

Just Gen All Just of Tech

ILLINOIS INSTITUTE OF TECHNOLOGY
TECHNOLOGY CENTER
CHICAGO 16

Department of Architecture
and City Planning

November 6, 1963

Booklet sent 11/12

The Director
Institute for Advanced Study
Princeton, New Jersey

Dear Sir:

My students of fifth year architecture and I have chosen, as a thesis problem in architectural design, "An International Center for Cultural Exchange." We are about to begin writing the program for the project. So far as we know, no centers of the kind we have in mind exist, so that we will have to establish the functional requirements of the various buildings ourselves. We are investigating, however, institutions which may be related, in one respect or another, to our imaginary center. I am not well-acquainted with your organization but I have the feeling that its objectives may parallel, in part, the ones we have in mind for our institution. It might well assist us, therefore, if we could learn more about the purposes of the Institute for Advanced Study and the physical facilities (buildings) in which your work is done. Would you be so kind as to supply us with information of this sort? We would be most grateful to you.

Yours sincerely,

Howard Dearstyne

Howard Dearstyne
Assistant Professor

HD/lb

Imbrie, Andrew C

ANDREW C. IMBRIE
20 HIBBEN ROAD
PRINCETON, N. J.

Sunapee N.H.
July 12, 1948

Dear Dr. Aydelotte.

Your kind invitation to Mrs Imbrie and to me to attend the tea on July 10 and hear Mr Earle's talk, was forwarded to us at Sunapee N.H. where we are on vacation.

We were sorry we could not attend the meeting. Many thanks from both of us for including us in the group invited to the meeting.

Sincerely yours

Andrew C Imbrie

Attention A.I.
Immigration
Bochner

July 13, 1954

Mr. J. H. Wagner
Immigration and Naturalization Service
U. S. Department of Labor
Washington, D. C.

My dear Mr. Wagner:

Re: St 1508 Bochner, Salomon Chaim

In the absence of Dr. Flexner I acknowledge receipt of your letter of July 12th, requesting information about Dr. Salomon Chaim Bochner.

Dr. Bochner is sailing for England tomorrow on the GEORGIC. He has received a three year appointment as Professor of Mathematics at Princeton University, and he is going to London, where he received his student's visa for the United States last year, in order to apply for a visa permitting him to return to the United States.

Very truly yours,

MARIE C. EICHELSEER
Secretary to Dr. Abraham Flexner

U.S. DEPARTMENT OF LABOR
IMMIGRATION AND NATURALIZATION SERVICE
WASHINGTON

ADDRESS REPLY TO COMMISSIONER OF
IMMIGRATION AND NATURALIZATION
AND REFER TO FILE NUMBER
St 1508
BOCHNER, Salomon Chaim

July 12, 1934.


Mr. Abraham Flexner, Director,
The Institute for Advanced Study,
20 Nassau Street,
Princeton, New Jersey.

Dear Sir:

Referring to your communication of May 17, 1934, it would be appreciated if you could advise regarding the present address of Salomon Chaim Bochner. If, however, he has left the United States, this Service will need to have information relative to the date, ship and port (or date and place if he crossed the border) of his departure.

Cordially yours,

By direction of the Commissioner,



J. H. WAGNER
Chief Administrative Officer.

Immigration

Commissioner of Immigration and Naturalization
Refer to File Number
St-1508 BOCHNER, Salomon
Chain

May 17, 1934

referred to Miss Egan

Dear Mr. Wagner:

Thank you very much for your very kind and explicit note, dated May 16. I shall advise Mr. Bochner to get in touch with the American consul at Toronto, giving a complete statement of his case, as you suggest. He understands that, in order to accept the position which has been offered him at Princeton, his status will have to be changed, so that he may be in position to make application for citizenship.

With all good wishes and warm regards,

Sincerely yours,

ABRAHAM FLEXNER

Mr. J. H. Wagner
U. S. Department of Labor
Immigration and Naturalization Service
Washington, D. C.

AF:ESB

*Attention, E.D.B.
Return to
Dr. Bochner any 21*

**U.S. DEPARTMENT OF LABOR
IMMIGRATION AND NATURALIZATION SERVICE
WASHINGTON**

ADDRESS REPLY TO COMMISSIONER OF
IMMIGRATION AND NATURALIZATION
AND REFER TO FILE NUMBER

St-1508 BOCHNER, Salomon
Chaim

May 16, 1934.

