

1863

NRC indep. of gov. financing

NATIONAL ACADEMY OF SCIENCES

Foundations

FLEXNER, A.

Biographical

VEBLER, O.

The National Academy of Sciences was chartered by Congress and approved by President Lincoln in ~~18~~ 1863. The Charter provides that the Academy shall investigate, examine, experiment, and report upon any subject of science or art when called upon by any department of the government. The Academy has long acted as an official adviser to the government on a wide variety of questions. Founded as it was during the Civil War, it dealt actively with military and naval problems in its first years.

In April, 1916, when relations with Germany were already tense, but before the onset of World War I, President ~~Wilson~~ Wilson asked the Academy to organize the scientific resources of the country in the broadest and most effective manner possible to accomplish preparedness for defense. The Academy organized the National Research Council. After it was organized and started operating, the President on May 11, 1918, recognized its existence with an Executive Order which set forth its functions, in organizing

research and securing cooperation of military and civilian agencies:

- (1) To stimulate research in mathematical, physical (+ chem) and biological sciences and their application
- (2) To survey the larger possibilities of science, formulate comprehensive projects of research, etc. pure?
- (3) To promote cooperation in research at home and abroad
- (4) To serve as a means of bringing American and foreign investigators into active cooperation with scientific and technical services in the government departments.
- (5) To direct the attention of scientific and technical investigators to the problems of the government
- (6) To gather collate scientific and technical information at home and abroad. (Page 6)

The National Research Council differs from other similarly named organizations established in recent years in England, Canada, Australia, Japan, Italy, etc. These are all government supported, and to some extent, government controlled. The American National Research Council was partly supported during the war, but since has been supported entirely from other than governmental sources, and administered by its own representatively selected membership appointed by the President of the National Academy of Sciences. The Council maintains close cooperative relations with the government, scientific ~~xxx~~ bureaus, etc.

The work is carried on by a small group of officers and an executive board with an interim committee. It is composed of 13 major divisions arranged in two groups:

(1) 7 divisions of science and technology representing physics, mathematics and astronomy, engineering, chemistry and chemical technology, geology and geography, medical sciences, biology and agriculture and anthropology and psychology

(2) The other 6 divisions of general relations-- federal relations, foreign relations, states relations, educational relations, research extension and research information.

The Council issues reprints and circulars on the one hand, and bulletins on the other. The latter publication of general sources for scientific knowledge, reports on status of various fields of research, and special contributions with no other logical place of publication.

Financial support of the Council is assured ^{b₁} of a gift of \$5,000,000 to the National Academy of Sciences from the Carnegie Corporation of New York, part of which was used for the erection of a building in Washington for the Council and the Academy, the balance for permanent endowment.

The Council's scientific projects are supported by special gifts obtained at various times from various sources. Thus, \$500,000 was given by the Rockefeller Foundation for

the support during 6 years of a group of fellowships in physics and chemistry; \$500,000 by the General Education Board and the Rockefeller Foundation for supporting 5 years research fellowships in the medical sciences; \$325,000 for 5 years from Rockefeller Foundation for research fellowships in the biological sciences; other gifts totalling \$1,000,000. for miscellaneous projects. *math?*

Simon Flexner was Chairman, 1923-24 of the Board Administering National Research Council Fellowships in Physics and Chemistry. Veblen was ~~one of the 7 other Board members administering the fellowships in physics and chemistry, 1924-5,~~ and ~~at the same time~~ during the year 1923-24, Chairman of one of the divisions of science and technology; namely, the Division of Physical Sciences. After 1923-24, the National Research Council Fellowship's Administrative Board for Physics and Chemistry became the Board for Physics, Chemistry and Mathematics. Flexner retained his chairmanship for several years.

Fellowship
Veblen went on the Committee in the year 1924-5, and remained at least through 1926-7. Birkhoff came on the Board *(w/ later)*

and so did Gilbert A. Bliss and Karl T. Compton, (then Professor of Physics at Princeton University) ~~came on~~ 1924-5. These three remained on the year 1926-7. How much longer, I don't know because I didn't examine.

Flexner was Chairman of the Research Fellowship Board for the first time in the year 1920-21. He was listed as ~~Chairman~~ Director of Research Laboratories, Rockefeller Institute for Medical Research up until the year 1925-6 when he was listed as Director, Rockefeller Institute for Medical Research.

Veblen was listed as Professor of Mathematics at Princeton in ~~1925-6~~ 1924-5 and 1925-6, and in 1926-7 was listed as the Henry B. Fine Professor of Mathematics, Princeton. Both Flexner and Veblen retained those titles and their membership through 1932-1933.

✓ 1864-1943
AMES, JOSEPH SWEETMAN

Biographical

Physicist. President Johns Hopkins, 1929-1935.

✓1859-1939

GOODNOW, FRANK JOHNSON

Biographical

Historian and lecturer in Administrative Law. President
Johns Hopkins, 1914-1929.

NATIONAL RESEARCH COUNCIL

Foundations

*Flexner
Veblen*

The research fellowships in chemistry, physics and mathematics were supported by a gift of Rockefeller Foundation totalling \$2,075,000 from 1919-1937, another grant of \$1,364,344 by the Rockefellers from 1923-1937 for fellowships in the biological sciences (including psychology), Simon Flexner was still Chairman of the National Research Council Fellowship Board in the year 1936-37. (July 1 to June 30).

Gilbert A Bliss, Professor of Mathematics at Chicago, Birkhoff, George D., of Harvard, and Veblen (described in the report as professor of Mathematics, Institute of ~~Public~~ *Adv. Study,* ~~Relations,~~ Princeton University, Princeton, New Jersey!!
research council

In 1937-38 a new/fellowship board was set up without the direct representation of the scientists and mathematicians who had theretofore served on the Board. The President or Chairman of the National Research Council ~~himself~~ acted as to the Chairman, Simon Flexner, Veblen, Birkhoff and Bliss were no longer there. After the year 1937-38 ^{the} a number of *fellowships per* mathematicians, which had run from about 5-8 or 9 per year

dropped to around 2 pretty consistently for several years, and, presumably, continued during the war period at the reduced volume. ?

GENERAL

Educational Institutions

Excerpts from an article, "Plan for a University of Discoverers" by Luther Pfahler Eisenhart, at pp. 123 and following in the Princeton University Library Chronicle, Volume VIII, No. 3, April, 1947.

Henry became
Director of Studies
1846

Shortly after James McCosh became President of the College of New Jersey in 1868, a resident of Princeton, Reverend John Miller, a graduate of the college but not at the time connected with it, proposed that there be established in Princeton an institution for the promotion of research and scholarship in science and other fields of learning. The proposal was made a quarter of a century before the graduate school of Princeton University was established, and more than a half a century before The Institute for Advanced Study came into existence. (Defensive?)

The Reverend John Miller was born in Princeton, April 6, 1819, son of the Reverend Samuel and Sarah Sargent Miller. Early education: Edge Hill School, graduated in 1836 from the College of New Jersey. Joseph Henry joined the faculty of the college as its first professor of natural philosophy during

Samuel Miller
Cousin

Miller's freshman year, and was conducting research on electro-magnetism as well as in other fields of science. "Joseph Henry was beyond question the foremost American scientist of his time, and the peer at least of any since then. A remarkable man and an excellent lecturer with the range of learning without bounds. He roused intellectual curiosity in his students." (p. 123)

It is recorded that John Miller, ~~Henry's assistant,~~ was then Henry's assistant, was in training to become a professor of natural philosophy. But there was a religious revival, and it changed Miller's plans for a career. In 1838 he entered the Princeton Theological Seminary, and upon graduation and ordination served until 1855 as pastor in Frederick, Maryland, ^{then} and in Philadelphia. He preached at churches in the Valley of Virginia, served as a captain of artillery, and as chaplain in the Confederate army, and as pastor in Petersburg, Virginia.

In 1871 John Miller returned to Princeton where he was to spend the remainder of his life. He disagreed with certain

doctrines of the Presbyterian Church, and withdrew from it and established an independent church with several missions in the neighborhood, but his intellectual interests were not limited to theology.

The documents regarding his proposal were found in June, 1946, in the office of the graduate school, and placed in the manuscript collection of the University library. A memorandum written by one of John Miller's daughters recently transferred from Nassau Hall to the library states that she lent these papers to Dean West "to finally return them to us or put them in the Princeton University keeping." It is doubtful when Miller began to formulate his proposal. The first evidence is a letter from Joseph Henry dated April 14, 1873, from the Smithsonian Institution in Washington acknowledging a letter from John Miller. "I fully endorse your grand project for a College of Masters for original study and investigation. Such an establishment would be the realization of the dream of Bacon of an institution which he denominated 'Solomon's house' and ascribed in his New Atlantis. It will not be difficult

for?
to frame a general plan at the establishment; the details, however, will require much consideration. ~~Atxfixx~~

^{CW} "At first sight your view might appear too restricted in finding the directorship to Presbyterians, but on reflection I am not certain that you will not be more likely to succeed in the enterprise by such a restriction.

"One essential element of the scheme should not be forgotten; ~~namely~~ viz, that of making provision for the implements of research. In the line of physics, chemistry, and astronomy, instruments of precision will be required. While in all other subjects you have mentioned a well-selected library will be requisite.

"Again while the great object of the establishment is the promotion of original thought and investigation, a limited amount of lecturing would be of service to the master as well as to the public generally." (p. 125)

Henry

/He goes on to point out the analogy existing in the organization of the Royal Institution of Great Britain as in

very limited degree similar to Miller's proposal. It is supported by an insufficient endowment supplemented by annual subscriptions of members allowed the privilege of attending the lectures. "It is, however, an admirable illustration of what may be done by concentrating men of talents to original research. I do not think that anything can be expected when the patrons of that establishment in the way of assistance in founding a mastership ⁱⁿ at Princeton, since the Royal Institution itself is so ^{poorly} purely endowed as to be unable to support more than one or two professors." (Ibid.)

Henry closed the letter by saying he was interrupted by a meeting of the National Academy, but in the meanwhile he has had a notable example of the want of such an institution; namely, that of the case of Dr. Brown Sequard, now of New York, formerly of Paris, one of the most distinguished experimental ~~physiologists~~ physiologists of the present day, anxious to devote his life to original research, but in support of himself, obliged to devote about one-half of his time to the practice of medicine. "Now were all his time and thoughts

given to original research, the world would be immensely a gainer." (Ibid.)

John Miller received two letters dated in April, 1873, from persons to whom he had presented his plan: Henry M. Alexander, a trustee of the college (as John Miller's own father had been), and John A. Stewart, New York banker and trustee, who acted as President of the University, 1910-12. Each letter indicates that the writer would join in a meeting to discuss the plan, but there is no further evidence anything was done about it.

The manuscript collection also contains four copies of the proposal entitled Plan of a University of Discoverers to be established at Princeton, New Jersey. These are much marked up and modified; however, the basic ~~plans~~ provisions are paraphrased as follows:

A University of Discoverers

I. Motives for such a foundation: "The special motive of those who originate the scheme, is to protect science against

religious infidelity, and thus to protect religion against infidel science. They record this as the very highest object of their endowments, that both governors and members of the University may hold it as a point of honor not to divert the trust.

"The principles that the founders would protect, are those of the sacred scriptures viewed as plenary inspired, and those in substance, taught in the chief Evangelical symbols, as, for example, in the Apostle's and the Athanasian Creeds, in the Westminster and Heidelberg Confessions, and in the 39 articles of the Church of England."

II. "The general motive as it will appear to a wider public is as follows:

"1. ~~Discovery~~ Discovery has done more for the human race than any other work of man. Blot out chemistry and higher physics all that has resulted from them in photography and telegraphy and other electric appliances, navigation and other locomotion, including discoveries about the compass, and by the observation

of the stars, and men would be half back at the savage state, and half isolated again in unknown divisions of the planet.

the most
2. Discovery having done/for man is also the one human work that has received least from man. Religion, art, amusement, philanthropic orders, and even mechanic guilds have high endowments and princely buildings. There are capitols in judicial halls and halls of commerce: there are hospitals and asylums for the poor: there are churches and collegiate seats: "but the world has been a step-mother to science. She has greedily seized its gifts, and built colleges to teach its facts, and invented arts to embody its results--floated ships and reared factories to coing it into wealth,--but has turned half persecuter when the time came to pay: opening no home for it when in labor with its births, and having no food on hand when it should have had the most generous nutrition."

3. "Hence there is no university on earth ~~to~~ distinctly to reward and endow discovery."

4. "The institution most like such a university is one not founded far from a century ago in London by an American, Benjamin Thompson (Count Rumford). It was by no means squarely for science, least of all for discovery in science. It was founded to teach trades people and to store models. Afterwards Sir Humphrey Davy translated it as a scheme, 'to make science fashionable.' It has had inconvenient public duties and one precarious salary, in chief, and yet it has given to England nearly half her ~~scientists~~ ^{scientists}. This chance outbirth of a new England thought has tried the experiment effectually of whether discovery needs endowment; for like a shovelful of Guano upon a desert, its money marks the spot where there has shot up out of the English soil such growths as Yrung, Sir Humphrey Davy, Michael Faraday, and John Tyndall; one succeeding the other, and making a group of discoverers scarcely matched in any land."

5. Most discoveries have been made in a wealthy age; viz, the 19th century. Most discoveries have been made by wealthy peoples; viz, France, Germany and England. Most discoveries have been made in the region of capital; that is in old states

and circumstances of leisure; witness old civilizations as compared with ours, Our Commonwealth producing inventions and theirs discovery. It will be a curious undertaking to find out how far, poor as the endowment has been, the great discoveries of the race by the hand of such men as Sir Isaac Newton or the endowed ecclesiastics of a hierarchy have actually been purchased by coin of the realm.

6. As a negative argument: "Discovery has actually bloomed forth and afterward withered ~~from~~ for lack of money. The bloom has dropped unnoticed in the more frequent case. But in some the flower has been conspicuous and the fall on record." He then cites Sir William Hamilton ripe and grandly, and at his death was starving and penniless, his health destroyed by teaching, so that he could not systematize his thought. America has a still worse case: "Our highest scientific light was put out 30 years ago. We will not particularize."

III. The plan of a University of discoverers to be established at Princeton, New Jersey.

i. "The sole object of this university shall be to

who
1943?

furnish house, salary, and instruments of science to the world's best investigators."

ii. A Board of Governors, those who found the institution, and such as they elect to follow them, never to exceed 20 to hold all property and control all interests under a charter from the Legislature of New Jersey, to protect and extend their enterprise. Governors who accept the ~~trust~~ trust are charged in honor to watch elections so as to hand down the faith of the institution unimpaired forever. "Here is the great difficulty. It has been the chief argument against the scheme. It is almost the whole anxiety of those who give the money. The Board, being their own constituency, will have ~~the~~ sheer power to pervert the trust in any age of time. No honest infidel would desire this, and therefore, beginning with believers, the Board must be trusted to hand down the franchise to others, and watching every election with religious care, not to be sustaining genius that is wickedly prejudiced against the gosepl."

iii. The University is to seek endowment for at least

12 fixed departments of discovery; one, metaphysics; two, Biblical Hermeneutics; three and four, physics, ponderables and imponderables; five and six, chemistry, molecular and applied; seven and eight, astronomy, mathematical and cosmical-- this latter including cosmogomy, geology, and stellar physics; nine, anthropology, including biology, physiology, archeology, ethnology, and archaic philology; ten and eleven, natural history, vegetable and animal; twelve, political economy, including politics or government sociology.

iv. Also to seek endowments for departments not fixed. "In view of special genius that some man may develop in a department already filled or in some narrow sphere like the study of aerolites, or wind or sea currents, the Governor shall multiply endowments which they may vote to such particular use, subject to the same laws as belong to the fixed ~~departments~~ departments."

v. No money ever bestowed for this institution shall be spent except for original buildings or for costly and permanent apparatus. All beyond this shall be put at interest and continued only in its income. The income must pay for all expenses of

foundations and incidental expenses.

vi. The Governors may not fill a fixed department until it is thoroughly endowed, and the minimum endowment must be \$70,000, out of which may come the cost of residence.

vii. The income of an endowment while vacant is to go to the increase of its principal, unless the endowment exceeds \$70,000, and even then unless the Governors employ it in permanent endowment in some other part of the University.

viii. When a department is endowed, the Governors may elect an incumbent. If it be a fixed department, it shall be open to the best talent ~~in~~ of the world of that particular branch; if not fixed, then of any branch. "Election may be from any race and from any section of the planet, but it must have supreme reference to safe principle and notorious talent for research. "

ix. The President shall be elected as one of the incumbents of the University, shall be ex-officio a Governor

and the executive head of the administration in addition to his own investigations, he shall study the personnel of science everywhere, and be able to report to the Board on the occurrence of a vacancy, a description of the great men in that particular department of research who might be elected to fill it. He ~~shall~~ shall also study this new plan of endowing research, and report means for developing it, himself personally carving its paths and building its success under the direction of the other Governors.

x. "No incumbent in any department shall be elected for longer than 6 years, unless he has already filled that department for 6 years, and then only on the unanimous vote of all the Governors. At the same time, three-quarters of the Board may displace a member from his department for competent reasons with ~~thirty~~ a year's notice."

xi. Eleven relates to ~~no~~ donations received and solicited which during one incumbency, or even during the lifetime of the donors, shall not be subject to all of these rules,

but after such conditions, the Governors should provide reversion to one homogeneous system.

