19, 1956,
regarding:

(1) Appointment of Borel and Serre to professorships in the School of Mathematics, and saying, "...Anyhow, as far as my judgment goes (and it obviously doesn't go far in choosing mathematicians!) both proposals seem to me reasonable..." and that he thinks the School of Mathematics has a good claim to the next nomination to a professorship.

(2) He doesn't think it prudent to select a man of 32 years who will be eligible to hold his professorship for 35 years. He thinks 35 years in one place seems to be too long. He can't think of anything short of an exceptional invitation such as that accepted by von Neumann which would attract anyone away from the Institute.

D, Woodward, E. L.

1956

9/25

LEIDESDORF

Biographical

Article from the New York Times, September 25, 1956,
"Leidesdorf at 75 So 'Take it Easy'"

Filed in Biographical File.

New York Times

1956
ECONOMICS (P. 1, 4, 5, 10, 11, 13, 14, 16)
DIRECTOR (P. 6)
SCHOOL OF HUMANISTIC STUDIES (P. 6, 7)
PRINCETON UNIVERSITY (P. 7, 8, 11)
PARTICIPATION IN ADMINISTRATION (P. 9, 13)
POLICIES (P. 12)
BUILDINGS AND GROUNDS (P. 6, 7, 15, 16)
ROCKEFELLER FOUNDATION (P. 16, 18)
STEWART, W. W. (P. 1, 5, 13, 14)
FRANKFURTER (P. 2, 5, 9, 17)
CLAY (P. 4)
RIEFLER (P. 4, 6, 8, 9, 10, 13, 14, 15)
WOLMAN (P. 4, 17)
VINER (P. 5, 8)
AYDELOTTE (P. 6)
VEBIEN (P. 1, 16)
STRAUS (P. 7)
PANOFSKY (P. 7)
SCHROEDINGER (P. 7, 8)
OPPENHEIMER (P. 9, 17)
WARREN (P. 10, 11, 16)
BUCHANAN, NORMAN (P. 11)
FEIS (P. 13)

Academic Activities
Administration
Academic Organization
Relations WOAI
Academic Personnel
Administration
Facilities
Foundations
Biographical

Interview with Mr. Stewart, September 25, 1956.
Filed in Vertical File under Stewart Interviews.

✓ 1956
HANCOCK, JOHN M.

Biographical

Article from New York Times, September 26, 1956,
"John M. Hancock, Financier, Dead"

Filed in Biographical File, under Hancock.

New York Times

1956

10/2

TAXATION (FEDERAL INCOME)

Government Relations

Ruling of the Internal Revenue Bureau to the effect that the Institute for Advanced Study is an educational organization as referred to in Section 503 (B) (2) of the 1954 code; that is, one "which normally maintains a regular faculty and curriculum and normally has a regularly enrolled body of pupils or students in attendance at the place where its educational activities are regularly carried on."

The founding was under Section 170 (B) (1) (A) of the Internal Revenue Code of 1954, allowing individuals an additional deduction not exceeding 10 per cent of adjusted gross income for contributions made to a church or a convention or association of churches or to educational organizations as referred to in Section 503 (B) (2) and to hospitals referred to in the same section, Subsection B, Paragraph 5.

A, Leidesdorf, Samuel

1956
GENERAL (INSTITUTE FOR ADVANCED
STUDIES, DUBLIN)

Educational Institutions

O'MEARA, JOHN J.

Biographical

Interview with John J. O'Meara at Paul Clement's,
October 11, 1956, evening.

Filed in vertical file under O'Meara Interviews.

Interview with JOHN J. O'Meara, 10/11/56

1956
FLEXNER, A.

Biographical

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

Filed in Vertical File under "F" for Flexner.

New York Times

~~1956~~
GENERAL (ALAN GREGG)

Foundations

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

Filed in Vertical File under "F" for Foundations.

Source Above.

1956

11/7

INSTITIHTE HISTORY

Institute History

Letter from Aydelotte to Oppenheimer, November 7, 1956,
regarding the return of Institute files to the Institute by
Aydelotte.

Filed in Vertical File under Institute History.

FA, (Elsa Jenkins) 3/19/57

✓1956

11/13 }
11/6 } ?

FLEXNER, A.