Dr. Abraham Flexner, Director,
The Institute for Advanced Study,
20 Nassau Street,
Princeton, New Jersey.

Dear Sir:

Receipt is acknowledged of your communication of May 12 stating that Salomon Chaim Bochner has been appointed research assistant at Princeton University for the next academic year at a salary of \$2000 and that he would like to know whether he can change his status and what steps he should take in order to become an American citizen.

In reply you are advised that there is no way, under existing law, whereby a Section 4 (e) student may change his status without leaving the country and reapplying for admission when in possession of an appropriate immigration visa. This Department is not insistent that Mr. Bochner return to Poland for the desired document. If he can secure admission to some nearby country for this purpose, immigration needs will have been fulfilled.

In this connection attention is called to Section 4 (d) of the Immigration Act of 1924 which classifies as a non-quota immigrant, entitled to permanent admission, an alien "who continuously for at least two years immediately preceding the time of his application for admission to the United States has been, and who seeks to enter the United States solely for the purpose of, carrying on the vocation of *** professor of a college, academy, seminary, or university, ***"

I may add the issuance of visas is a function of American consuls who are officials of the Department of State and act under regulations prescribed by that Department. It is suggested, therefore, that prior to his departure from the United States Mr. Bochner communicate with the consul to whom he would apply for the visa stating his case in full.

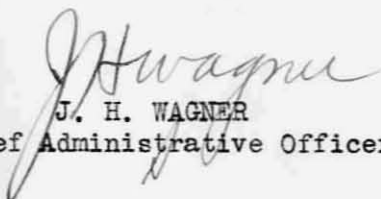
- 2 -

You understand, of course, that Mr. Bochner may not teach at Princeton University next year unless his status has been changed inasmuch as a Section 4 (e) student gains admission to the United States solely for the purpose of attending an approved institution of learning.

Should Mr. Bochner succeed in gaining admission to the United States for permanent residence (a prerequisite to naturalization) he may then file an application for citizenship.

Cordially yours,

By direction of the Commissioner,


J. H. WAGNER
Chief Administrative Officer.

Immigration -
Pedoe

Refer St. 4245
PEDOE, Daniel

December 18, 1935

Dear Mr. Wagner:

I have your letter of December 14 in reference to Mr. Daniel Pedoe, who is enrolled as a graduate student in Princeton University and also by a cooperative arrangement with the University is enrolled as an advanced student in the Institute for Advanced Study. While the University and the Institute are organically and administratively entirely distinct, the faculties and students of the two institutions cooperate in any direction that promises more favorable results than either institution could obtain alone, the students availing themselves of the courses, seminars, and opportunities for conference and direction of work in both institutions without payment of an additional fee. Advanced workers, who have come to Princeton to study with a member of one group and who have found it in their interest to confer and work with one or more members of the other group, are therefore accredited to both institutions. Such is the case of Mr. Pedoe who is enrolled in both institutions and is carrying a full advanced course of study. Inasmuch as Princeton University had already reported Mr. Pedoe's name to you, I did not include him in the Institute list. However, in future I shall report the accredited students, and for your information I may state that the following foreign graduate students are registered in both institutions for the year 1935-1936:

Louis P. Bouckaert of Belgium, Daniel Pedoe, Eric M. Tagg, and Shaun Wylie of
England

Sincerely yours,

Hon. J. H. Wagner

ABRAHAM FLEXNER

U.S. DEPARTMENT OF LABOR
IMMIGRATION AND NATURALIZATION SERVICE
WASHINGTON

ADDRESS REPLY TO COMMISSIONER OF
IMMIGRATION AND NATURALIZATION
AND REFER TO FILE NUMBER

St. 4245
PEDOE, Daniel

December 14, 1935.

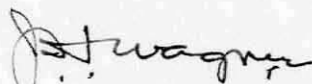
Dr. Abraham Flexner, Director,
The Institute of Advanced Study,
Princeton, New Jersey.

Dear Sir:

This Service is informed that Daniel Pedoe, a non-quota immigrant student, admitted to the United States through New York on September 22, 1935, SS "Statendam" for the purpose of study at Princeton University, is now enrolled in your school. I would be glad to know whether this is correct. If so, you should include his name in your reports to this Office relative to such aliens in attendance at the Institute of Advanced Study. Will you please advise whether Mr. Pedoe is carrying a full course of study in day classes?