Reserve only full time
xii. The University is not for education, and shall have no pupils. It may have needful assistants and honorary members. Members shall serve full time%, No lectures or alien work for pecuniary gain.

xiii. The Governors shall not invite candidates for appointment.

Princeton,
xiv. Residence at/New Jersey,

xv. The Governors shall enact by-laws, etc.

xvi. The Board may sit judicially and detruce a Governor who is endangering the institution, etc.

xvii. Elections of Governors and members shall be by ballot and require two-thirds of the Board in vote.

xviii. Two-thirds ~~mayxxx~~ shall be a quorum and no proxy shall be admitted except where a vote must be by all or three-quarters of the Board.

xix. The Corporation is not forbidden to be entrust with other funds, provided ~~ed~~ only they bear upon its object.

There is a long list of names appearing with the manuscripts, but not necessarily names of ~~signers~~ signers.

Joseph Henry wrote to Miller, May 1, 1874, ~~xxx~~ apologizing for keeping the plan so long, and suggesting that he has looked it over with Professor Guyot, and they both find they are in doubt about some of the provisions of the plan. Henry has also presented it to Dr. Gray of Cambridge who concurs with the purpose and the desirability, but thinks there are difficulties in details. He promises a visit.

Miller wrote to Henry, July 9, 1874, now that so much conference has been engaged in and we all agree such an institution is necessary, we shall ~~unite~~ unite (Miller, Henry,

and Guyot shall unite) and agree to invite certain people into the undertaking. He re-states the form of it. "It shall be a college not for teaching, but for research. It shall have endowment, therefore, not to pay professors or to sustain students, but to support investigation, the idea being to reward men who have already achieved discovery by placing their talents and their zeal in a situation to be more available releasing them from the drudgeries of want and giving them their entire time for the purposes of science." (p. 133)

Then Miller says that he would not be soliciting Henry's aid, just to promote the interests of science. It has fared fairly well. It will, however, fare better if it is tended like a plant. "But I confess my object to something higher. Science is a great friend of religion. The highest cadences of Christianity not morals are to be found in science. Science undirected has assailed religion just as mind has and just as conscience has. But when the fight was over religion had advanced its external evidences. This I covet." He expresses the hope that if we advance science to the very uttermost, believing that thereby we can find out "that much more of God and that much added to the outposts of the Gospel,"

they will probably be successful, at the same ~~time~~ ^{time} giving a check to prejudice, and excluding those who use research willfully in a manner unfair to religion.

"...when, not a machine but an immortal spirit, confessedly hostile to the Bible, with a fine genius for research but colored all over with prejudice, approaches science, we value even then the ultimate results, but should regard it as too dangerous for our purpose, and would hold it to be the great end of the contemplated institution that for the value of present good to choose more candid men for the work of investigation."

Henry replied October 23, 1874, enthusiastically, and said he would not think of restricting it to the physical sciences.

Nothing came of the effort. No one knows what happened to it. Twelve years later Miller, John Miller, wrote to Mr. Cyrus Butler of New York, March 24, 1886, sending him a copy of a plan called "The Joseph Henry University for Original Research." The basic purpose was declared to be "to rid great discoverers of the drudgery of teaching and to secure all their

time for their own solid use in scientific research. There was a plan for the requisite foundation for ten or more scientific masterships: metaphysics, language, political economy, astronomy, physics, natural history, chemistry, geology, anthropology. \$1,500,000 would, of course, furnish ten masterships of \$150,000 each. The third section of the plan was inducements to some great capitalist to found the proposed university. In essence, it is like the other reasons in detail.

He thinks that Princeton is the admirable location, ~~but Philadelphia~~ because Philadelphia and New York would be equally near and conveniently and eligibly far off. The institution should be independent of every other. ~~Maxxx~~

"It is a wonder that the Licks and Stanfords and Cornells and Johns Hopkins and Tulanes and McDonoghs and Coopers and John C. Greens of the world have not thought of this simple monument long ago." (p. 139)

Enclosed with Miller's manuscript sent to the University was the following:

Diary references, March 18, 1886, Interview with Miss Henry in cars. Electrified by my ~~plan~~ old plan of a university. Said would give \$5,000 if Joseph Henry University. Intimate with Mr. Corcorin.

March 19, 1886. Talked with Mr. Butler about University. Fired up.

March 20, 1886. I thought about \neq university.

March 22, 1886. I studied university plan.

March 23, 1886. I wrote university plan, but nothing happened, and that is the end of the story.

Excerpts from an article, "Plan for a University of Discoverers" by Luther Pfahler Eisenhart, at pp. 123 and following in the Princeton University Library Chronicle, Vol. VIII, No. 3, April, 1947

1526
The Johns Hopkins (French)

French's History of the Hopkins is a book written largely for alumni and Trustees. In approx. 450 pages he refers to organized faculty and participation in Govt lightly about 3 times: twice of these only to Fac. social Club. The Academic Council he refers to twice, without, so far as Index and my search reveal, ever defining it or describing how it came about. Fac. org. to choose mbs of it never alluded to. For story of this see Horton, B.J., The Grad. School. French does not allude to Gilman's handwritten plan for the Univ. from Oxford in Oct. 1875, nor describe how and why it was modified by Trustees--if it was. (G. suggested a Tr. be designated to serve on the Aca. Coun. but French's refs indicate this wasn't done?) French only ref to difficulty of reconciling personalities of Sylvester, [unclear]

Financial affairs which were acute many times are not handled, except from angle of B&B stock, and numerous campaigns for money.

Ref. to Goodnow plan not sympathetic. Leaves strong impression there was a promise made by some unnamed person of money, not del'd No ref. to AF in this connection. Slight refs made indicate animus against AF. Credited only with being Secy GEB when a gift was made. Not in ref. to the Full-time med. appn. But records GEB gift to Univ. proper matched double in 1911 for genl purposes. Doesnt go into the several GEB gifts to Med Sch. carefully.

Fairly good on ug. question. Sheds light on its beginning, and phil. underlying.

Doesnt give Gilman's 13 pts. either. (10th ann. rept.) Horton.) Like Wertemburg's Pctn, but better--has more to go on.

1946

EINSTEIN, ALBERT

Biographical

Notes from Einstein, His Life and Times by Philipp Frank.
This book was recommended as approved by Einstein by Miss Dukas.

Discussing Einstein's family background, Frank says that as far as Einstein's memory extended, his forebearers lived in Swabia in southwestern Germany near the border of Alsace-Lorraine. The people were far different from the sober-practical Prussians. They were more refined on the other ~~hand~~ hand, than the earthy Bavarians. Their speech was softer, their manners better, and their liberality racially and culturally was notable.

Thus the fact that Einstein's ancestors were Jewish made but little difference in the community. Jews in the small towns of Swabia were not treated differently, nor did they act differently in living their lives from the Gentile population. "They no longer clung so firmly to their complicated customs and usages, which rendered difficult the growth of any intimacy between them and the rest of the population; and with the disintegration of these barriers they tended, to an ever increasing degree, to lose their position as a separate and

unique group. The life of the Jews in these districts was not similar to that in Berlin, where there was a class of rich, educated Jews, who themselves developed a specific variant of Berlin culture. [In Swabia] the Jews...led a quiet life, associated with their natural environment, and were but little influenced by the nervous ~~h~~ bustle and bustle of the metropolis."
(Page 4)

Not only the Bible but the other belles-lettres, classical German authors such as Schiller, Lessing, and Heine were honored like the preacher Solomon in the Book of Job as teachers of morality and conduct. Schiller, particularly, with his moral, almost Biblical pathos and glorification of a general love of mankind, became extremely popular among Jewish families and was an important element in the education of their children. In Einstein's family the Schiller cult was very important.

After 1871 and the end of the Franco-Prussian ~~IX~~ War, Prussia became the dominant power in Germany with its

arbitrary and military character. Bismarck was a man of "blood and iron," and was opposed by all the intellectually progressive groups in Germany. The culture of the new Germany came not from the older cultures of the Swabians, the Rhinelanders, and the Austrians who had produced Schiller, Goethe, Mozart, and Beethoven. They came from the tribes of the east who were composed of conquerors of the partially exterminated original Slavic population and of the descendants of the subjugated tribes. "They thus formed an amalgamation of oppressors and oppressed well able to command and obey." (Page 5) This created a grave difficulty in the new German empire. German scholars felt inferior toward Prussian officers, and learned to restrict themselves to their own discipline, leaving public life to the Prussians, "and to stand at attention, even intellectually, at the sound of a commanding voice.

"All this was equally true of the Jews. They, too, admired the new Empire, and the energetic methods of its rulers. Even though in their homes they cultivated the intellectual tradition of the Jews and of the German classical

period, yet in public life they tried to assimilate themselves to the ruling class in conduct and ideas." (Page 6)

It took the spiritually strong and the intellectually strong to resist the prevailing trend.

Einstein's father was such a Jew as was described just above. He was afraid of the dominant Prussians, but admired the new German empire, Bismarck, Moltke, and Emperor Wilhelm I.

Einstein's mother was musical and artistic, and had a fine sense of humor.

An uncle lived with the family who was an engineer and quite scholarly, "and it was from him that Albert received his first impulses in mathematics." (Page 7)

Albert was no child prodigy. He was slow in learning to speak. His parents "began to be afraid that he was abnormal." (page 8.) After he spoke, he was always taciturn and never inclined to enter into the usual games of children, but on the contrary, to separate himself and to daydream and meditate.

He hated ~~at~~ playing soldier and cried when marching troupes came by and his parents said, when you grow up you will march like that.

"At this time Einstein apparently already revealed one of his most characteristic traits: his intractable hatred of any form of coercion arbitrarily imposed by one group of people on another...On the other hand Albert was also conscious of the natural laws of the universe; he felt that there are great eternal laws of nature. As a child he was able to understand them only in the form of traditional religion, and felt attracted toward it and its ritual precepts, which symbolized a feeling for the laws of the universe. He was offended by the fact that his father always scoffed at religion, and he regarded this derision as resulting from a type of thought that is in a certain sense disharmonious and refuses to submit to the eternal laws of nature." (Pages 8 & 9)

Einstein was sent to a Catholic elementary school in Munich. He did not find this unpleasant, and received

regular instruction in the Catholic religion.

He hated the brutality of the story of the Crucifixion, but no one made the class feel that this was the work of the Jews. He saw no conflict between what he learned of the Catholic religion and what he remembered of the Jewish religion. But he resisted the barrack-like character of school.

When he was nine years old and in the highest grade of the elementary school, he still was taciturn and lacked fluency of speech. Therefore, he meditated before he answered, and came to be known as Biedermeier (Honest John) by his classmates.

At ten he left the elementary school and entered the Luitpold Gymnasium in Munich. There he had to study the Classics. He resented this, since he was interested in mathematics and physics. He hated the regimentation. There was one teacher named Ruess, who really tried to introduce ancient culture to the students. Einstein got a great deal from him, and was terribly disappointed when years later he

went back very informally dressed to see Ruess, was not remembered by Ruess, but was suspected of calling to ~~xxxxx~~ seek a loan.

He encountered his first systematic textbook on geometry at the age of 12 and loved it. His uncle aroused his interest in mathematics by giving him his first understanding of algebra. X was the animal they were hunting; they had to catch it.

The Gymnasium was Jewish, and though Einstein profited greatly by the Jewish treatment of the Old Testament and the ethics of the Jewish law, his views of religious services in the Jewish temples alienated him from the Jewish religion. He made up his mind he would not become a member of any religious group. "because he wanted to avoid having his personal relationship to the laws of nature arranged according to some sort of mechanical order." (Page 15).

Reverting to his origin in the gentle and friendly community, Frank says, "There can be no doubt that this

origin in a provincial, semi-rural milieu was of the greatest significance for Albert Einstein's entire psychological development. He has never become a completely urban person. He was always somewhat afraid of Berlin and later also of New York. Connected with this attitude is a certain trait that characterizes his artistic taste and that certainly appeared old-fashioned to modern Berliners." (Page 7)

He studied violin at six and acquired a light touch through admiration for Mozart exercises.

His father failed in business, and went to Milan with the family leaving Einstein at the gymnasium. He suffered from solitude. He faked a reason for departure: a physician's certificate stating that because of a nervous breakdown he had to leave the school for six months. He loved Italy when he arrived, but shortly after arrival his father failed in business again and told Einstein he was on his own. Meanwhile, Einstein had told his father that he wished to renounce German citizenship which his father did not do, and

simultaneously he renounced his legal adherence to the Jewish religious community. (Page 17)

His happiness at the freedom and grace of Italy was short-lived.

He had difficulty completing his education. He tried to qualify for the Swiss Federal Polytechnic School in Zurich, but failed in languages and zoology and botany. He had to go to school in Aarau for a year to qualify. Here he lost his aversion to school and became friendly. He took his diploma in one year and was admitted to Polytechnic.

"During the year at the cantonal school Einstein had become certain that the actual object of his interest was physics and not pure mathematics..." Though the lectures were not enlightened and very old-fashioned, they stimulated Einstein to read Helmholtz, Kirchoff, Boltzmann, ~~Maxx~~ Maxwell, and Hertz. He renounced interest in pure mathematics at that time,

thinking that the most primitive mathematical principles would be adequate to formulate the fundamental laws of physics, "the task that he had set for himself." Later it became clear to him that the very opposite was the case: "that for a mathematical formulation of his idea concepts derived from a very highly developed type of mathematics were required." (Page 20)

He had a hard time financially. He met Mileva Maritsch whom he later married, a Greek Orthodox religionist, but liberal, from southeastern Hungary, oppressed by Magyar domination. She was a physicist also.

He lost a teaching position in a secondary school tutoring two small boys in his boarding house, sons of a teacher at elementary. He was a Swiss citizen, 21. This was the time he went to the patent office for a job. Probably his inability to get another teaching position was due to the fact that he was a carpetbagger, and, perhaps, that he was a Jew.

MATHEMATICS

Academic Activities

1. Monte 9AS P3-4 V. P.5 Plane Amer Math

Excerpts and notes on Fifty Years of American Mathematics by George D. Birkhoff, source: American Mathematical Society Semicentennial Publications, Volume II: Semicentennial Addresses.

Mathematical background in the United States: (p. 270):

George Washington was a scientifically-minded gentleman farmer and a skilled surveyor, familiar with trigonometry.

Benjamin Franklin discovered experimentally the electrical nature of the lightning discharge, theorized concerning electricity as a fluid, and was interested enough in mathematics to devise ingenious magic squares.

Thomas Jefferson regarded geometry and trigonometry as "most valuable to every man," algebra and logarithms as "often of value," while he classed "conic sections, curves of the higher orders, perhaps even spherical trigonometry, algebraic operations beyond the 2d dimension, and fluxions" as a "delicious luxury"; in his later years Jefferson spent

much of his time in mathematical reading, and was ever a true friend of mathematics.

However, until the middle of the last century, ~~the~~ Americans' interest in mathematics was "genteel and amateurish" and the best of the mathematicians of those days looked appreciatively toward Europe "without much thought of high emulation." (p. 270)

Benjamin Peirce, Professor of Mathematics at Harvard ~~University~~ College was the most eminent mathematician of the period (published on algebra in the American Association for the Advancement of Science in 1864, and was the father of pure mathematics in our country. (pp. 271-272) The other scientists who used applied mathematics were taken by the astronomers and the physicists and the chemists. Peirce, alone, started the trend toward abstract mathematics in pure research.

Education in general: Birkhoff agrees with Flexner in his book Universities, "the Johns Hopkins University was

becoming?

the first American institution 'consciously devoted to the pursuit of knowledge, the solution of problems, the critical appreciation of achievement, and the training of men at a really high level.'" (p. 273) This was, Birkhoff said, despite the opening of Yale University, 1847, (Graduate School) and Harvard University, 1872. The great English algebraist, James Joseph Sylvester, opened the Department of Mathematics at Johns Hopkins ~~and initiated~~ in 1878 and initiated the American Journal of Mathematics. Baltimore has continued to be a center of mathematical activity.

The founding of the American Mathematical Society (formerly the New York Mathematical Society) in 1888 was the most important ^{event} for the development of mathematics in this country. French and German mathematical traditions were particularly well established and of incomparable brilliancy represented at that moment by Henri Poincaré, the young David Hilbert, and a number of others of very high rank. Italy and Scandanavian countries were flourishing. Yet the European mathematicians had had no occasion to note the work of their American colleagues except for Poincaré's notice of

Hill's Lunar Theory, but failed to note Peirce's algebraic advances.