Biographical

A birthday party thought ~~up~~ of first by Fulton, passed on to Oppenheimer and by him to Leidesdorf with the request that Leidesdorf might consider letting his people arrange it since he has not been close to Flexner. A most florid scroll was ~~xxx~~ given Flexner in Latin signed by 23 professors of the Institute.

D, Flexner 90th birthday.

.866
90
1756

CHICAGO UNIVERSITY

BERNSTEIN

Educational Institutions

Biographical

From its beginning in the 90's under the presidency of Harper, Chicago has been one of the greatest universities and research centers in the country. Harper went abroad to choose the best scholars of Europe at fabulous salaries to head his various departments: Michaelson in physics, for instance; Breasted in Middle East languages, and so on. The University specialized in research, though the teaching load of its professors was usually heavy. Not sure about the growth of the undergraduate school, nor about presidents who intervened between Harper and Hutchins. Called chancellors. Hutchins came in at 29 in 1932, the youngest University president. He revolutionized curriculum. Stopped undergraduate work as such after two years. System of education in subjects as students became qualified to take the examination. No specific term course and unit provision. As juniors the students went into graduate department. They could move as fast as they were capable of moving to the Masters and the Ph. D. ~~Master~~ Ph. D.'s still required comprehensives. Hutchins was an idea man who left the University funds depleted. Kempton, present Chancellor says a president is either an idea man or a money-raising man, though he is a philosopher he characterized himself

as a money raiser.

Chicago launched a money raising campaign of \$32,000,000 a couple of years ago, and are now within \$19,000,000 of the goal. The ~~goals~~ goals are not primarily for additions to endowment, but are for buildings, increases in professors' pay, teaching, reasearch as operating expense/ ~~but~~ generally, but not for projects except insofar as government projects in research in physics and chemistry, and so forth are concerned. Government maintains Argon Laboratory. A short time ago withdrew a large project which put the University at a severe disadvantage in carrying on work in this respect. Bernstein cited the Rosenwald thesis (opposed to Flexner's) that each generation should take care of its own responsibilities. The general basis of this is that ~~the~~ it takes so ~~much~~ much money to realize income when the money is added to endowment that it becomes impossible to keep up a dynamic tradition. Four per cent realization in income is not sufficient for the purposes of a great university. It ~~can't~~ just can't raise that much money.

The medical school and the hospital are on the campus. Bernstein said it was the first group medical practice plan

instituted in the country. (Wasn't Johns Hopkins?)
All the practitioners are professors on full time in
Department of the Biological Sciences, and are organized into
the subdivisions thereunder. The clinic is organized as to
take care of both in-patients and out-patients and in-patient
is always under the central care of one man who rationalizes
reports and laboratory work.

The University School of Law is devoted mainly to
research, says Bernstein, although, of course, it gives law
degrees and qualifies men to practice.

(Why did not Flexner ever quote the University of Chicago
in his lectures to the Board? Could it have been that he
was fundamentally disposed toward Johns Hopkins through personal
loyalty?)

Interview with Bernstein, 11/17/56

1956
PRINCETON UNIVERSITY

Relations WOAI

LIBRARY

Facilities

The Library of Princeton University is still essentially an undergraduate college library. The physical location and accessibility to Washington and New York is therefore very important. Heymann in Czeck history must go to Harvard; Kennan finds no nourishment at Firestone. The Morrisses complained that Firestone books Christopher needed "are always out": Mrs. Morris says they are actually in the seminar rooms.

Lunch conversation with Kennan and Heymann

12/17

PENSIONS (BENEFITS)

Academic Personnel

SALARIES

PANOFSKY

MEISS

Memorandum Oppenheimer to Trustees on Panofsky's request for increased pension because of his invitation to go to Harvard.

Memo presents Panofsky's, Oppenheimer's and faculty's nomination of Meiss to Harvard to succeed Panofsky due to retire in 1960.

Panofsky has been asked to accept professorship at Harvard by Pusey at \$18,000 a year, retirement 72 (amount not stated). Panofsky due to receive \$6,000 on retirement in 1960 plus \$1,953 a year social security benefits. Remaining at I. A. S. which loyalty dictates would cost him \$12,000 a year for four years. He asks whether the Institute can take steps in part to make this up to him; otherwise mercenary

considerations would probably lead him to leave. If he went to Harvard, Meiss would probably stay there. If he could look forward to \$10,000 a year, he would certainly stay at the Institute.