Cordially yours,

By direction of the Commissioner:



J. H. WAGNER, Assistant.

Immigration -
Schilling

July 30, 1936

Dear Mr. Wagner:

Dr. Otto Schilling, a member of our Institute, sent to your office on July 20 an executed application for reentry permit, accompanied by the required photographs and remittance of \$3.00. He wants to sail on the Normandie on Wednesday, August 5, to attend to some business matters in England, and he is most eager to know if this reentry permit will be issued to him. He wired your office yesterday as follows:

"Mailed application reentry permit Monday July twentieth. Would appreciate your telegraphing collect eight Morven Place, Princeton, New Jersey, regarding possibility receiving permit this week Account urgent necessity planning sail Normandie next week."

Could I ask you to telegraph him or me collect, advising whether this permit will be issued? This would enable Dr. Schilling to make the other necessary arrangements for sailing on Wednesday. His trip cannot easily be postponed as urgent matters await him there, which he hopes to attend to in time to return to Princeton for the opening of the fall term of the Institute.

With all good wishes and deep appreciation,

Sincerely yours,

Honorable J. W. Wagner
Immigration & Naturalization Service
Department of Labor

ABRAHAM FLEXNER

CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable sign above or preceding the address.

WESTERN UNION

R. B. WHITE
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

SIGNS

- DL = Day Letter
- NM = Night Message
- NL = Night Letter
- LC = Deferred Cable
- NLT = Cable Night Letter
- Ship Radiogram

The filing time as shown in the date line on full-rate telegrams and day letters, and the time of receipt at destination as shown on all messages, is STANDARD TIME.

Received at Lower Pine Bldg., Princeton, N. J.

1935 JUL 22 PM 12 43

:140 CABLE=CAMBRIDGE 14 22/452P

LC \$1.39. INSTITUTE OF ADVANCED STUDY=

=PRINCETON (NJ)=

:ARE LETTERS ON MAIL CABLE BACK=

=SCHILLING.

MINUTES IN TRANSIT	
FULL-RATE	DAY LETTER

CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable sign above or preceding the address.

WESTERN UNION

R. B. WHITE
PRESIDENT

NEWCOMB CARLTON
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The filing time as shown in the date line on full-rate telegrams and day letters, and the time of receipt at destination as shown on all messages, is STANDARD TIME.

Received at Lower Pine Bldg., Princeton, N. J.

INSTITUTE OF ADVANCED STUDY
PRINCETON N J

MINUTES IN TRANSIT	
FULL-RATE	DAY LETTER

\$1.39 HAS BEEN PAID FOR YOUR ANSWER
WESTERNUNION TEL CO

The Institute for Advanced Study
Princeton, New Jersey

May 14, 1936

Refer to St-3982
SCHILLING, Otto Franz George

Honorable J. H. Wagner
U. S. Department of Labor
Immigration and Naturalization Service
Washington, D. C.

Dear Sir:

I beg to acknowledge receipt of your letter of May 13 enclosing Form 635, Application to extend time of Admission as Nonquota Student. Please accept my thanks for your great courtesy. I am in correspondence with a consul of the United States in another country in the hope of being able to secure a permanent visa for residence in the United States.

With renewed appreciation, I am

Very truly yours,

Otto F. G. Schilling

April 21, 1936

Dear Dr. Schilling:

I think your letter to Mr. Heisler is thoroughly satisfactory with the few verbal changes which I have made.

Sincerely yours,

ABRAHAM FLEXNER

Dr. Otto F. G. Schilling
8 Morven Place
Princeton, New Jersey

AF/MCE

U.S. DEPARTMENT OF LABOR
IMMIGRATION AND NATURALIZATION SERVICE
WASHINGTON

ADDRESS REPLY TO COMMISSIONER OF
IMMIGRATION AND NATURALIZATION
AND REFER TO FILE NUMBER

St-3982
SCHILLING, Dr. Otto Franz G.

April 9, 1936.

Mr. Abraham Flexner, Director,
The Institute for Advanced Study,
20 Nassau Street,
Princeton, New Jersey.

Dear Sir:

I wish to acknowledge receipt of your communication of March 20 relative to Dr. Otto F. G. Schilling, who is in the United States temporarily as a non-quota immigrant student, and who now wishes to become an American citizen.