L.H.
1892-1931
W. W. Rouse Ball
1896-31
Henry Adams

A number of young Americans studied abroad, came back and initiated mathematical departments, notably at Chicago University. Chicago University originated in 1892. At Chicago was Moore. At about the same time Osgood and Böcher inspired by their German sojourn and in particular by the great Felix Klein of Göttingen, bent their every effort to strengthen the tradition at Harvard.

+ GDB

Birkhoff's tribute to Henry Burchard Fine who had studied under a famous German mathematician and his bringing promising young men to Princeton, in particular Eisenhart, Veblen, and Wedderburn: "From that day forth there has always been an important mathematical group at Princeton." Further impetus with the founding of the Institute for Advanced Study with the first appointments of Einstein, Veblen and Weyl in "ideal research posts." "The others at the Institute have in general already obtained their doctor's degree and come to enjoy a period of uninterrupted study and research

* Orig. in Transactions A.M.S. 1899-1907

under favorable conditions. The Institute is fortunately able not only to augment its staff through distinguished temporary appointments, but also to give partial financial support to many of those who come to study at the Institute."

Birkhoff's own biography: he came to Princeton in 1909 from the University of Chicago where he went in 1902 and worked under Moore, a great mathematician who studied the Germans and inspired those who worked with him; then to Harvard to learn more analysis, particularly from Osgood and Bocher; then back to Chicago for more work with Moore on analysis, studying Hilbert and others. In 1907 he taught at the University of Wisconsin, 1909 to Princeton. "The presence of Veblen, nearly of my own age, with large ideas for American mathematics in general and for the Princeton Department in particular, meant much to me during my three years there. Veblen was then completing his important Projective Geometry, volume 1, written in collaboration with J. W. Young, whom many will remember kindly. It was my privilege to read the book in page proof, and to learn of Veblen's geometric program and ideas directly from him in our frequent walks and talks together."

Hv) JH
(Thus he has selected Chicago, Cambridge, and Princeton, ~~JH~~ for special reference, though he concedes that American mathematics reaches beyond what may be found in any three or even ten centers.)

There are now (1938) 30 institutions where advanced students of mathematics may go with advantage to study for the doctorate, while only 50 years ago he was forced to go to Europe to secure adequate training. He lists the universities, among which is the California Institute of Technology, Brown University, etc., Rice Institute, the great eastern universities, some of the middle western, the University of Toronto in Canada. "All that is required in many cases is that mathematicians in a position of influence take the proper steps. As instances in point, I would cite what was done by Fine at Princeton and by Harris Hancock at Cincinnati." (p. 276)

Then he goes statistical. In 1888 there were a mere handful of competent mathematicians in the ~~Univer~~ United States; whereas, now there is a body of over 2,000 American members of our Society, between one and two hundred of whom have

1880. v 80y 012 1460

gone far beyond a doctoral dissertation to make important additions to mathematical knowledge, and some forty and fifty of them with established international reputations.

Cites those of leadership in the field: Moore, outstanding; George Bruce Halsted, geometer who attracted two notable figures L. E. Dickson and R. L. Moore. Also James Pierpont at Yale. Also younger men besides those mentioned including Veblen: G. A. Bliss, G. C. Evans, Lefschetz, Marston Morse, J. F. Ritt, M. H. Stone, and Norbert Wiener.

Foreign
24
A second group are those who have come from Europe in the last twenty years, largely on account of various adverse conditions, A large influx which has benefited American mathematics greatly, some of them the greatest mathematicians of Europe; a partial list: Artin, Bochner, Courant, Gronwall, Hille, van Kampen, Lefschetz, Levy, Menger, von Neumann, Oystein, Ore, Rademacher, Radó, Shohat, Struik, Szász, Szegő, Tamarkin, Uspensky, Weyl, Whitehead, Wintner, Zariski.

Not
Zin stein

There followed a caution that with the accession of these Europeans, available opportunities for young American

mathematicians is certain to be lessened. "I believe we have reached a point of saturation, where we must definitely avoid this danger." (Of good young Americans being forced to take lower positions).

So easy
One of the factors encouraging American universities to strengthen their mathematical staffs is that no extraordinary laboratory or library expenses are incurred; furthermore, mathematics is in a state of continual creative growth, ever more important to engineer, scientist, and philosopher alike; and excellent mathematicians from here and abroad are within financial reach.

Statistics on education: In 1888 probably 200,000 students in our high schools and preparatory school, in 1938 there are between 2,000,000 and 3,000,000 due to the unquestioning belief in higher education in our country. Nearly 1,000 colleges, universities and advanced technical schools ~~have~~ in the United States in 1938 serving half a million or more students with plant representing billions of dollars of endowment, but of them some 250 meet the exacting requirements

Apr. 1938 + first

of approval by the Association of American Universities.

The American Mathematical Society has a membership of over 2,000 persons. The Mathematical Association of America, devoted primarily to the interests of collegiate mathematics, has nearly 2500 members. Between two and three thousand mathematical teaching positions in our higher institutions with an average salary which he estimates lies between two and three thousand dollars; therefore about six millions of dollars which goes each year to the support of higher mathematics.

Burdens of these positions: He learned in 1924 from Fields at Toronto that the American professor was the worst treated of all.

In 1938

Today Harvard had been able to reduce the amount of the teaching and tutorial routine of the regular mathematical staff to six hours a week, of which only three hours are devoted to more or less elementary mathematical instruction. This affords an opportunity for research. These conditions obtain in a few institutions. Twelve hours of instruction a

week, including at least one course of advanced grade is about all that can be required if the best standards of scholarship are to be expected. Hours of instruction should be reduced to not more than nine, and if there are heavy outside duties, there should be a compensating diminution in teaching.

April 1938
American periodicals are important to this. He lists them (p. 278). There are seven affording excellent facilities for the publication of original articles. There is only one of them, the Journal of Mathematics and Physics, directed toward applied mathematics. In book form the Colloquium Publications and a similar new series in contemplation by the Institute for Advanced Study afford an opportunity here. The National Academy of Sciences publishes shorted articles, so does the Rice Institute Pamphlets, but the American commercial publishing business ~~is~~ ^{are} not concerned with significant mathematical books as ~~is~~ the European. (p. 279)

Then there follows an analysis of significant mathematical advances which have been made in America during the last 50 years,

Spring more?

an outline, including logic, algebra, analysis, geometry and applied mathematics. (p. 280 ff.) These are fairly detailed accounts, and they give individual credit for developments in the various fields. (pp. 280-313.)

Applied
+ Pure

He classes as applied mathematics that which seems to be closely connected with physics or some other branch of science. "Inasmuch as most of the so-called 'pure' mathematics of the present day was at one time 'applied,' the term is a very vague one. Nevertheless, the field of applied mathematics always will remain of the first order of importance inasmuch as it indicates those directions of mathematical effort to which nature herself has given approval.

cf. V.
also written
1923

Directed at
9AS?

"Unfortunately, American mathematicians have shown in the last fifty years a disregard for this most authentically justified field of all. It was remarked at the outset that the American tradition was at first of quite the opposite character." He recalled only six Americans deeply concerned with applied mathematics in the usual sense, of whom four were brought up in the great British tradition: Bateman, Brown, Murnaghan, Robertson, Synge, and Tolman. Brown was the

world's foremost lunar theorist; Tolman is to be regarded as primarily as physical chemist. All six had an extremely broad scientific outlook. The names of Bateman and Tolman will always be mentioned among those who were closest in spirit to the special theory of relativity at the time of ~~its~~ its discovery. Bateman has added to classical electromagnetic theory. Tolman has contributed to the relativistic theory of the expanding universe in which he has shown his daring speculative spirit. Other comments as to the others are included. (p. 313)

Excerpts and notes on Fifty Years of American Mathematics, etc.
(See page one of this memo for more detail) by George D. Birkhoff.
From File I-12

MITRANY, DAVID

Biographical

Born Bucharest, Rumania, January 1, 1888.

Education: Ph. D. and D. Sc. London School of Economics and Political Science.

Career: Editorial staff of The Manchester Guardian, 1919-1922: Assistant European Editor of the Carnegie endowment's Economic and Social History of the World War.

Formerly lecturer on politics University of London

Visiting Professor in government, Harvard, 1931-1933; Dodge Lecturer, Yale, 1932;

Permanent member Institute for Advanced Study, Princeton, Advisor on international affairs to Lever Brothers;

Who's Who

Mitrany ^{select parts} not due ^{to} FF, but to AF?
See Biogr 1527-33 FA + AF AF tried
to get mit. a place in Swarthmore - 10/29/29
FA ref'd to AF Wallace's approval of D.M.F.
said wonderful if he could get mit. (But
Harv + Yale got him? Or Univ London?)

Link Wilson

PRINCETON UNIVERSITY

Relations WOAI

Graduate School established 1900 by Trustees on urgings of faculty led by Andrew F. West, famous professor of the classics who was elected its dean. Wilson in 1902 praised the accomplishment and announced his determination to make it strong and great. Wanted it in the very heart of University campus. (After quad fight lost in 1908). Established first at Merwick estate off Bayard Lane, 1905. Preceptorial system and reorganization of councils conflicted in raising funds. West wanted 15 professorships. The "quad" fight was interposed by Wilson and alienated West, Pyne, Grover Cleveland. One reason for loss of Quad fight.

Graduate school fight very ambiguous as far as Wilson's positions and tactics were concerned. He was finally defeated by death of I. ~~Wyman~~ Wyman and latter's bequest of \$2,000,000 to \$3,000,000 for graduate school under Dean West. His resignation was requested by West faction of Trustees, October 20, 1910, as he ran for Governor of New Jersey.

Link, AS. Wilson, The Road to the White House, 1946, pp. 59-90

✓ 1946 1911

PRINCETON UNIVERSITY

Educational Institutions

LINK, ARTHUR S. (Author)

Biographical

WILSON, WOODROW

From Arthur S. Link's Wilson, The Road to the White House, 1946.

Wilson's letter re: academic politics:

"I don't want you to suppose that when I was nominated for Governor of New Jersey I emerged from academic seclusion, where nothing was known of politics...I confide in you as I have already confided to others--that as compared with the college politician, the real article seems like an amateur."

The letter was originally quoted by Henry B. Needham, Woodrow Wilson's Views, Outlook, August 26, 1911, page 940.

From Wilson, The Road to the White House, by Arthur S. Link, 1946, page 91

UNIVERSITY OF CHICAGO

Educational Institutions

University of Chicago founded in 1890 under the leadership of President Harper by John D. Rockefeller. (See Laing's appreciation of Harper's travel abroad for study to make the best possible start). The University of Chicago has always been pre-eminently a graduate school, a university, according to ~~Bernstein~~ ^{Wainburg}. Today it has approximately 5500 graduate students and 1700 college students. Its present organization is basically for undergraduates, two years of general work in the college, after which the student begins specialization by entering one of the departments under the disciplines which he goes in his junior year. Normally students take the required four years for graduation and the usual one year for the Masters and rarely less than three years for the Ph. D. on top of that and frequently more. But it is possible with the consent of faculty for a student to eliminate the A. B. degree entirely and take the Masters and the Ph. D., somewhat, I presume, as it is under the existing plan at Hopkins.

Faculties of the two schools are separate, the graduate and the undergraduate. There is no overlap. While the courses of the junior and senior years are specialized courses, they are

still college courses and taught by college faculty. The ratio of teachers to students is the highest in the country ~~Bernstein~~ ^{Wainburg} thinks approximately one to four. This is in the college. There are no large lecture courses in the basic subjects, and as a matter of fact no large lecture courses anywhere except in certain academic fields such as, for instance, ~~the~~ a great broad freshman or sophomore course on man and science. (See the catalogues which ~~Bernstein~~ ^{Wainburg} is sending me for this).

The University, Kimpton, present chancellor says, set a history alternating periods of innovation and retrenchment. Hutchins was president and chancellor for 22 years (President 1929-45, chancellor 1945-51. Became president when he was 30). Left the University in debt and tough financial situation because he had expanded, creating permanent faculty for government projects. In one case a substantial amount which was withdrawn, the Manhattan Project, leaving the Faculty to be absorbed otherwise. At present ~~Bernstein~~ ^{Wainburg} thinks that three laboratories in nuclear physics: one, the Fermi, another the Argonne Laboratory, and a third together with other broad federal grants for

research in certain fields accounts for approximately 25[#] out
of the \$50,000,000 annual budget in the University. The
Argonne Laboratory federal subvention is \$18,000,000 a year.

Medical school is a part of the Department of Biology.

Undergraduate student body is controlled by rigorous
examination and is mostly on scholarships, many granted by
the University of Chicago itself. The University has a
tremendous endowment, although not as large as Harvard's--
something in the neighborhood of \$140,000,000 ~~Bernstein~~ thinks.
~~Bernstein~~ is asking the registrar or admissions officer of the
University, a personal friend of his, to send me as much
material as he can on the present organization and historical
organization of the University.

*Kimpton spoke last yr of strings attached to private (fdr) grants
& comparative freedom of Govt grants from such restrictions. Wash. U. Sr hours
has thousands in rest. grants unusable because purpose outdated.*

Bernard Weinberg conversation with Mrs. Stern

1900-1905

H. S. Pritchett

MIT + Harvard

Pritchett became President of MIT 1900 - a poor inst. in Boston in land + bldgs covered with vegetation on morning star. Fund. \$2.7 million. ~~Money~~ Fund. in: to train engineers 30 per cent. to five annually @ \$500-600 p.c. assistants, money of whom had no place to go after a year or two + stayed on through creating a situation of inbreeding. Harvard's Lawrence Scribner School created earlier to train engineers had Tabak, needed a large budget. Of special interest is pure science. Both Rd's + some faculty, who were supported Pritchett's name for close coop + exch. But two things at least prevented it: opposition of older MIT alumni + younger from MIT. Also, legal needs for name. Headed up 1905 - Pritchett resigned 1905 x

AT: Henry S Pritchett Col. Univ. Press 1943 P. 264

~~1945~~

~~11/10~~

GENERAL

Administration

DIRECTOR

✓ PARTICIPATION IN ADMINISTRATION

Academic Personnel

GENERAL (European)

Educational Institutions

^{The}
 ERNST Brief, "How Did Pre-Hitler German Universities were Run" by
~~Ernst~~ H. Kantorowicz, University of California, a publication of
 Western College Association. An address. Kantorowicz had ~~three~~ ^{attended}
 universities in ~~Germany~~ in Germany, Berlin, Munich, and Heidelberg.
 The experience and description of administrative organization was
 derived from not only those, but from what he understood from colleagues
 of the universities in Switzerland, Austria, Pre-Fascist Italy,
 Czecho-slovakia, Poland, Scandinavia, Holland. The nature of the
 universities in these countries, but particularly of the German univer-
 sities which he knows best to secondary education is the point finally
 made in the pamphlet, but it is the important one. General education in
 the country was offered by the Gymnasium, the Realgymnasium, or the
 Oberrealschule (high schools), the level of which was extremely high
 with 9 years of Greek, 7 years of English and French, 6 years of Greek,
 Latin

9 years of history, 6 years of geography, 7 years of mathematics, and so
 forth. When students went on to education beyond the highschools, they
 were few in number, indeed, and with those who had determined to become
 professional educators or professional scientists, etc.

In Germany population ⁶⁰⁰ 65,000 before 1933, there were only 23
 universities at that time with slightly more than 60,000 students and
 about 1550 full professors, plus 260 professors emeriti.

There were in 1925-6 no more than about 20,000 freshmen
 matriculations which Hitler reduced to 15,000. Total student body in
 all the 23 universities was slightly more than 60,000.

The German universities were bodies of almost complete ^{self} administrative
 administration. They were state endowed and depended upon ^{a ministry of} administrative
 education. Frankfurt and Cologne were exceptions as they were more or
 less city endowed, while in Hamburg state and city coincided. As a
 rule the ministers of education of the various German states administered
 the funds directly. The ministry was decisive so far as the creation
of new chairs or new institutes was concerned. The faculties were
 responsible for the filling of a vacant chair. The full professor, and
 he only, received his final appointment from the state through the

The Ministry of Education?

Minister of Education. In the smaller states ministry would negotiate financial, personal or organizing matters directly with its university. The ministers had full knowledge of local conditions. ~~XXXXXXXX~~ Prussia, however, had 13 universities distributed over a wide area, and appointed to each university a representative of ~~administrative education~~ the Kurator. Strictly speaking, the Kurator did not belong to the university unless he was at the same time an honorary professor and lectured in this capacity. He was the Deputy of the Ministry. Acted as the intermediary between the university and the ministry, but could not and did not interfere with the self-administration of the university. He had to lay out account of the government funds, basing upon the accounts of the controller (Rechnungsrat). He had to report to Berlin about the desirability of a new chair or a new institute and about similar issues. The author does not know whether his staff of a secretary and a typist which was more or less fused with that of the controller of the university should be added to the administration of the University or ~~with~~ that of the ministry of education. ^{to}

With the other clerical or administrative help to be discussed in the following, the total for a library, excluding medical institutes, ~~clinics~~ and hospitals, and the library staffs (often the libraries were half-

independent or even communal institutions) would hardly have exceeded 25 persons.