Question grave: "For a man accustomed to living on a salary of \$18,000 a year, \$6,000 is an inadequate pension. I believe the figures which are regarded as acceptable lie between 60 and 70 per cent."

R. O. ~~asked~~ said, "But it seems to me that the urgent predicament in which we now find ourselves indicates a broader decision than in the case of Panofsky alone."

D, Pension Committee

✓ 1956

12/18

AYDELOTTE, F.

Biographical

Article from the New York Times on death of Aydelotte.

Filed in Chronological File under 19~~5~~6, 12/18.

New York Times

DR. AYDELOTTE, 76, EDUCATOR, IS DEAD

**Ex-Rhodes Secretary Headed
Swarthmore and Institute
for Advanced Study**

Special to The New York Times.

PRINCETON, N. J., Dec. 17—
Dr. Frank Aydelotte, noted edu-
cator, died tonight at Princeton
Hospital. He had suffered a
stroke on Dec. 9, in his home at
88 Battle Road.

Dr. Aydelotte had been in deli-
cate health for several years,
and three years ago gave up his
post as American secretary of
the Rhodes Trustees, which he
had held since 1919. He was 76
years old on Oct. 16.

Dr. Aydelotte was the direc-
tor of the Institute for Advanced
Study in Princeton from 1939
to 1947. He was himself a
Rhodes Scholar, having gone in
that capacity from Indiana to
Brasenose College, Oxford, in
1905. He was born in Sullivan,
Ind., and received an A. B. de-
gree at Indiana University in
1900. He also had studied at
Harvard University.

Dr. Aydelotte was also well
known for his tenure as presi-
dent of Swarthmore College
from 1921 to 1940.

Got Degree in 1908

Actually, his Rhodes Scholar-
ship was terminated by his mar-
riage, in 1907, to Miss Marie
Jeannette Osgood, since Rhodes
scholars must be unmarried.
Mrs. Aydelotte died in Oxford in
1952. Her husband completed
his studies at the British uni-
versity and received a B. Litt.
degree there in 1908.

The Rhodes scholarships, pro-
vided under the will of the late
Cecil Rhodes, South African
mining multimillionaire, were
envisaged by their donor as a
means of advancing the ultimate
federation of the English-speak-
ing peoples.

"They should be men chosen
on a broad basis of intellectual
and personal qualities * * * in-
cluding * * * solidity of charac-
ter and * * * instincts for lead-
ership * * *," he said.

AYDELOTTE, F.

Biographical

Copy obituary Dr. Frank Aydelotte, December 19, 1956, The TIMES of London.

Leading American educationist, Dr. Frank Aydelotte, Honorary K. B. E., former Director of the Institute for Advanced Study at Princeton, New Jersey, and for 35 years American Secretary of the Rhodes Scholarships died on Monday, Reuter reports. He was 76.

Aydelotte had been a leading figure in American educational life for many years. He was born at Sullivan, Indiana on October 16, 1880 after studying at the State University at Bloomington, he graduated in 1900 and immediately entered the teaching profession as an instructor in English at the Southwestern State Normal School of Pennsylvania, and later at Indiana University. He also spent some of his time in post-graduate work at Harvard where he received the degree of M. A. in 1903 and then taught English at the Boy's High School in Louisville in Kentucky just across the river from Indiana for two years. In 1905 he was awarded the Rhodes Scholarship, and took up his studies at Brasenose College, Oxford. He often said

that Oxford had been the most profound influence in his whole life. After taking the degree of ~~Bachelor-of-Literature~~-(B. Litt. in English Literature there in 1908 he returned to the United States to fill a number of teaching appointments before being chosen President to Swarthmore College, Pennsylvania, a small Quaker co-educational university in 1921. Under his regime the college rapidly extended both in its capacity and in influence and reputation and came to take a high place among the higher schools of learning in America.

Loyalty to Oxford.

He had always kept up a close association with the officials of the Rhodes Trust in this country in their work. In 1918 he was asked to become its secretary in the United States and take charge of its work there. He accepted at once and continued to give the work his close attention and careful consideration until 1953, when he ceased to hold the post. Many an American Rhodes scholar owed much to his advice and counsel both when he was coming across to ~~taking~~ take up residence in Oxford and on his return to take up his career in his own country.