Under existing law, there is no way in which Dr. Schilling may change his status to that of permanent residence (a prerequisite to naturalization) without leaving the country and reapplying for admission when in possession of an appropriate immigration visa. The matter of securing such a visa may be taken up with the American consul at the place Dr. Schilling decides to proceed, but it is not necessary that he return to Germany for such purpose. It may be possible to make arrangements to enter some nearby country. Before proceeding to a foreign country, however, it would be advisable to communicate with the representatives of that country regarding the entrance requirements and also to communicate in advance of departure from this country with the American consul concerned, giving complete details in the case. The attached circular contains helpful suggestions relative to applying for a permanent visa.

Cordially yours,

By direction of the Commissioner:

J. H. Wagner
J. H. WAGNER, Assistant.

Enclosure

**U. S. DEPARTMENT OF LABOR
IMMIGRATION AND NATURALIZATION SERVICE
WASHINGTON**

JANUARY 8, 1934.

GENERAL REQUIREMENTS FOR IMMIGRATION VISAS

The following information is furnished for aliens who have not been admitted for permanent residence, and who may desire to proceed to foreign countries for the purpose of applying to American consuls for immigration visas as a basis for application for admission to the United States for permanent residence.

Before proceeding to a foreign country for the purpose of applying for an immigration visa an alien should take up with the representatives of that country the matter of the visa or other requirements for entry.

The American consul to whom an alien applies after leaving the United States will determine whether the visa application may properly be accepted. If the application is accepted, the alien, in order to qualify for an immigration visa, must, of course, establish his admissibility under the immigration laws of the United States. In connection with establishing his admissibility, an alien must present the documents required under section 7 (c) of the Immigration Act of 1924, which reads in part as follows:

"The immigrant shall furnish, if available, to the consular officer, with his application, two copies of his 'dossier' and prison record and military record, two certified copies of his birth certificate, and two copies of all other available public records concerning him kept by the Government to which he owes allegiance."

The documents referred to must be presented if they are "available"; that is, if they can be procured through the exercise of reasonable effort, even though their production may involve time and inconvenience. If any document cannot be obtained, the applicant must be prepared to show by satisfactory evidence that the document is not procurable.

The birth certificate should be a certified copy of the civil record issued by the appropriate authority having custody of such records. The alien should present a prison record, if such a record exists, and should also present police certificates, if obtainable, covering his residence in the United States and abroad for at least the past several years in order to furnish information as to what record, if any, exists in his case.

The consul will advise the applicant more particularly regarding the documents which should be presented; and, if desired, the alien may communicate in advance of his departure with the American consulate at which he expects to apply for a visa, giving details regarding his case, including the date and place of his birth, his nationality, and places and periods of residence since birth. The consulate, if requested, will be glad to furnish information relative to the documentary requirements in the alien's particular case insofar as it may be possible to determine them prior to the personal examination of the alien. In communicating with a consulate, the alien may indicate that he desires to be informed, in advance, of all possible documentary requirements, in order that inconvenience and delay when making personal application may be obviated. The information furnished by the consul will be in the nature of suggestions for the alien's assistance. The adequacy of the documents and the admissibility of the alien cannot, however, be determined prior to the alien's personal appearance at the consulate for examination.

In connection with establishing his admissibility, the alien should be prepared to show by proper evidence his income and resources and also any assurances of support he may have from other persons in order that it may be determined whether he has such assurance of support as will establish that he is not inadmissible to the United States under section 3 of the Immigration Act of 1917 as a "person likely to become a public charge."

In this connection the alien might present an affidavit regarding any income and resources of his own and corroborate the statements made by documentary evidence and statement of responsible disinterested persons in the form of affidavits. If the alien will depend for support upon a relative in the United States, such relative should furnish an affidavit setting forth his income and resources, his expenses, and any obligations in order to show the margin of income which would be available. The relative should also state to what extent he is prepared to contribute to the alien's support and should recite the reasons why he is willing to undertake the obligation. The statement should be corroborated insofar as may be possible by documentary evidence and statements of responsible disinterested persons in the form of affidavits.

The above information has been given for the alien's assistance in order that he may be advised in advance of his departure from the United States regarding the nature of the evidence and documents which he will be required to furnish when applying for an immigration visa.

Section 23 of the Immigration Act of 1924 places the burden of proof of admissibility upon the alien and section 2 (f) of the act requires a consular officer to refuse an immigration visa to an alien who he knows or has reason to believe is inadmissible to the United States under the immigration laws. If an alien is able to meet the requirements of the law, he may be granted a visa subject to quota limitations. However, since most of the quotas are currently underissued no delay on account of quota is likely to be encountered in the case of aliens who are natives of most European countries.