The self-administrative qualities of the university derived from the following circumstances and organization. The student came presumably of his own free will, and registered in the courses which he wished to take, since professors were not bound to repeat courses within specified periods of time, and had what is called "complete teaching freedom". Students moved about between the universities with freedom to get the courses which they wished. The Quaestura was the center of administration with regard to students. It was housed in Heidelberg, for instance, in one small room, and kept the necessary records, and so forth, ~~XXXXXXXXXXXXXXXX~~ of 2,500 to 3,000 students with a staff of 5 or 6 clerks who were only moderately busy in Kantorowicz's words. ~~XXXXXXXXXXXXXXXXXXXX~~ It was with the Quaestura that the students registered when they came to the university.

The Bedel was the essential indispensable functionary who performed the daily routine in the universities. There was one Bedel to each ~~lx~~ of the 4 or 5 faculties, and sometimes only a half a Bedel because of the smaller faculties. ~~long divinity, or say law, philosophy, divinity and science.~~ So that 2 or 3 Bedels would be found at a normal

university. At academical ceremonies the Bedels, their maces shouldered would march at the head of the procession. They were far more than runners or messengers of the faculty. They made ^{for} the arrangements for inter-faculty issues, inter-faculty meetings, ~~examination~~ and many other things. "You/ would find the Bedel, a blue folder in his hand, rushing about the university 12 hours a day." Arrangements for examinations for Ph.D. and other needs of students and faculty would be discussed with the Bedel and would resolve the questions of appointments, times, and so forth, and let the individuals concerned know about them. He instructed the Deans of the faculties and the Rector of the University who were usually quite unfamiliar with the daily routine of their offices what they were expected to do. He was their remembrancer. The Bedel made all arrangements for them. He handled his office without clerical help or typewriter. Kantorowicz estimates that a staff of 5 or 6 clerks would be needed to file and register officially all the issues which the Bedel handled. He was a very authoritative person.

The Rector of the University depended largely on the efficiency of his Bedel for the daily routine of the university. He was called "His Magnificence." Here Kantorowicz quotes Benjamin ~~Ida Weiler~~ ^{? Wheeler} quoting Max Weber in Germany around 1909 or 1910 who said that, "The

German university is a Democracy within an autocratic state; whereas the American university is an autocracy within a Democratic country." The German rector of the university compares to the American college president, approximately as Mr. Truman to Mr. Stalin. He was not an administrator by profession; he was in administrative matters a layman. He was a scholar annually elected by the professors from among the professors. The office rotated in ^{the} four or five faculties, and within the faculties it alternated usually according to age, that is, according to the numbers of years which a scholar had belonged to the faculty as a full professor. Similar proceedings were observed with regard to the Deans of the ~~faculties~~ Faculties who changed also annually. Neither the Rectors nor the Deans received an extra salary except a very small sum for representation. It may have amounted to \$400 for the Rector and \$150 for the Dean at the normal sized university.

The Rector might or might not have had experience in his duties before becoming a Rector. He was in each case, however, supported by the Pro-Rector who would act in his illness, absence, or death, and assisting with the duties of his office. The Dean of a Faculty who was elected by the faculty of a school was also similarly supported by the Pro-Dean. To the Senate there belonged ~~ex officio~~ the Rector and Pro-Rector as well as the 4 or 5 Deans and Pro-Deans who gathered together ~~ex~~ formed also

the "Inner Senate" the Cabinet, so to speak. The Senate proper was further composed of 2 or 3 professors of each faculty who likewise alternated in cycles of 2 years. They were joined by one or 2 representatives of the Privatdozenten and extraordinary professors. At the meetings of the Senate there was the custom, at least at Frankfort, that the youngest member had to utter his opinion first so as to exclude bias.

The Rector could also count on the advice of the Counsellor of Accounts, the Comptroller, an experienced state official, who had to account for the funds and who, to some extent, was an intermediary between the university which expended the funds and the Ministry of Education which granted them, unless the Ministry was represented by the Kurator in case of a large state. The Counsellor of Accounts, the Comptroller, had a small office with 2 or 3 clerks and 2 typists. The Rector had a secretary and a typist girl. The Deans had no secretary, and it would depend upon the size of the faculty whether the Dean would have one typist or one-half a typist or ~~xxxx~~ none at all.

(Source: "How the Pre-Hitler German Universities were Run" by
Harriet H. Kantorowicz
Ernst)

TRUSTEES

Corporation

ROCKEFELLER FOUNDATION

Foundations

John D. Rockefeller, Sr. established in R. I. M. R. in 1901, the G. E. B. in 1903, the Rockefeller Foundation in 1913, the Laura Spellman Memorial Fund in 1918. John D. Rockefeller, Jr. established the I. E. B. in 1923.

John D. Rockefeller, Sr. was named as a trustee to the Rockefeller Foundation and was listed as occupying that office from 1913-1923 during which he never attended a meeting.

Fosdick says (Story of the Rockefeller Foundation, p. 11) "J.D.R. Sr. had proved to his own satisfaction that the most effective way of accomplishing the results he had in mind was to place funds at the disposal of independent boards of trustees, made up of the most experienced men he could find. Once chosen, these trustees were given a free hand to select their officers and carry on their work. 'I have not had the hardihood', said Mr. Rockefeller in 1909, 'even to suggest how people so much more experienced and wise in those things than I should work out the details even of those plans with which I have had the honor to be associated.'" He did not allow himself to be a trustee of the Rockefeller Institute

the General Education Board, or the Sanitary Commission, and

his service as trustee for the Foundation was only in a technical sense, and it ultimately secured from Rockefeller a small hospital of 65 beds in which there was clinical practice linked with intensive research into pathology. It was an institution not for training but for research; therefore it was natural that the R. I. M. R. admitted no fellows who had not already taken their high degree. Their work proceeded from that point on.

John D. Rockefeller, Jr. renounced his father's business around 1910, became President of the Rockefeller Foundation 1913-1917, and Chairman of the Board 1917-1939. He was trustee of the R. I. M. R. from 1901 to the present; trustee of the General Education Board 1902-1939, Chairman of the Board 1936-1939; Rockefeller Foundation trustee 1913-1940, Chairman of the Board 1917-1940.

Information from Who's Who
and Story of the Rockefeller Foundation by Raymond Fosdick

SMITH, DAVID EUGENE

Biographical

501 West 120 Street, New York, New York.

Professor mathematics, Columbia University, 1902-26.

President American Mathematical Society, 1920-1921, etc.
etc.

Who Was Who in America, Volume II, 1943-1950

BENEFITS (TIAA)

Academic Personnel

CARNEGIE FOUNDATION FOR THE
ADVANCEMENT OF TEACHING

Foundations

PRITCHETT, HENRY S.

Biographical

Carnegie founded the Foundation for the Advancement of Teaching about 1905 and endowed it with \$10,000,000, to provide for the old age of professors engaged in higher education.

The letter sent to the Trustees on founding said Carnegie had "reached the conclusion that the least rewarded of all the professions is that of teacher in our higher educational institutions. Very few, indeed, of our colleges are able to [provide pensions] the consequences are greivous. Able men hesitate to adopt teaching as a career, and many old professors whose places should be occupied by younger men cannot be retired." (p. 89)

The first plan failed. Carnegie gave it \$5,000,000 more. It was not actuarially sound. It was not a contributory system.

It provided a maximum pension of \$4,000 which by the time Flexner was writing had been reduced to \$1,500. Pritchett who was its manager or president was bitterly criticized. Certain restrictions were difficult of administration:

(1) Did not apply to ~~non~~-denominational colleges or universities nor to state colleges or universities.

(2) In determining what were colleges and universities arbitrary measurements "Carnegie Unit" was set up providing that four years of high school was uniform requirement.

Conflicts in administration: Princeton was loosely spoken of as Presbyterian and Yale as Congregational, Chicago University as Baptist (founded by Rockefeller).

Princeton was not denominational by the time the Carnegie Foundation was established. (P. 96) ~~HARVARD~~
Neither Harvard nor Yale was nor the University of Chicago. State universities had not made provisions for pensions. Colleges and universities were growing rapidly. By 1909 it

was apparent that the work could not be done even in accord with the relaxed standards which the dropping of the denominational and state college proscriptions made possible. The Carnegie Corporation contributed something over \$12,000,000 more.

In 1918 the TIAA, a legal reserve life insurance company was incorporated, made possible through a grant in 1917 by Carnegie Corporation of New York of \$1,000,000 for capital and surplus with subsequent large additional gifts-- provided for a contributory system and contracts for individual professors at economical rates. In addition to retirement annuities several forms of life insurance at reduced rate were procurable.

The impossibility of the administration of the denominational prohibition which evidently did obtain in the case of the incorporated TIAA. Chicago University while founded ~~xxxx~~ by Mr. Rockefeller as largely and statutorily Baptist, ~~xxxxxxxxxxxxxxxx~~

was no longer so. "Indeed the University of Chicago had from the very first been conceived by President Harper as an institution of learning and the Faculty contained Jews and Christians of many denominations." (P. 97) ~~xxxxxx~~
The ban was removed from state universities 1908.

1905 FA AT
FA-AT file + biogr sketch 2/2/39
Flexner and Aydelotte. (FA - AF T₁₂)

They had first met when A. was teaching English at Boys H. S. and aspired to become a Rhodes Scholar. 1905 was last yr he could apply because of age. AF counseled him on learning Greek and L. and A. passed, became R.S. and in 1918 Amer. Secy for Rh Fellows. Always felt sense of gratitude--learned German, France and Ital same method. 1923 A. read a paper by F. : Factors of School Success Brot them back in touch, and Af asked A. if wd be Chrm natl Com financed by GEB on teaching English in US. A couldnt ac. SW and honors system. F interested; first endowment raising 1924-5: GEB five year gift \$20M; \$40 M; and 3 \$60 Ms. Cond. SW Bd Mgrs wd raise money to continue. They did: two \$2 millions, 1929 and 1930; and then \$4 million by 1935, largely by AF'S aid. Great gratitude.

Rel. close when A rec'd F for Rh Tr Mem. Lectures. A in trouble then; had gone to Egypt (see Blanshard) ; ret'd to hear last R Lec. Evidently knew confid. of AF'S leaving GEB--clips only. But immed. F. ret'd to US July summoned A to Ahmic, and wrote plan for Eastman Pfshp (7/28/28) By early 1929 completed. (AF said he bailed FA out on that one; FA talked big at Oxford 1928) (eastman also helped Sw) FA's troubles with SW must have continued, for in Jan (30th?) 1932 he went to Mexico and England for 6 mo and didnt return till Sept. When he returned AF put C.S. Monitor article on him so he would learn IAS. Weyl fiasco interrupted completion.

Little corresp. 1933, but A sent note 10/2/33 that hoped opening was peaceful and hopeful. AF thanked. AF had tonsillectomy June which kept him "alto more than a month. Went to Ahmic July 2 still ill, feeling wellphysically but slow mentally, which Simon had predicted. Had invat'd As in April. Visit deferred to coincide with Woodward's abt 7/22 or 3. Meanwhile F in bind with LB and CF on Weyl. Long talk re IAS and decision suggest FA as successor. (This was time of fight over fraternities, a time of hazard for FA because alumni out to get

him. This also might have had something to do with Af 8/1/33 to LB
But apparently worked out ok. AF told him everything apparently,
even about showdown with AE. (FA had agreed with AF that AE should
have come to IAS for Oct opening--a fool not to, and had sent
Spectator satire on guard incident at Comer)

After Aug. 1933 did V. suspect FA the successor? For he cult-
ivated FA assiduously. But perhaps only because of Weyl lectures at
Sw 10/27/33 thr Nov. Fri nights. My guess is he didnt know FA was
chosen successor.

1936 saw AF try to get Assoc. Dir. or understudy past fac.
Yr also S^w fac. recommended AF for LLD and selected him over AE for
commencement address. Did AF give it? Also 4/5/34 shows A^w and
FA made up lists of Rhodes Scholars, and that probably AF was resp.
for picking FF.

No mention in file of el. of V. Trustee IAS. But name Com
chgd from Site to Bldgs and Grds.

Then row over Marschak. FF declares war on AF 12/17/34 by sending
file corresp. w/AF to FA. (AF had talked to FA March 1934 re FF
"ungentlemanly letters part 2/21 and had written:" My long talk
with you was very heartening and helpful, and I want you to realize
how I apprec. your constant and willing coop." 3/4/34 See FF file
for most of 1934 and 35 FA stuff. AF signed off on Marschak 12/12/34
somewhat misrep'tg Adams to FF saying spring better, when actually
Adams said M. was being considered for readership and might lose it.

AF had applauded FA for schucking off directorships etc 1933.
Yet he wrote FA 6/3/36 he deld commencement address Iowa U. and
was "trying to ride six horses at once." Became illhad to postpone
dinner to Madariaga March 1937. AF wrote terrible letter to H*T
vs FDR on court-pack saying better make a Hitler Reichstag and be
done with it. FA evidently shocked.

AF saw LB and CF Aug 37 at Murray Bay remoney. Hopes see FA, but evidence febrile speed AF. Saw LB and CF again 9/20. Meets FA 9/22 after.

Then came AF's letter to Fa (and LW) 1/15/38, with AF's conclusion they all agreed, but overlooking A's note of caution fac. need~~d~~-ed csom consultation. (FA again atway from SW--at Huntington doing Seamen)

Af wanted FA Ahmic but FA couldnt get away from Quaker mtg. 8/11/38 AF to FA on Konenkov's bust AE makes first mention AF of AE'S greatness, which, he says, ought to be commemorated at IAS, tho he didnt promote bust--Judge Lehman did. Hopes other paintings and busts will be presented to IAS"to keep names familiar as time rolls on." (Little did he reckon on Kitty) WWS is coming to Ahmic to talk econ. AF saw LB for 4 days last week; he is "definitely better."

Nov. 1938 AF writes FA confid. that Fermi coming to US, and AF will ask LB to finance him to IAS, "Lift Amer. scholarship to higher level."

Then FA notes to AF 2/21/39 indicating Af ready to retire. Later in Nov. Anne F. in hosp. (JH)writes FA that she hadnt slept single night thru after she and AF ret'd from (Nassau or Bahamas) ~~anx~~ on St Patrick's day and learned what Fac. had done while away. This indicates that F ready retire but got dander up and tried to postpone it. FA ended account gleaned from old diaries etc with statement "I dont know how to express gratitude to you, I feel for all incidents I have recorded."

39
Then FAs to Ahmic ~~enxxxxxxxx~~ 7/3/39 as FA writes Maass; stay one week. On 7/25/³⁹AF asks FA write a book for S&S on "how to GET an Educ. at College."¹¹ But FA too busy otherwise. Lectures and Mexico etc. Then 8/12/39 AF resigned eff. Oct. (NA) 8/25 AF wires to see WWS "Stewart coming home, Have canvassed entire matter with him.

Suggest you arrange confer w/him. Affectionate greetings and deep

Appreciation.

Absent anything more before Bd. mtg. 10/17 AF to FA on Veblen and AF'S long talk with him. V. silent. WWS called V "a queer duck w/ a twisted mind." AF says discussions with Houghton by fac. revealed V hoped to be Director. In effect warns FA vs. V. (But FA had to learn h himself, poor fellow) Shortly after he dismisses AF cautions V. on landscaping, AF leaves sick for Wmsburg. See telegram exch 10/16 and 10/18 after FA frees himself from Sw. Chrono. See record of AF's efforts to support Fa with his friends Fred Appell, Dodds, etc. Woodward letter. "I said to Dodds that you have one great advantage over me--you are in your own right a scholar, and can be one of the humanistic group. I, alas, have never been a scholar, for 2 yrs at the JH between 1884-6 do not produce scholarship -tho they do produce and did produce a reverence for it which I am now leaving in safe keeping with you." 11/15/39

Corresp. in FA*AF file scarce after 1942, as estrangere nt evidently came about which reached climax 1944 probably as result of WWS's still-born revolution. FA'S cold letter to AF on talking t to Panofsky violating ethics of a Trustee.

5/3/46 FA condolence to AF on death Simon. FA replies first he had. "Simon and I were more than brothers. We were friends and collaborators. For the last 60 yrs we worked together. I shall miss him deeply." (AF then 80)

AF and FA arranged toget together in 1949 to say what they couldnt write about what was happening at IAS,

5/13/49 AF in NYT taking course in fine arts at Col. Called "the burr under the saddle of Amer. education."

Anne's death 1/11/55 and her successful plays.

Last letter FA to AF 10/9/53 off to get KBE from Queen.

*Marie
did the
but AF didn't write?*

1905
PRINCETON UNIVERSITY

Educational Institutions

Preceptors held rank of Assistant Professor and voted in
faculty meetings.