For the guidance of Rhodes scholars and others he wrote two books on Oxford. The first entitled, The Oxford Stamp, was published in 1917, and the other in which he was associated with Mr. L. A. Crosby came out in 1922 under the title of Oxford of Today. His loyalty to Oxford and his long-continued work for it as well as his other work for education in general and in his own country found due recognition at Oxford when he made a return visit during the summer of 1937 and received the honorary degree of D. C. L. from the University and an honorary fellowship from Brasenose.

Besides his work for the Rhodes Trust he undertook much educational work of a similar kind, particularly in connection with the higher branches of study. In 1918 he was one of the national directors of the educational work carried on by the United States War Department. He was an active member of many associations formed for the advancement of higher education both in his own country and in other parts of the world, a trustee of the World Peace Foundation, and of the Institute for Advanced Study (sic.), a member of the Modern Language Association, of the American Historical Association, the Council of American Philosophical Society, of the Foreign Relations Council, and of

the American Academy of Political and Social Science. In 1925 he was elected President of the Association of American Colleges.

In 1939 he resigned the presidency of Swarthmore College to become Director of the Institute for Advanced Study at Princeton and remained in this important position until 1947. In the war years its specialized knowledge was in demand with the United States Government. He was Chairman of the Committee on Scientific Personnel, Office of Scientific Research and Development, and Chairman of the New Jersey Enemy Alien Board. From 1945 to 1946 he sat on the Anglo-American Palestine Commission.

On his retirement from the secretaryship of the American Rhodes Trust in 1953 an Honorary K. V. E. was conferred upon him.

Beside his books on Oxford he wrote a number of works on English studies for college use, handbooks, syllabuses, and text books, and also a detailed study, Elizabethan Rogues and Vagabonds, which appeared in 1913. In 1946 appeared his The Vision of Cecil Rhodes, review of the first 40 years of the American scholarships.

Aydelotte married in 1901, Marie Jennette Osgood. There was
a son of the marriage.

The Times of London, December 19, 1956

AYDELOTTE, F.

Biographical

Copy of Article by Brand Blanshard in The (London) Times, 12/28/56.

Professor Brand Blanshard writes:--

Britain had no better friend in America than Frank Aydelotte. The binding tie was Oxford. When he came to Oxford among the early Rhodes scholars more than half a century ago, he lost his heart to that old enchantress, and never got it back. Indeed, the two main achievements of his life stemmed directly from his Oxford connection.

The first was his reorganization of the method by which American Rhodes scholars were selected. The situation here was curious. The famous will of Cecil Rhodes had assigned the same number of scholars to each of the 48 states. In a small state like Delaware there might be two candidates, and in a big one next door, like Pennsylvania, 20 or 30; and the tenth man in Pennsylvania, who was of course rejected, might be better than the first in Delaware. The only way to change the system was to change Rhodes's will itself by an Act of Parliament, but Parliament would hardly do that without American approval. Aydelotte saw and seized the opportunity. He formulated a plan by which the country was divided into eight electoral districts,

and the best men from each were to be selected. He then toured the country from coast to coast presenting his plan to Rhodes committees. It is no small tribute to his powers of persuasion that, in spite of the jealous tradition of states' rights, he won in the end an almost unanimous support for his plan, which was shortly afterward sanctioned by Parliament.

Dr. Aydelotte's other achievement was far more significant still. He broke what he used to call "the academic lock-step" in America. The prime difference between higher education in Britain and in America is that Britain is trying to educate a select few (about 85,000 at a time) in her universities, while America is trying to educate en masse (about 2,500,000 at a time). Quantitatively, the American performance is magnificent; qualitatively it is less impressive. The abler students have too often been lost in the crowd. Here again Aydelotte saw the need and opportunity. When he was made president of Swarthmore, he determined to make the college a testing-ground for a new curriculum, in which the abler students were singled out after their first two years, and permitted to go as fast and far as they could. His programme was a modification of the Oxford honour schools and tutorial system and specially adapted to American needs. The result was to carry Swarthmore into the

first place among American colleges in the proportion of graduate scholarships won by its students. But there was a more significant result. Aydelotte had found a formula for combining quality with quantity in education, and soon colleges throughout the country were adopting various versions of his honours programme.

The Times, London, December 28, 1956