Link, A. S. Wilson The Road to the White House, 1946, p. 49

It appears clear that A. Flexner was groomed ~~from~~ by WHW and SF for the handling of a medical program at ~~IASX~~ GEB. It was Gates who started ball rolling, however. He read Osler's Principles and Practice of Medicine in 1897, apparently through suggestion of a young friend. Impelled by conviction that medicine must progress to take care of more than the three or four diseases it could handle then, he stimulated through Holt and others in Boston and Welch creation of the Laboratories which later became the RIMR. Welch on Bd.ScTrustees. Not idle. Chairman.

In 1907 McGill asked help of GEB to rebuild two ~~widg~~ labs recently burned down. Asked Scientific Trustees of RIMR for recommendation. Welch laid out in full a program for med. ed. P. 287 Welch said that med. schs shuld be on university basis-- 1907--but that meant the pre-clinicalsciences only, for he said that Hvd, Col. JH and Western Reserve of Cleveland were on such basis then--certainly not clinicians.

In answering Gates' request he wrote that any modern med. inst warranted Rockefeller support. SF says "Welch was obviously trying to influence the R s into taking up on a large scale the support of Amer. med. ed. and science." 288 SF wrote of RIMR

"Only an exceptional person, of course, is gifted with the power to extend knowledge, but a much larger number of persons can, under direction, add to the sum total...The power of the more gifted was enlarged through the use of the less, and the incidental training/by the latter became a valuable asset in the educational expansion of the country" 290 The RIMR got under way slowly--ot could have been faster if it had brought men with great reputations from abroad, but that was not considered. The idea was to develop Amer. med. and Amer. science. 291

Welch 1907 reply Gates:

A med. sch. should be an integral part of a university-- it should be on a university basis and completely controlled by trustees of univ. Teachers to be supported by salaries paid by univ. ~~and~~ not by a division of students' fees. Must already have laboratories and engage in productive research. Teachers must be chosen for ability to research and to teach young men to become independent investigators. Schools must have advanced requirements for matriculation of students-- either a college degree or college science--biol., chem, physics. Then followed statement quoted by SF in third paragraph above. followed by "No one can tell how much effect this letter had on later developments that were to bring the Rockefeller-~~the~~ endowed bds most effectively into the very activities Welch described, but the time was nbt yet ripe." Nothing given McGill and the Bd Sc. Dir. not again called on for advice (as Gates had intimated they would be.)

From WHW and the Harve app of the Me
by SF and JFF
Welch and ates were corresponding on endowment to pay salaries clinicians late 1910 and early 1911. Welch submitted 2 proposals. ates declined to handle on ground that he was too tired to handle it. ~~ix 30x~~ 1/30/11. SF and JFF p. Then comes

Flexner's "apocryphal" story of being summoned by Gates and asked what he wd do with \$1 million. Even tho Flexner was busy, still with CFAT--survey W. Europe which he was writing--publ d in 1912--when Gates was supposed to have summoned him. Morelikely Welch summoned him on receivngng Gates' letter 1/30/11. Flexner went to Balto--borrowed from CFAT--and by March 30, 1911 had completed his report on SM Balto and taken it down there for discussion. And so his story was really apocryphal, as Fosdick said, but since Simon had quoted AF in WHW and the Heroic Age of Amer. Med. he had to leave it in. But Simon gave the full story of WHW and F-T showing that Whw was working on Gates before AF did. Gracefully done by a fond brother and a faithful biographer.
By March 7, 1913 while Af in Europe on prostitution survey, Buttrick had written him saying that JDR's close friend of Simon wanted him to come to GEB. See Auto. pp. 109ff, and 124.

and when science...
that was not considered...
the BINS...
In 1901 McGILL asked...
Morton...
Boston...
GEB...
V. Flexner...

secreted

1201

1907
CARNEGIE FOUNDATION FOR THE ADVANCEMENT
OF TEACHING

Foundations

FLEXNER, A.

Biographical

PRITCHETT

Account makes plain that through A. M. A. through a Council on Medical Education was conducting from 1902 a survey of medical schools. In 1907 the Council framed a score card of 10 topics and made a personal survey of some of the 155 medical schools of U. S. and Canada of which only 5 required 2 years or more of college work for admission. Invited Pritchett to see the exhibit. Here he seized the ball and insisting to his board that this was a problem in education. Got the Bulletin #4 survey made. Later he gave fulsome praise to a distressed and recalcitrant A. M. A. (pp. 107-8), though later as Pritchett lectured on the report he got many converts. Pritchett looked to concept that work be done by a layman for laymen.

A. F., Henry S. Pritchett

FLEXNER, A.
GENERAL

Biographical
Educational Institutions

Burden of Flexner's The American College published by
The Century Company in October, 1908.

1 Flexner finds the American colleges failing to turn out
qualified graduates. He asks whether it's the fault of the
graduates, and finds that it is not. He analyzes the various
criticisms, and disagrees violently with those who oppose the
elective system. He pointed out that even in Germany where
2 the impact ~~XXXXXXXX~~ of science and democracy had not been as
clearly felt as in America, the classics are losing as the
disciplines which create men and scholars. But where science
and democracy have free play, the classics aren't even a good
arbitrary discipline any longer; although Flexner concedes
the need for arbitrary disciplines in education.

3 "The college can never again be restricted to conservatism
of a hard-and-fast type, individual and social. It has become
one of the main agents of progress and change.

"Structurally the college that now accommodates interests
so various consists of a large number of highly specialized

4 and separate departments, each striving to be more or less
completely representative of its own field: ~~aka~~ department
of physics, a department of classics, a department of history,
a department of mathematics, and so forth. They no longer
3 all revolve around a central sun; they do not even freely
intersect. Rather the several departments lie side by side
of equal dignity with each other. The entire structure is
capped by professional and technical schools of law, medicine,
4 engineering, agriculture, and so forth. One or another of
these features may be absent or rudimentary; but all together
they form the structural ideal toward which the American college
unmistakably strives." (pp. 29-30)

The degree for four years of undergraduate work in the
university usually is still the B. A., Bachelor of Arts,
although a few have given Bachelors of Science and Bachelor of
Literature, but they are vague and ill-defined as distinguished
from the Bachelor of Arts.

5 He defends the modern college with the elective system
as impartial, catholic, democratic as against the old classical
tradition which, (one) created ~~XXXX~~ cast among scholars, and,

(two) had its chief emphasis in aestheticism. *Wriston: Devotion first to good taste & beauty as basic > with moral principles regarded as derivative*

Harvard, Michigan and Cornell, frankly and unequivocally went for the elective system. Yale and Princeton went for it equivocally and gradually. Flexner congratulates Princeton on the preceptorial system and ~~Chicago~~ Chicago on its new system, but enough has not been realized from either to judge of its worth. (pp. 42-44)

derivative

He makes a general criticism of the inefficiency of the elective system which he says lies in its failure to influence secondary education which leads to it. The elective system misconceives the student and ignores the compulsory character of the correlations through which alleged subjects buttress each other. (p. 157) *alleged*

Sh. adu

He discussed the preceptorial system at Princeton, saying that the ~~tutor~~ tutor's work rather supplements or illustrates the general lectures, and the tutor is not expected to go over the ground covered by the lectures. The professor thus has responsibility for expounding the principles, and the tutor has none.

but the tutors enjoy a genuine pedagogical opportunity. Flexner does not see that it offers any sound or adequate sub-structure. The professors' lectures are still the backbone of departmental work, and only the examination determines whether the student has properly apprehended them. The preceptor, he says, ranks decidedly higher than the assistant in dignity and salary. His grade is practically equivalent to that of assistant professor.

Remedy and recapitulation. Summarization of Flexner's position. "The American college is wisely committed to a broad and flexible scheme of higher education through which each individual may hope to procure the training best calculated to realize his maximum effectiveness. The scheme fails for lack of sufficient insight: in the first place because the preparatory school routine devised by the college suppresses ~~is just what the college assumes it will develop~~ is just what the college assumes it will develop; in the second place, because of the chaotic condition of the college curriculum; finally, because research has largely appropriated the resources of the college, substituting the methods and interests of highly specialized investigation for the larger objects of college teaching.

3

"The way out lies, as I see it, through the vigorous reassertion of the priority of the college as such... Historically Yale, Columbia, Harvard, Princeton are colleges. The B. A. and not the Ph. D. is, and has always been, the ~~graduate~~ college man. The college has been richly endowed... The graduate school is a late development: a proper beneficiary of the college surplus, if such there be, not the legitimate appropriator of the lion's share of its revenues.

"I mean neither to depreciate nor to disparage graduate work; to the extent of advocating a more exclusive treatment of its privileges, a more ~~through~~ thorough fitness for its opportunities, I am doing just the reverse. But I insist that rapidly won distinction as research centres is no compensation for college failure. The diversion of college resources to graduate uses is defensible on the theory that college work is antiquated or superfluous: but this plea can hardly be urged, at a time when the graduate schools themselves suffer from slighted college work." (page 215-217)

Throughout, Flexner points out that the acceptance of too many students has resulted in the lecturership flanked by

contact of the students through assistants who, even if they could, dare not point out the superficiality of the students' understanding of what has been told them in lectures. The lecturer becomes farther and farther removed from the students and their understanding. The whole system contributes cram and mechanical passing of examinations, ergo, the lack of knowledge on the part of the students.

Flexner then attacks college organization of the day. Both the President and the Dean responsible for the direction of the college lack time and scope. The President is busy with administrative, executive, financial and representative duties. His interests are less pedagogical. The dean who takes his place lacks pedagogical authority. His office has become increasingly clerical, hortatory, and punitive. He keeps records. His contact with the students is mostly occasioned by the latter's delinquency.

The successful functioning of the elective system depends upon a preparatory system of education in which the capacities of the child to learn and to judge are developed.

The spirit of competition for students among colleges and universities does nothing but remove the realization of this happy hope. It renders further improbable contact between teacher and pupil. Pedagogical problem can only be solved if enrollment is reasonably limited.

Notes on Flexner's book, "The American College"

1909-1956
STEWART, W. W.

Biographical

Material from Who's Who on Stewart. Filed in ~~Vertical~~
Chronological file under 1909-1956.

Who's Who

STEWART, WALTER W., economist; b. Manhattan, Kan., May 24, 1885;
s. Albert Alexander and Ella (Winne) S.; A.B., U. of Mo., 1909; studied
U. of Mich. and Columbia; LL.D., U. of Mo., 1932, Dartmouth Coll., 1933;
m. Helen Wynkoop, of St. Louis, Mo., July 1912; children - Albert W.,
Helen A., Walter A. Instr. economics, U. of Mo., 1910-11, U. of Mich.,
1911-12; asst. prof. economics, U. of Mo., 1913-15; prof. economics,
Amherst Coll., 1916-22; mem. price sect. War Industries Bd., 1918; dir.
Div. of Research and Statistics, Federal Reserve Bd., 1922-25; v. p. Case,
Pomeroy & Co., investment securities, 1926-27, chmn. bd. since 1930;
economic adviser to Bank of England, 1928-30; apptd. Nov. 1931, Am. mem.
spl. advisory com., Bank of Internat. Settlements, to investigate ability
of Germany to resume reparations payments under the Young plan. Trustee
Rockefeller Foundation, General Edn. Bd., Institute for Advanced Study,
Bennington Coll. Mem. Am. Econ. Assn., Am. Statis. Assn., Phi Beta Kappa.
Home: Far Hills, N. J. Office: 120 Wall St., New York, N. Y.

x 1931-50; Chm. Bd 1940-50

xx 1933-50; Chm. Bd 1942-50

~~no mention pp 147-148 1939-50~~

Note a pre-1940 acct. source? Who was who?

Vol. 29 says Prof of Econ. Politics GAS 1938-50,
emeritus Also mbr Pres Econ Council 1953
Presidents Council Econ Adv

also mentions also known as Chm. B. boards-

ROCKEFELLER FOUNDATION
(GENERAL EDUCATION BOARD)

Foundations

FLEXNER, A.
BUTTRICK, WALLACE

Biographical

Flexner went to the General Education Board in 1913 just as he finished his study of prostitution in Europe.

The General Education Board was founded in 1902, the first of the great American strictly educational foundations. It had ~~springing from the~~ been preceded by the Peabody Education Fund created by George Peabody, an American banker living in London, greatly interested in Southern education following the Civil War, also by the Southern Education Board, consultative body without financial resources, but by no means without influence; by the Slater Fund, devoted to improving the condition of Negro schools, and by one or two other similar bodies. Rockefeller was a Baptist, and had been making contributions to colored schools and Baptist colleges through an agency known as the Baptist Education Society whose funds were supplied by Mr. Rockefeller. Later Rockefeller gave funds to the General Education Board--the University of

Chicago, the Rockefeller Foundation, and the Rockefeller Institute for Medical Research. In doing this, he had divested himself of all responsibility which thereafter rested upon the officers and trustees of these organizations.

Frederick T. Gates, young Baptist clergyman, had been Mr. Rockefeller's most important counsellor and agent, Gates was a great executive, a large scale operator, with an original and creative mind. He chose for his assistant, Dr. Wallace Buttrick, who had been a fellow student at the Baptist Theological Seminary at Rochester, New York. ~~xxxxxx~~ Buttrick complemented Gates' qualities. Buttrick was slow and gentle. He had been a railway mail clerk, and then had gone to the Theological Seminary. They were complete contrasts. Gates was incisive, and at times emotional. Buttrick was shrewd, diplomatic, canny and humorous, and could bide his time.

It was Buttrick who reached for Flexner. *But see JDR 5 v letter 4/1/28. He takes credit*

"When I joined the General Education Board, its work was practically confined to the increase of college endowments,

farm demonstrations, the improvement of Negro education, and the development of state departments of education in the southern states competent to discharge ~~and~~ their varied and important functions." There was not a full-time Superintendent of Education in any southern state at that time. There were no southern public school systems of the kind which exist now, or existed then north of the Ohio River.

"Dr. Buttrick treated me first as an equal, then afterwards as a son." (page 214) Though he had been there a short time, Flexner's salary at Buttrick's insistence was made equal to his.

In order to familiarize himself with the work of the General Education Board, Flexner undertook to write a history of it from 1902-1914. Buttrick aided him. There is no mention in his memoir of his urgency of annual reports. (See his interview in November, 1955).

Staff of the General Education Board when Flexner went in in 1913 consisted of Dr. Buttrick and W. W. Brierly, then

Buttrick's secretary, and now Secretary to the General Education Board, Dr. Sage and two colored boys, later Wycliffe Rose, Raymond B. Fosdick, George E. Vincent, who had been an important figure at the University of Chicago, in Harper's time, in 1917 became President of the Rockefeller Foundation. ~~Fosdick became head of the G. E. B.~~ Rose had been Professor Philosophy in Tennessee, head of the Peabody and Slater Funds, organizer of victory in the campaign against hookworm in the southern states. Fosdick had written a book on European police systems. He knew President Wilson well, and Wilson used him to organize training camp activities W. W. I. Fosdick became powerful advocate of America's entry in the League of Nations. He was made President of the Rockefeller Foundation.

(continued)

While he was at the General Education Board, Flexner's interest gravitated toward medical education. "For a while, medical education was our most active interest."

I Remember by Abraham Flexner

Joseph Dorfman intimates it was T.V.'s influence over WWS which made latter write Financing Revolutions in Mexico, published in the Journal of Pol. Economy. J. P. Morgan was head of International Bankers' Committee on Mexico.

"When in the course of human events it becomes expedient for a people to dissolve the economic bands which have connected them with their past, a decent respect to the opinions of the investing classes requires that they should recognize all outstanding obligations. These classes, having been endowed with certain inalienable rights, among which are their claims to the virgin resources beneath the surface of their lands, are entitled to the protection of the law both at home and abroad. To secure these rights governments are instituted among men."

"As to the treatment of foreign investments, here...as elsewhere in matters of finance, the final appeal is to the investment bankers...The investment bankers act with the decisiveness and finality of those who control the source of supply."

Before they pass on the application for funds

"the existing Mexican government will be expected to validate outstanding obligations in addition to making new pledges... Investors of all countries unite for the final conquest of Mexico."

From Thorstein Veblen and His America 456, 457

Vilking 1934

1910-1952
RHODES TRUST

Educational Institutions

AYDELOTTE, F.

Biographical

Aydelotte American Secretary for Rhodes / Trust and
Aydelotte's stewardship.

See Vertical file under "R" for Rhodes Trust.

American Oxonian, July, 1956, p. 126

Harbner

Commonwealth Fund

Harbner the chair of the (p. 207)

see also

Max Tarron administrator 1918

? Agd. model not plan for Gov. students to study
in US per Amer. Rhds to sch. - Gov.

Harbner bought it. Therapeutic Commonwealth

Fd scholars

So Francis strong he developed idea
of teaching scholarships to build Agdelate
out of impulse after 1918 (p. 207). of
a quid pro quo has intellectual quality - at least it
was not only G.P.G.

Rhodes in P. 207

Stephen W. Holmes

Col Encydo - says Mrs H established 1918 impulse of mankind
This 20 yrs to emb development of child guidance cl. + mental Hlth
Later - integr. of med educ, expt. health services, + med res.
Fellowships are given to grad. st. - civil servants of
British commonwealth for study in U.S. Fellowships
for adv'd study in med + allied felds to aid teaching + research
here.

[Faint, mostly illegible handwritten notes and bleed-through from the reverse side of the page.]

GENERAL (PURPOSE)

Corporation

GENERAL

Educational Institutions

See Thorstein Veblen, The Higher Learning in America, pp. 4-5 for reasons men seek higher learning and conduct research. *Duke University, at abstract for modernism*

Joe Hare to Aydelotte cites it as original idea of I. A. S.

Burke Agd. sought to credit Oswald V. (1941) for it w/his
month. Feb of 1924 - V. was honest about to demand - he had
thought of bettering status of ^{but} ~~the~~ ~~merely~~ to ~~financial~~ research
as activity vs. financing. And O.V. did not ~~try~~ to give
credit to T.V. ~~but~~ ~~sup~~ ~~it~~ to A.F.

See D, Denver University

CAL. TECH

Educational Institution

TOLMAN, RICHARD

Biographical

4 - Cal. Tech formed from ^h Troop Institute when Millikan[^] and Noyes came out from M. I. T. Richard Tolman came shortly afterward. ~~1920~~ (1921 or 1922). Cal Tech had board of trustees, but the academic government was composed of five trustees and five faculty members--Richard Tolman served for years on it. It was early quite successful, but when Millikan got old, and many men were away at war duties (World War II) it wasn't successful. Millikan ~~^~~ refused to be president but was chairman of joint committee. Lee du Bridge did not favor continuance of joint committee and became president. ^{Chairman,}

h
Richard Tolman Interview, 2/24/57

1920-1929
AYDELOTTE, F.

Biographical

Correspondence with B. Howell Griswold, April and May, 1929, in regard to a meeting in Baltimore.

Still alive!
April 25, 1929, Griswold to Aydelotte enclosing the Goodnow Plan evidently following a conference.

May 13, Aydelotte to Griswold acknowledging and evidencing interest "...~~and~~ I long ago decided to devote my...life...to emphasize ~~quality~~ in American education as distinct from quantity..."

Correspondence terminated with those two interchanges.

On March 3, 1929, Aydelotte to William Lowe Bryan, President Indiana University at Bloomington in re: the presidency of the University of Michigan, and admitting that since the endowment fund for Swarthmore will be completed in June, Aydelotte feels free to go elsewhere if there is a greater opportunity. He felt he had demonstrated the usefulness and feasibility of honors work at Swarthmore adequately. The correspondence relates to the

presidency of the University of Michigan.

The file contains evidence of several offers of presidencies of universities to Aydelotte, ~~he~~ and others where he was being sounded out and considered.

Thus on June 16, 1936, Francis R. Hart, President of the United Fruit Company wrote Aydelotte that as a life member of M. I. T. Corporation he has been asked to suggest a president for Tulane University. He submitted a list "of some distinction" of names for the presidency to Dean Bush (yannavar) and Dr. Compton who agreed that Aydelotte should head the list. Hart referred to Aydelotte's eminently satisfactory six years on M. I. T. faculty.

In 1920 Aydelotte was offered and refused the presidency of Reed College in Portland, Oregon. During September and October, 1920, he conferred with the trustees and also with Buttrick and Flexner. His correspondence with Portland was with James B. Kerr of the trustees. In a letter dated October 23, 1920, he refused (letter to Kerr) the presidency on the ground that the trustees had decided to postpone an endowment drive which

the G. E. B. was ready to help with, at least for the acquisition of the first million. Ground for trustees' action was they needed their new president first and they needed to give him time to create better relations between Reed College and the city. Aydelotte said he felt that considering the city's attitude, the opportunity to make Reed College into the kind of institution it could be would be deferred for a long time. Before he went out to Portland he received and studied the G. E. B.'s education report on Oregon.

There were other instances of offers or feelers during these years.

F. A., Presidency offers, File Building A.

EINSTEIN, A.

Biographical

DUKAS, H.

Miss Dukas told me today that she did not know of her own knowledge that Princeton University had offered Einstein a professorship in Physics before he came to I. A. S., but had understood it was so. He declined. Einstein was in U. S. A. in 1921 and not again until 1930.

Did you know?

Sisenthal said so - + V had too

Interview Miss Dukas, 3/22/56

1821
AYDELOTTE, F.

Biographical

Copy of limerick by one of Swarthmore trustees when
Aydelotte attended commencement prior to assumption of presidency.

Filed in Vertical File under "A" for Aydelotte.

A, Presidency Offers

GENERAL EDUCATION BOARD

Foundations

VINCENT, GEORGE E.

Biographical

FLEXNER, A.

A copy of Flexner's memorandum, "A proposal to establish an American university." Vincent said in a comment attached: "This is an admirable analysis. I should like to talk with you about the plan. I am not wholly convinced that the undergraduate department of the University of Chicago might not be gradually discontinued. It is the only institution young enough to permit such a major operation. A number of possibilities occur to me which it would be interesting for me to talk to you about." (Memorandum from G. E. V. to Flexner.)

For copies of Flexner's memo see Vol F

FA Confidential Files, March 7, 1957

1922-1937
GENERAL

ROCKEFELLER

FLEXNER, A.

Educational Institutions

Foundations

Biographical

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

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

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

WEYL, HERMANN

Biographical

VEBLER, O.

Veblen's correspondence with Weyl began in 1922, and continued through the years, becoming particularly frequent during the period after Weyl returned to ~~Germany~~ Switzerland in 1929, and then went to Göttingen.

The correspondence showed that Fine Hall was completed for occupancy late in 1929.

1937 -

Veblen's Files

GENERAL (SECONDARY SCHOOLS)

Educational Institutions

MATHEMATICS

Academic Activities

See pages 113-121 regarding what of mathematics should
be taught in grammar and secondary schools. (Very little)

Flexner--A Modern College A Modern School, 1923

1923
GENERAL (INTERNATIONAL EDUCATION BOARD) Foundations

MATHEMATICS

Academic Activities

FLEXNER, A.

Biographical

ROSE, WYCLIFFE

See Fosdick's description (p. 151) of Rose's report on world mathematics in every leading institution in the world to his Board: "He ~~was~~ was reporting on where man had arrived in his mathematical thinking, and where the opportunities for progress seemed brightest. His performance was characteristic of the immense pains and thoroughgoing analysis with which he scanned every recommendation he brought before ~~the~~ his trustees. Göttingen and Paris were preferred in his judgment because of ~~all~~ all the places in the world at that time they represented the peaks in mathematical science."

The Story of the Rockefeller Foundation by Fosdick, p. 151

1923
GENERAL (INTERNATIONAL EDUCATION BOARD)

Foundations

ROSE, WYCLIFFE

Biographical

As Rose established working relationships with 18 European countries plus prospects in four others, fields natural sciences and agricultural, searched for brains among them. Found Fermi and Heisenberg. (Later Nobel laureates). 509 fellows in the natural sciences selected in a few years from 35 nations, most of them going to other countries to spend their fellowships under favorite teachers.

Institute for Theoretical Physics under Bohr--International Education Board financed addition to its building and gave Bohr brilliant men from other lands for year's fellowships.

University of Gottingen strong in Physics Department, building enlarged by I. E. B., laboratory equipment improved. I. E. B. erected mathematical institute and encouraged both mathematical research and teaching with close collaboration with physicists.

I. E. B. contributed to University of Paris assisting building mathematical center called Institut Henri Poincaré.

Story of the Rockefeller Foundation by Fosdick pp. 149-151

1929-1931
1936

MATHEMATICS

Academic Activities

NATIONAL RESEARCH COUNCIL (GENERAL)

Foundations

FLEXNER, SIMON

Biographical

VEBLEN, O.

See correspondence between Oswald Veblen and Simon Flexner in the file, V-4. The year of Veblen's service ~~in some administrative capacity in the National Research Council must have been~~ 1923-24, because of the subjects upon which Flexner and Veblen correspond, and also Vernon Kellogg. The correspondence in 1929 and ~~1930~~ 1931 appertains to the National Academy of Science.

*As Chem
Physical Sciences
Also Pres.
Amer Math Soc*

File V-4

10/24

VEBLEN, O.

Biographical

FLEXNER, SIMON

Veblen to Simon Flexner on fellowships in mathematics.

Filed in chronological file under 1923, 10/24.

Note V's emphasis thrown out on application,
and on health, ~~aspects~~ of inter-relationships w. phy + chem.

Same as QDB + RXM

Quare - where is Math @ IAS - Pure -
asst. See Ro's career description of it, and
elegance + beauty - See now ~~over~~ V's ECP

(over)

V-4

1923

See AE review, p. 21
Dennis B. Zeman relied on
math for law of thermodynamics -
says "Stat. Mech.": deduced law of thermodynamics

VEPLER, SIMON
FLEXNER, SIMON

Vepler to Simon Flexner on fellowships in mathematics.
Filed in chronological file under 1923, 10/24.

The following is a list of the papers
of Vepler, some of which are
in the files of the Institute.
Some are in the files of the
Institute - others are in the
files of the Institute of Physics
at Princeton. In the files of
the Institute of Physics at
Princeton.

V-11

COPY

October 24th, 1923

Dr. Simon Flexner,
Rockefeller Institute of Medical Research,
66th Street and Avenue A,
New York City, New York.

Dear Dr. Flexner:

In considering the proposal to enlarge the scope of the fellowships in Physics and Chemistry so as to include Mathematics, I should think it desirable to have clearly in mind the close inter-dependence of all the sciences. It is well-known, of course, how Medicine constantly uses the results of Physics and Chemistry, and how, in return, the problems arising from Medicine stimulate research in Physics and Chemistry. The relation between Mathematics on the one hand and Physics and Chemistry on the other, is of precisely this sort. It has frequently happened that an attempt to solve a physical problem has resulted in the creation of a new branch of mathematics. A classical example of this is in the theory of the conduction of heat. When this problem had been stated in mathematical terms, it was found that the mathematics then in existence was inadequate to solve it, and new mathematical machinery had to be devised. The resulting studies by Fourier and others not only gave to Physics the theorems and formulas it required, but also led to new mathematical developments which have affected most of the branches of mathematical analysis.

Another example of the hand-in-hand development of Mathematics and Physics is the history of the theory of electric waves which resulted both in the electromagnetic equation of Maxwell and in the experiments of Hertz and the other inventors of wireless telegraphy.

In the modern case of the Einstein Theory, the relation between Mathematics and Physics has been more one-sided. Einstein's work is a contribution to Physics in which Mathematics is used as a tool. It happened that the necessary mathematics was already in existence, having been worked out by Riemann, Christoffel and others some fifty years before. This left Einstein free to apply his genius to the physical and philosophical problem, using the mathematics whenever it was needed. He had he been under the necessity of creating the mathematical tools which he used in his gravitation theory, it is more than probable that this theory would have been long delayed and possibly never completed. Indeed it may be added that without the pioneer work of the creators of non-Euclidean geometry, the fram of mind in which Einstein approached his problem would not have been possible.

Frank says the new math theories of Ricci & Levi-Civita were what Poincaré led to AE for foundation of general theory. AE studied with Grossman & No ref. to biology. But fellowships in biol. were established as soon as possible.

Frank as those in Math - 1924. Or 1923. See NR 1919-27

Physics
Ambr
Poincaré
See notes
Frank on AE
in this.

publishing a series
of papers
in 1913.
Grossman
had been
working
with
Einstein
in 1913
Frank
1903

Dr. Simon Flexner

-2-

October 24th, 1923

Physics almost everywhere
Statement here -
CF Morse & Veblen
11/15

The rôle of mathematics in the Quantum theory is quite similar to its rôle in the Einstein theory. In particular, Bohr's Quantum Theory of Atomic Structure is based on a very profound study of the calculus of variation theorems in classical dynamics. To realize this it is only necessary to attempt to read Bohr's Memoir of 1918 in the Proceedings of the Danish Academy. The problem of atomic structure is, of course, still far from a complete solution and no one knows whether the mathematics of today is adequate to such a solution or not. If not, the development of Physics at this point can come about only through an advance in Mathematics.

I have said nothing about the direct relations between Mathematics and Chemistry because these are more distant from my personal experience. However, I have no doubt that any chemist will think at once of the work of Willard Gibbs, if not of more recent examples.

Idem?

The question might be asked: "Why should not a separate Board be created to look after fellowships in Mathematics?" In the interest of Mathematics, I think it is very desirable that fellowships in this science should be administered by a Board which contains both physicists and chemists, because this will tend to keep closer contact and will have the effect of stimulating interest on the part of mathematicians in problems of physics and chemistry. This sort of a broadening of the interests of the mathematicians in this country is very desirable at the present time.

Chairman
as is applied

I hope this letter will cover the points which you desired me to write about, but if not, I shall be glad to write you further. And of course I shall be glad to do anything else which you may think would be of use in helping to obtain an appropriation for these fellowships.

Yours sincerely,

U. V. -F.

(Signed)

Oswald Veblen.

1923-4

Chairman Physical Sciences.
Math Research Council.
Pres. Amer. Math. Soc.

1924

EMIGRES

Biographical

The Immigration Act of 1924 required (Section IV-D) approval by the Secretary of Labor of institutions of higher learning for admission of emigres. The Institute's approval in specific cases came from J. H. Wagner, Chief Administrative Officer of the Immigration and Naturalization Service, and Harry E. Hull, Commissioner General of Immigration, after the Immigration Service was separated from the Department of Labor. The American Association of Universities carried the Institute for Advanced Study on its list of Institutions approved--accredited (Aydelotte to Alvin Johnson, March 12, 1941.

D, New School of Social Research

~~ACADEMIC PROCEDURES~~

RESEARCH

Academic Procedures

ROCKEFELLER

Foundations

VEBLEN, O.

Biographical

FLEXNER, SIMON

Veblen to Simon Flexner on methods of supporting
financially research in mathematics.

Filed in Chronological file under 1924, 2/23.

F V-4

February 23rd, 1924

Dr. Simon Flexner,
Rockefeller Institute of Medical Research,
66th Street and Avenue A,
New York City, New York.

Dear Dr. Flexner:

In your capacity as a mathematician you will perhaps be interested in a few observations of a general nature which I am venturing to send you. I have already submitted essentially the same ideas to Dr. Kellogg and he seemed to think it might be worth while to try to spread them about a little. But I have decided before going further to seek your advice.

My experience this year has made me rather acutely conscious of the fact that the needs of mathematical research have not yet been brought to the attention of those whose position enables them to have a view of the strategy of Science. This, I think, is chiefly the fault of the mathematicians themselves, who have too easily assumed that an outside world which cannot understand the details of their work is not interested in its success. That such an idea is erroneous has been well illustrated by the generous action of the Rockefeller Foundation in providing funds for Research Fellowships in Mathematics of the same type as for Physics and Chemistry. This was done immediately, and apparently as a matter of course, when the need for such fellowships was pointed out. This experience, as well as much evidence of a less tangible sort, of the friendly interest in mathematics, leads me to hope that it may be worth while to draw attention to the fact that we are now in a situation where another very important step of a similar sort may be taken.

Mathematical research is done almost entirely by university and college teachers. A mathematics department in an American university has to deal with an enormous mass of freshmen, a very large number of sophomores, and with extremely small numbers of juniors, seniors and graduate students. The situation is entirely different from that of a European University, which has to deal only with the last class of students. The subjects taught to freshmen and sophomores are taken up in the Lycée's and Gymnasias. Under our conditions, the men responsible for the conduct of a Mathematics department are obliged to give their primary attention to providing instruction for the freshmen and sophomores. This obligation is due not merely to the number of men who have to be dealt with but also to the intrinsic importance of such instruction.

Dr. Simon Flexner

-2-

February 23rd, 1924

Nevertheless there has been a great development of mathematical research in this country. Twenty or thirty years ago there were very few men doing such research and they were receiving very little consideration from the Universities. Now they are very much in demand. A man with good mathematical gifts and normal personal qualities has little trouble in obtaining as good a position as is available under our system. But when he obtains it he has a teaching schedule of from nine to fifteen hours a week as compared with three hours a week for his colleague in the Collège de France, for example. Moreover, he becomes tremendously interested in this teaching; he sees the manifold ways in which it could be improved, and he plays his part in the committees and other administrative devices for doing the obvious tasks of the university.

He was preferred to other men when appointed, because of his scientific distinction. But just because he has a sense of responsibility and reacts in a normal way to his environment, it is only a small fraction of his energy that goes into research. The university authorities never know the difference and give him his rightful share of respect as a loyal member of the community.

So we have arrived at the stage where we recognize ability in scientific research as a basis for university appointments but not as a primary occupation for the appointees. This statement is not strictly true in sciences like Physics and Chemistry for the universities which have great laboratories usually recognize the absurdity of maintaining such plants without a respectable output of research. It is brilliantly untrue in Astronomy. But in Mathematics it is true almost without an exception.

The way to make another step forward is obvious. Indeed it has already been partially recognized by the Rockefeller Foundation in establishing a series of Fellowships in various sciences which afford opportunities for research to men of promise at the outset of their careers. What remains to do is to find a way of assuring the continuance of their research to men who have already proven their ability. This is already provided for, to a certain extent, in the laboratories of the experimental sciences, but, as already indicated, there is no provision for Mathematics. To provide it, there are at least two ways which would be justified by the actual amount of mathematical talent in the country.

The first of these would be to found and endow a Mathematical Institute. The physical equipment of such an institute would be very simple; a library, a few offices, and lecture rooms, and a small amount of apparatus such as computing machines. There should also be provision on a small scale for stenographers and computers. But the main funds of such an institute should be used for the salaries of men or women whose business is mathematical research. These people should, however, be provided with the equivalent of the routine work which is always present in laboratory sciences. Such work could consist, for example, in editing a mathematical periodical or in preparing a new edition of the Encyclopedia of Mathematics. The latter enterprise would be a very large one but would be tremendously

Dr. Simon Flexner

-3-

February 25rd, 1924

important both for pure mathematics and for its applications. The members of the Institute should be expected to give lectures to advanced students in their own fields of research.

Such an institute, in my opinion, could operate successfully either in conjunction with a university or as an entirely separate institution. In either case it would treat mathematical research as a profession. There are plenty of men in the country who have shown that they are capable of living up to such a position. The idea of such an institute is by no means a new or untried one. We have several institutes for research in other sciences in this country and there are several mathematical institutes in Europe.

The second plan which I have in mind is essentially that followed by the Royal Society in the Yarrow Research Professorships. It consists in establishing and endowing a number of research professorships which are awarded to individuals who have shown in their own environments that their impulse to research is a vital one. The appointees are not moved to new places. The only difference brought about is that they are freed from all, or most of, other obligations and thenceforth paid for devoting their energies to research.

In our country it would be advisable actually to limit the amount of teaching or other routine that a research professor is allowed to do. He should not be allowed to give more than two or three lectures a week. Perhaps also he should not be allowed to accept more than a limited number of research students. With such restrictions, I think that one of our philanthropic foundations could carry a number of research professors on its salary roll and be confident that no better use could be made of its funds.

The second plan has the advantage that it could be tried out by gradual steps. The mathematical institute has the advantage that it would provide a definite nucleus for mathematical research and foster cooperation in a field that has been treated in the past in perhaps an unnecessarily individualistic way.

It is obvious that much of what I am saying could be generalized to other sciences. But I am limiting my remarks to Mathematics partly because of my special interest and partly because, as I said in the beginning, the needs of this science have not yet had as much consideration as they should have.

Yours sincerely,

Oswald Veblen.

Suggenhi Fdn - fellowships -

establd 1924 to support of mature
sch. who had taken both ug. & grad degrees
& wanted to go on with advanced research -
As a result yielded the plan P 209.

Also resp for Commemorative
Fdn
Harkness

Pl in P. 209 - Rhodes Trust

Burton Pres U of Chi died in 1925 one yr
after Trevor Arnett (Tr of GEB) had gone out
to work with him (see AF GEB's Form) on reestablishing
U Chi grad sch. Max Mason pres. R.F. succeeded
Vincent (who rtd 1929) (1929-36) + was succeeded by
Foshlock as Pres. R.F. ^{GEB} (Mason end. pres of U Chi 1925-1928)

Mason was Pres. of U. Chi before he became
Dir of Nat. Sc. R.F. 1928 (Math Physicist). He was then

him pres 1925-28 U Chi

Mason ^{Tr} R.F. 1/19 30 - 6/30 136
Dir. 1928-9-

MATHEMATICS

Academic Activities

ROCKEFELLER

Foundations

RESEARCH

Procedures

VEBLEN, O.

Biographical

Material copied from the V-4 File regarding the need to establish a mathematical institute--serious lack of proper training in this field.

Filed in Vertical File under "V" for Veblen.

V-4

VEBLEN, O.

Biographical

FLEXNER, A,

COOLIDGE, PROF. J. L.

Veblen to Flexner, at General Education Board, 61 Broadway, New York City.

Veblen says Coolidge has written him that he would like to have Flexner and Veblen take lunch with him at the Harvard Club, 27 West 44th Street, New York City, some time convenient to both Veblen and Flexner. Coolidge wants to talk over with Flexner questions about the ~~Ma~~ American Mathematical Society and this is a subject which I have very much on my mind at present, says Veblen.

Flexner replied, March 17, and sets the date for March 26, and he is to be host. The next day, March 18, he has to write to Veblen putting off the date to March 25 or March 27, 28, or 29.

Finally, they met after some confusion on Friday at 12:30, apparently, ~~they did not~~ since there is no indication

they did not, and this was the date finally set by Flexner in a letter of March 24, 1924.

V File, "Flexner, Abraham"

MATHEMATICS

Academic Activities

VEBLEN, O.

Biographical

FLEXNER, A.

Flexner to Veblen, June 12, 1924.

"I have your interesting letter of June 10 regarding the desirability of making some more satisfactory provision for the Department of Mathematical Research in this Country. I shall take the matter up with Dr. Rose and my colleagues, and let you know if there is anything ~~warranted~~ which we are in a position to do in reference to it. With ~~my~~ much appreciation of your extremely interesting letter, I am, Very sincerely yours, Abraham Flexner."

(Letter not maintained) But prob quite letter Flex dr
to SF + VIC

V File, "Flexner Abraham"

October

p. 1
of 5

1925

GENERAL

Educational Institutions

FLEXNER, A.

Biographical

Notes from an article appearing in the Atlantic Monthly
of October ~~XX~~ 1925 (Vol. 136:530-541).

A college in America is "an educational department store containing a kindergarten at one end and a Nobel Prize winners (or as good) at the other." (P. 530) A

The American college was created as an adaptation of the English college and in scope was practically a secondary school for the economically privileged. Its growth was fast and heterogeneous. The high school came in not before but during and after. The function of colleges, therefore, became confused. They have been characterized by a lack of sincere desire on the part of the students to learn.

Research has been a factor of increasing importance within the last 100 years. The tight organization of the American school system made it harder to accommodate research than in the European

Oct.

P. 2
of 5

Gen.
Flechner, A.

Ed. Inst.
Prog.

universities which were more flexibly and loosely organized. But highschool, college and university are now all hopelessly intertwined.

"...research was not recognized in America as one of the ~~dominate~~ [2] concerns of higher education until the flag was nailed to the mast on the opening of Johns Hopkins University in ~~1871~~ 1876." Despite ~~agassiz~~ Agassiz at Harvard and Willard Gibbs at Yale scholars of high degree or high rank were rare before 1876.

But Johns Hopkins had from the beginning an undergraduate department, and therefore the graduate work suffered. All others have suffered likewise by "organization," the magic word meaning ~~arbitrary~~ arbitrary standards, units, credits, courses, degrees, etc., and inevitably suffered in a confusion of courses-- undergraduate being confused with graduate, and mixed classes. Faculty has carried in the graduate schools its parental duties, and the type of teaching which is obviously required in the secondary schools which should not be required in graduate work. They also are required and supposed to investigate, to research, but they spend much too much energy in the former occupation: i.e. ~~teaching~~ *teaching*

Oct.
Ed. Inst.
Protog.

p. 4 of 5

Gen.
Flexner, A.

See
Hove

He questions whether Johns Hopkins University will draw students without the undergraduate school. It did once because it had no competition as a university. Now professional schools draw students and also the ~~xxx~~ graduate schools are competing for the students. California Tech., he said, draw a larger number of serious scientists than its due proportion because of men like Milliken, Hale and Noyes. Flexner concluded that "loyalty" would not keep serious students at graduate schools where they had received their graduate work.

Will America finance institutions where undergraduate alumnae don't exist--in other words, will they finance graduate schools alone? He doesn't make a firm answer. But he said that the true university will be bound to be "irregular affairs. Men, money and facilities do not come together in such ways as to make it possible to have a nicely rounded institution at the higher level. No single science would be completely represented anywhere; still less, all sciences; and institutions most concerned with science would almost inevitably be less adequately developed on the humanistic side--and vice-versa. This has always been the case in Germany, where these things have, on the whole, been hitherto best managed...nor does it greatly matter; the very incompleteness

Oct.

p. 3 of 5

Gen.

Flexner, A.

Ed. Inst.

Prog.

Flexner stated that he was not asking for the conversion of the graduate school into a research institution alone. But he did believe that the professors in the graduate schools should be relieved of "parental" duties and should have teaching relations with students who were carefully selected for their devotion to the learning which they were going to pursue and their ability to do so on a more independent basis than the undergraduate. He said the American graduate school stressed supervision and oversight, too ~~much~~ heavily and felt that students should be left to their own devices--to sink or swim. He concluded that the graduate and undergraduate divisions should not overlap in courses or in classes.

The interests of all concerned will profit if they are separated. But the cry is that the college is being stifled by the university. "...an experiment is fortunately in sight. Johns Hopkins has announced a policy of looking to the elimination of the first two college years and the A. B. degree, and the creation of a university faculty devoting itself to university work. Whether an institution can go so far without going further, whether the last two years of the present college will not also be sloughed off, or at least telescoped, remains to be seen..." (P. 540). Flexner hailed it as the first distinct move in the right direction. He did not mention Goodnow's name.

GM.

Fleynor, A.

Oct.
Ed. Inst.
Biog.

p. 5 of 5

of single institutions will force all real universities ~~and~~ in
the higher sense to view themselves as part of one great
organic whole." (P. 541)

Atlantic Monthly, October, 1925 (Vol. 136:530-541)

1925-1930
JOHNS HOPKINS (GOODNOW PLAN)

Educational Institutions

FLEXNER, A.

Biographical

Correspondence between Mrs. Stern and Mr. P. Stewart Macauley, Provost, Johns Hopkins, dated October 29, 1956, November 23, 1956, and November 28, filed in the Vertical File under "J" for Johns Hopkins.

Correspondence

1925-1942
HARDIN, JOHN R.

Elected Trustee of Princeton University, April, 1925.
Retired June, 1942.

11/12
11/13

GENERAL

Educational Institutions

From an article by Dean Gordon J. Laing, at the Western Reserve University's Centennial Conferences, Cleveland, 1926, November 12 and 13th.

STANDARDS OF GRADUATE WORK

Graduate studies initiated in the United States in 1876 with the foundation 50 years ago of Johns Hopkins University. It had an immediate effect in stimulating similar studies in Columbia, Yale, Harvard, and later at many state and private institutions.

There are now (1926) 26 members of the Association of American Universities, and no institution is admitted to membership until it has passed ~~the~~ its formative stage of growth and can show well-organized groups of studies leading to masters and doctors degrees. There has been a great increase up to 1926 in the quantity of masters and doctors turned out each year, but the quality Laing found not very encouraging.

The masters degree he said was usually given for and her year of "informational work" not involving in the slightest degree an appreciation of higher culture. Many regard it as a gilt-edged teachers degree. Many secondary school teachers have masters degrees. Compared with European teachers in secondary schools these American holders of masters ~~degrees~~ degrees make a sorry showing.

With the Ph. D's we have done better. Standards for admission are more rigidly enforced and higher. Most settle down to teach in college after they have got their Ph. D's. But the product of the Ph. D. bearer is uneven in this country. Some are good scholars. Some are barren.

In discussing causes of the problems and possible solutions Laing said:

(1) The development of graduate studies following at the foundation of Johns Hopkins University did not take a line leading to the highest and purest of graduate work. But though Johns Hopkins had an undergraduate division from the beginning, the University emphasized graduate studies. Other institutions had large and important undergraduate interests pre-existing the foundation of their graduate schools. Thus graduate work was merely added to what was there in undergraduate and professional schools. One exception (aside from Johns Hopkins) was Clark University which was for many years after its founding a graduate institution. ~~Laing said some good~~

He characterized the argument of the universities that the undergraduate training was necessary to procure good graduate students as "charming and naive." Colleges of ~~standing~~ good standing can do undergraduate work and sufficiently well to allow the universities offering only graduate work plenty of candidates. It is wrong for the graduate schools to stress the importance of their own institution's undergraduate work. In one case where this point was made there were at one time 60 graduate students of whom only three had come from the undergraduate department of the same institution.

Laing said emphatically that separation of graduate and undergraduate work and institutions was necessary. He cited "the new program" of Johns Hopkins University. Laing had attended a couple of weeks before making his speech a celebration of Johns Hopkins 50th Anniversary and had heard that the Trustees had accepted Goodnow's plan which is "that as soon as certain adjustments are made and the necessary funds raised, Hopkins will cease to give a Bachelor's degree. It will admit only such students as have had at least two years of college training and who are candidates for one of the higher degrees, (P. 203 ff) or who are pursuing advanced studies without thought of any degree." As soon as it is effectuated "we shall have at least one institution which is exclusively a university." (P. 204)

In Germany the ~~entrance~~ students enter the university from the gymnasium: in France from the lycée. The new Johns Hopkins will bear strong resemblance to the European universities. The gymnasium and lycée carry in secondary education the first two years of American undergraduate college work.
even

But "But/when Johns Hopkins is operating on the new plan the greater part of the graduate ~~work~~ ^{work} will still continue to be done in the universities which continue graduate and undergraduate studies." (P. 204) How correct this situation? Every university should remove freshmen and sophomores to a separate junior college campus away from the upper division and graduate campus. This was suggested at Chicago University. There should be another separation of juniors and seniors from graduate courses. This would help to cancel out the undergraduate "infection"--lessen-learning. ~~However~~ Then Laing pled for research time for graduate school professors, taking the position that the maximum teaching commitment should be one hour a day at the most. (P. 207)

He said that he believed research activities should be founded in the university. He said that research activities are absolutely necessary, but they should not be isolated. Here he mentioned but did not charge that the Rockefeller

Institute for Medical Research was isolated. As an example of an ideal situation he cited the Oriental Institute at Chicago University under Professor Breasted.

Problems in Education published by the Western Reserve University Press, 1927.

1926-7
PRINCETON UNIVERSITY

Educational Institutions

Published 1926, Princeton Press. Princeton University
Official Record, 1926-7.

Graduate School Faculty for the ^{Dept}School of Mathematics :

H. B. Fine, Dodd Professor
Henry Dallas Thompson, Professor
Luther Pfahler Eisenhart, Professor
Oswald Veblen, Professor
William Gillespie, Professor
Charles Ronald MacInnes, Associate Professor
Y Joseph H. McC. Weddeburn, Associate Professor
Solomon Lefschetz, Associate Professor
C. Einar Hille, Assistant Professor
James Waddell Alexander, Lecturer

Princeton University Official Record, 1926-7

ROCKEFELLER

Foundations

GENERAL EDUCATION BOARD (GENERAL)

See notebook ~~Max~~ No. 6 clipped pages for notes of members Board of Trustees and directors together with divisions in the work between G. E. B. and Rf. prior to 1928 when the reorganization was effected.

Also some notes on the reorganization.

Reports - G. E. B. and Rf.

1938

In ~~1938~~ 1926 the Trustees of the JH increased number from 12 to 18, , choosing but 16 at that time; in 1938 increased to 24.

French said that it was noticeable in filling new places effort was made at first hand with pro made to add some members familiar with problems of research and national view of outlook on grad. training. 359

Unless appl~~ies~~ also to 1926 could not have influenced Af; likelihood it did, since co-incident with Goodnow plan.

1886-1895
OATES, W. J.

Classics Department Chairman, Princeton University.

Appointed Instructor, 1926, Classics

Associate Professor by 1942

Professor by 1949

Chairman of Department, 1945-present

GENERAL

Finance

INVESTMENTS

L. Bamberger & Company, incorporated New Jersey, December 6, 1917. Established 1893. Company owns and operates an eight-story department store in Newark. Owns the Chester Realty Company and Lucius Bamberger & Company Publishing Company, and operates station WOR. Had under construction in 1927 an addition which would increase floor space to over 1,000,000 square feet. About 3500 employees. Officers: President, Louis Bamberger; Vice-President and Treasurer, Felix Fuld; Secretary, E. S. Bamberger; Directors, Louis Bamberger, Felix Fuld, Carrie Bamberger Fuld, E. S. Bamberger, and F. I. Liveright; General auditors, Samuel Leidesdorf & Company.

Sales 1927		\$32,508,089.00
Total Income		3,209,837.00
Earnings Per Share	(Preferred)	27.85
" " "	(Common)	4.27
Based on 100,000 preferred and 500,000 common		

In 1927 the assets were \$22,531,377.00.

The preferred shares were capitalized at \$10,000,000.00 and the common at \$2,500,000.

Surplus was \$6,707,387.00

Common no-par, preferred, 6-1/2 per cent accumulative.

In liquidation the preferred was entitled to \$110 and dividends.

There was a sinking fund provided for.

The preferred shares were callable at \$110.

Lehman Brothers, New York offered in February, 1927, \$10,000,000 of preferred shares, 6-1/2 per cent accumulative at \$104, of which \$2,000,000 were retained by the present management for themselves and employees. Rating preferred BAA. Common, 500,000 shares outstanding and not reported, B rating. Common shares held the voting power. (This relates to Farrier's and Schaap's statement that just before the stock was issued

the management decided to keep the common shares
for themselves and did not put them on the market).

Net profit on sales in 1927 8.74 %

~~Moody's~~ Moody's, 1927, page 150, L. Bamberger & Company

1927-1933

p. 145

FLEXNER, A.

I

Biographical

AYDELOTTE, F.

A long and friendly series of letters relating in the beginning mostly to raising money for Swarthmore. No reference to choice of Flexner for the Oxford lectures. No references whatever to the Institute except in July, 1931, as the first one July, 1930, and then little of note on Meritt except for a copy of Aydelotte's submission ~~to the~~ and answer to the questionnaire. The file does cast light on Flexner's timetable. He spent the entire summer of 1927 in Europe studying for his lectures. In November Aydelotte wrote Flexner that a house was being secured for him at Oxford. File is replete with data about the raising of the last \$2,000,000* of which G. E. B. was giving \$750,000, but I won't go into that. * for Swarthmore House

May 28, 1928, date of a printed notice to his friends from Abraham Flexner that he has retired "in the reorganization of the various Rockefeller boards." Mr. Rockefeller had offered him a post of "equal dignity and importance" but he felt that his presence under the new conditions might be an embarrassment

Flexner, A.
Aydelotte, F.

Biographical

p 2
of 5

to those having the new responsibilities. He has offered his counsel and it is understood that he will be available to counsel and cooperate "which is itself the best proof there has been no personal tension whatsoever. I write this, because I felt you might be concerned on personal grounds." This apparently was issued while Flexner was still at Oxford, because on June 18, 1928, Flexner cabled Aydelotte asking him and Mrs. Aydelotte to come to Magnetawan about July 15 where they will be. Sailed for US 7/11/28

No further correspondence until July 29, 1929 from Flexner to Aydelotte on attempts to raise money for him from Embry and the Rosenwald Foundation. Flexner also helps Aydelotte with Harkness through Miss Gertrude Moore, his secretary, and a Mr. Aldrich. (F. A. to F. 11/4/29)

October 29, 1929, Aydelotte to Flexner, acknowledging a letter not in the file which evidently suggested Mitrany for Swarthmore, and enclosed an appreciation of Mitrany by Graham Wallas. Aydelotte says it would be wonderful if he could get Mitrany for Swarthmore.

Puts question on FA statement he got Harkness to send Comm. on the Fed 1924 for Recip. Act. Sch. US

Flexner, A.
Aydelotte, F.

Biographical

November 18, 1929, Aydelotte to Flexner, thanking him for helping with Embry and the Rosenwald Fund which has pledged one-sixth of the money needed up to \$350,000/

Aydelotte with Flexner's help asked Harkness for \$500,000.

He also asked, apparently at Flexner's suggestion, Victor Morawetz and George Eastman. He referred them to Flexner for necessary information.

November 27, 1929, Aydelotte ~~acknowledges~~ acknowledges Flexner's formula "that you will not give your name to anything which does not require time or money."

Morawetz refused--more interested in secondary education and the teaching of "economic truths."

In 1930 Aydelotte had asked Flexner to deliver the Commencement Address at Swarthmore. Eleanor was graduating. Flexner could not give an answer because he was working on his book, Universities, and if he finished it in time he would take

1927-1932
Flexner, A.
Aydelotte, F.

Biographical

it to Europe before Commencement. During March and April the question was up. Flexner was working against time. Finally on April 9 he said he finished the draft of the last chapter "more dead than alive." He was to have his revised manuscript in the printer's hands during the summer, letting the Clarendon Press print it then when it could. This meant that he would have to go abroad ^{for} six weeks before July 1; therefore, he couldn't deliver the address or see his daughter graduate. Expected to get away May 14, 1930 to Europe.

On July 10, 1930, Bailey asked Aydelotte for Swarthmore By-Laws, first time I. A. S. is mentioned in the file.

October 15, 1930, Flexner wants Aydelotte's advice about the new Institute, "for he is merely a theorist."

As late as September 4, 1931, Flexner was still thinking of graduate school, for he thanks Aydelotte on that date for his letter of August 20 (or 30) not in file. "I like the idea of external examiners."

Flexner, A.
Aydelotte, F.

Biographical

In the winter of 1931 Aydelotte's trustees gave him a semester to himself for which he is very grateful, and he goes both to Germany and Mexico in that time. Flexner helps him with the German travel and contacts. The fraternity question was up at Swarthmore at that time, and finally Aydelotte informed Flexner April 19, 1933, that the Trustees had the day before issued a very satisfactory report on fraternity matter. This puts the trustee hassle earlier than I thought. (But it may not

have been final either)

A, Flexner Correspondence 1925-1933 (10-17-56) returned

Spring

AYDELOTTE, F.

Biographical

Spent spring semester 1928 in Spain and Egypt, and returned in time to hear last of Flexner's lectures at Oxford in May. (p. 5)

*See Blanchard on this absence of A. F.
S. write more in obit in ~~Q. J.~~*

A, A. F., Memorandum for A. F. February 21, 1939.

GENERAL

Educational Institutions

FLEXNER, ABRAHAM

Biographical

Flexner to Aydelotte, Flexner (Hotel Victoria, London). "Kerr has been more than kind and the Wylies most helpful. The lectures are set for May 5, May 12, and May 19. The titles:

I. The Idea of a Modern University

II. American Universities

III. European Universities

Jan
I should not want you to take a step out of your way to hear any of them; but if you are coming to Oxford anyway, of course, I'll be glad to be assured your audience of at least two persons (you see I leave your wife no escape!) No. II will be the fun! What a hodgepodge Harvard, Chicago, Hopkins, State Universities are! Indeed, I was myself surprised--and shocked--and studied them more closely...I spent a weekend at Swarthmore before sailing. I observed no sign that the boss had laid down his tools and taken his departure--the best proof that you are a good head! All was lovely and serene on the campus..."

A File, Flexner, Abraham

1928

9 days before Speech on America Univ, -
14 before Bierley's announcement, Wm
H. Welch spoke in London at dinner, + met
Flexner, saying "Have you really resigned?"

Simon Flexner + JF Flexner W. H. Welch
P 43v

1928
1933

May 25
January -

Diff is both letter of introduction
to the lecture date - the delivered lecture
to Dir Studies FEB

First date is of a dispatch from Oxford quoting
AF as saying he had resigned before leaving US for
Oxford to deliver Rhodes lectures. (See clip 5/26
Ayd file - Fleener)

But when Ayd drafted this in his statement
in DAS for the CS monitor (Jan. 1933 Ayd Fleener)
AF corrected it to read after he delivered
the lecture in America.

Also see Autobiogr Fleener + 9 November,
giving date 4/9/28 to JDRJ's letter ack. his
resig.

1928

H I

Flexner and GEB Educ. Policy

Flexner's resignation fraught with consequences --any change in human leadership of GEB important to educ. insts. of country.

/Quotes Bē:--"his services to the cause of educ. -- esp. med. educ.--have been invaluable." Has done much to put shams to rest from public schools. Has insisted on exact measurement of facts. "favored abandonment of any theory of public educ. in America which could not fairly prove its usefulness in terms of measurable fact."

Now that he is gone with his utilitarian principle, editor thinks that GEB should swing in precisely opposite direction. Country needs growth of a different sort. Admittedly Greek and Latin can't be taught to all boys and girls in high schools. Then what can be used to take their place? GEB could find out.

Editorial in Boston Eve. Transcript quoted in Sch. and Soc. Je. 1928 XXVII # 702 p. 697

✓ GENERAL	Educational Institutions
FOUNDATIONS (EASTMAN)	Foundations
FLEXNER, A.	Biographical
AYDELOTTE, F.	

Flexner to Eastman, July 28, 1928, giving arguments to back up a suggestion he made to Eastman to finance establishment of Chair of American Studies at Oxford: (1) It will contribute to mutual understanding of the peoples in governments of Britain and America to interchange knowledge and intelligence from every source and in every manner to the end they may cooperate in the preservation of the peace. (2) Oxford is the seat of training men in directing British policy and of influence in shaping British opinion in the political and social sciences. Great Britain's young men would learn a great deal from such a chair. (3) Oxford teaches annually at least 200 Rhodes scholars free of all charge; they come from the different states of the Union and from the Dominions.

There are over 600 Rhodes Scholars, graduates of Oxford, in the United States. We are thus in a way to understand Great Britain. It would be a fair return to enable Great Britain to understand us.

He recommends \$200,000 endowment through Dr. Aydelotte.

While different from the aid Eastman has given to Brookings Institution, the object and the point of view are unassailable.

Flexner transmits to Aydelotte a draft of the formal plan, regulations and rules for the establishment and sends to Aydelotte.

A File, Flexner, Abraham

1928

ROSE

Biographical

FLEXNER, ABRAHAM

FLEXNER, SIMON

Interview with Louise ~~RANKIN~~ Pearce, January 20, 1957.

Filed in Vertical File under Pearce Interviews.

1928

5/28
6/1

FOUNDATIONS (ROCKEFELLER)

Foundations

FLEXNER, A.

Biographical

Excerpt and digest New York Times story and editorial May 26 and 28 respectively and New York World Story, June 1, on the reorganization of the Rockefeller General Education Board.

Times, May 26, Quotes a statement from W. W. Brierly, Secretary of the General Education Board, Explaining that Flexner's resignation was "wholly voluntary." But the Board had failed to explain the resignation and there was much public speculation.

Brierly explained that the Board had spent nearly all of the \$50,000,000 which John D. Rockefeller had given it several years ago for medical education. Expenditures were supervised by Dr. Flexner. "This situation calls for changes in the nature of the Board's work with respect to medical education, and Dr. Flexner thought that his withdrawal would facilitate the adoption of a new program, according to Mr. Brierly."

Brierly refused to explain the reorganization, and remarked that since Flexner on leaving was in his 62nd year, he was approaching the

x Annals 4, Brierly 124

Board's retiring age (65). Brierly said, "Dr. Flexner's retirement is wholly voluntary, and he leaves the General Education Board after many years of remarkably successful service, carrying with him the unqualified good wishes of the members of the Board and the members of the staff, all of whom greatly regret his withdrawal."

The article goes on to quote some of the British press notices of the furor raised by Flexner's lectures at Oxford. ^{quote} "From the London Sunday Times for May 13, "Degrees for Bus Boys. Lecturer attacks United States universities:" "The most pretentious and richest of American university business schools awarded a \$2,000 prize to the woman who organized ~~the~~ "campaign for Pet Milk" (whatever that may be). Is that a proper proceeding for an institution of learning?"

A special cable in the London Times to the New York Times included a denial by Flexner that his resignation from the General Education Board at New York "had anything to do with his criticisms here of the American educational system. He had, he declared, resigned before leaving the United States." *Rockefeller's letter dated April 9 acc to 9 November*

The Times Editorial, May 28 was extremely laudatory about Flexner's work in education, particularly medical education in the United States.

"Dr. Flexner has had the advantage of having at his hand the funds with which to realize some, at least, of his ideals, or to test their validity. He has had the supervision of the expenditure of \$50,000,000 given by Mr. Rockefeller for the advancement of medical education. Several millions of this amount were given to ~~him~~ develop a great center of medical training in the south. Other millions have been devoted here and there; in one place to making possible an experiment in the whole-time-clinical teaching; in certain others to the promoting of a specific work as that in ophthalmology by Dr. Wilmer; in others to recognizing excellent work already done and to helping the institutions as at Yale, to realize its great opportunities, ^{and} notably in another to assisting (by the amount of \$7,500,000) in establishing a metropolitan medical center by bringing the New York Hospital and the Cornell Medical School into a cooperative relationship...

"...He wrote the stirring report which looked toward improved medical education. But his knight-errantry has not been confined to the field of medical education. He has tilted not only against the diploma mills, but also against the opium ^{traffic} ~~traffic~~. He has dared to say what he thinks about the movies, motors, and jazz. He has spoken out ~~plainly~~ plainly about education in high places--attacking certain traditional methods and disciplines, but condemning also the introduction

of new courses wholly devoid of educational values just for the sake of adding to numbers or gratifying a vulgar demand. He had the temerity even to raise the question whether we Americans really value education in spite of the amount we spend for it. He has a bright record of achievement to his credit, and though he has approached the time of official retirement, it is hoped that there will be an epilogue, for he is a wholesome, challenging force in the world."

New York World story, ^{June} January 1. Attempts to strip away some of the secrecy which ~~has~~ surrounded the Flexner resignation, and contains a statement from Flexner whose resignation, it said, was effective July 1. "Mr. Rockefeller offered me a post of equal dignity and importance." "Dr. Flexner explained in a letter ~~from his friends~~ to his friends, but on careful reflection I felt that my presence under the new conditions might prove an embarrassment to those who had ^{the} responsibility for conducting the new organization, and I, therefore, decline to accept his offer." The article proceeds to say that on the best authority it is learned the endeavor is to simplify and strengthen the rather loose structure ^{by} which the various Rockefeller boards are linked with the central ^{or} apparent body, the Rockefeller Foundation, and to eliminate the present overlapping of functions and duplication of effort and expenditure.

Overlapping and double expenditure, etc., were found to exist, and a remedy was prescribed by Trustees of the Foundation and the various boards more than a year ago. Two of three committees composed of ~~various~~ trustees of the various Rockefeller agencies were appointed at that time to consider the problem dispassionately, and decide the most effective method of elimination and simplification. They apparently have not come to any definite conclusion at the time of writing--the final results of their deliberations are not scheduled to be announced until next November. One of the "world's" informants who is close to the situation said it might not be a matter of integrating but of emphasizing some activities above others. This idea was confirmed by Raymond B. Fosdick. He agreed "the most probable outcome would be to transfer and reapportion ^{of} the functions among the existing boards so as to eliminate duplication and ~~to~~ make more clear cut their lines of demarcation as administrative units."

A File, Flexner, Abraham

1928

7/21

FLEXNER, A.

Biographical

LOWE, E. A.

OXFORD COLLEGES

Educational Institutions

Lowe to Flexner, December 16, 1937, enclosing a clipping from New York Times July 21, 1928.

Clipping is filed in Chronological File under 1928, 7/21.

Clpg makes it clear that Lowe has not seemed to return to his own, & that he looked with delight on possibility that AF might "settle down" at Oxford to write.

Not much of AF & mention by colleagues particularly unusual honor of being made honor of case 1928.

D, Lowe, E. A., 1933-43

July 24 28

THE NEW YORK TIMES

DR. LOWE TO EXAMINE MORGAN MANUSCRIPTS

*Paleographer Tells of Honors
Given to Dr. Flexner by
Oxford Colleges.*

Dr. E. A. Lowe, University Reader in Paleography at Oxford University, who has come to this country to examine some manuscripts in the J. P. Morgan library and in the collection of Henry Walters of Baltimore, said yesterday that the reception given to Dr. Abraham Flexner of the Rockefeller General Education Board, during his Oxford lectures, was almost unprecedented.

Dr. Flexner was fêted by practically every college at Oxford, he reported. He said that the unusual distinction of being made a member of All Souls, the most powerful and exclusive of Oxford colleges, was conferred upon Dr. Flexner.

Dr. Lowe said he believed the resignation of the former director of the General Education Board was prompted by his, Dr. Flexner's, wish to have some leisure for his own writings and that he might settle down in Oxford to do his literary work.

While here Dr. Lowe will examine the manuscripts produced by the Mother House of the Benedictine Order, some of which are in the Morgan and Walters collections and a fragment of which is at Harvard.

Dr. Lowe has worked for years on the scripts which were developed at Monte Cassino, the Mother House of the Benedictine Order. These manuscripts are the Latin versions, copied by Benedictine monks, of ancient writings such as the histories of Tacitus, the words of Varro and Apuleius which were saved from destruction during the Middle Ages by the monks. Dr. Lowe has just been elected Corresponding Fellow of the British Academy. He is an American and has been teaching at Oxford since 1913.

TOPICS OF INTEREST
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GENERAL

Educational Institutions

FOUNDATIONS (EASTMAN)

Foundations

FLEXNER, A.

Biographical

AYDELOTTE, F.

Flexner to Eastman, July 28, 1928, giving arguments to back up a suggestion he made to Eastman to finance establishment of Chair of American Studies at Oxford: (1) It will contribute to mutual understanding of the peoples in governments of Britain and America to interchange knowledge and intelligence from every source and in every manner to the end they may cooperate in the preservation of the peace. (2) Oxford is the seat of training men in directing British policy and of influence in shaping British opinion in the political and social sciences. Great Britain's young men would learn a great deal from such a chair. (3) Oxford teaches annually at least 200 Rhodes scholars free of all charge; they come from the different states of the Union and from the Dominions.

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A File, Flexner, Abraham