Attention is invited to the provisions of the Immigration Act of 1924 which entitles an American citizen to file a petition with the Department of Labor on behalf of an alien husband, wife, minor child, or parent. The approval of such petition will accord the alien relative the nonquota status or the preference status within the quota provided for by law. The alien is, however, not exempted from being required to establish his admissibility under the immigration laws. It may be added that an alien lawfully admitted into the United States for permanent residence may apply to the immigration authorities at the port of entry on Immigration Form 575 for verification of his status to be sent to the consul for the purpose of having second preference status given to the alien wife or minor child. Such visa applicant must, however, establish his admissibility under the immigration laws.



D. W. MacCORMACK,
Commissioner.

U. S. GOVERNMENT PRINTING OFFICE: 1934 14-3033

The birth certificate should be a certified copy of the birth record issued by the appropriate authority having custody of such records. The alien should present a return record if such a record exists and should also present police certificates if obtainable, covering his residence in the United States and abroad for at least the past seven years in order to furnish information as to what record, if any, exists in his case.

The consul will advise the applicant and particularly regarding the documents which should be presented; and if desired, the alien may communicate in advance of his departure with the American consulate at which he expects to apply for a visa giving details regarding his case, including the date and place of his birth, his nationality, and places and periods of residence since birth. The consul will be glad to furnish information relative to the documentary requirements in the alien's particular case insofar as it may be possible to determine them prior to the personal examination of the alien. In communicating with a consulate, the alien may indicate that he desires to be furnished in advance of all possible documents, in order that his requirements and other personal application may be prepared. The information furnished by the consul will be in the nature of suggestions for the alien's assistance. The objectivity of the documents and the admissibility of the alien cannot, however, be determined prior to the alien's personal appearance at the consulate for examination.

In connection with establishing his admissibility, the alien should be prepared to show by proper evidence his income and resources and also any assurance of support he may have from other persons in order that it may be determined whether he has such assurance of support as will establish that he is not inadmissible to the United States under section 3 of the Immigration Act of 1917 as a "person likely to become a public charge."

CLASS OF SERVICE DESIRED	
DOMESTIC	CABLE
TELEGRAM	FULL RATE
DAY LETTER	DEFERRED
NIGHT MESSAGE	CABLE LETTER
NIGHT LETTER	WEEK END LETTER

Patrons should check class of service desired; otherwise message will be transmitted as a full-rate communication.

COPY OF WESTERN UNION TELEGRAM

July 22, 1935

Otto Schilling
Cambridge England

Letters mailed

Vanstitute

prepaid

July 10, 1935

Dear Dr. Schilling:

I have your letter of July 2 and am happy to know that you are planning to spend the coming year at the Institute for Advanced Study.

I am sending you herewith two letters addressed to the American Consulate General at London, which I trust will facilitate your procuring a visa.

Looking forward with pleasure to the association with you, I am

Sincerely yours,

~~ABRAHAM FLEXNER~~

ABRAHAM FLEXNER

Dr. Otto F. G. Schilling
34 Jesus Lane
Cambridge, England

2 - VII - 1935

Dear Sirs,

Last month I received a letter of Prof Dr. H. Weyl (dated of March 15th) with an invitation to stay at Princeton during the next academic year. I decided to become a student of the Institute. - Some days ago I tried to get the visa of the American consulate general at London. But unfortunately they could not give me the visa, because the above mentioned letter is ^{to be} considered as a personal one. I must show an official letter of invitation directed to the consulate itself.

In the meantime I understood that Prof. Weyl is now travelling. Therefore I beg one of the momentary resident professors of the Institute to send me 2 letters addressed to the American Consulate General 2 Harley Street, London W 1. with the contents, that I shall be admitted as a student at the Institute. I would be very obliged to you, if I could get these letters as soon as possible.

Yours very truly

Abraham W. Weyl.

My full address:

Dr. Otto F. G. Schilling

34 Ferns Lane

Cambridge. —

July 10, 1935

American Consulate-General
London, England

My dear Sir:

The bearer of this document, Dr. Otto F. G. Schilling, has accepted the invitation of the Institute for Advanced Study to spend the academic year 1935-1936 in its School of Mathematics at Princeton, New Jersey.

I shall be deeply grateful to you for any assistance you may grant Dr. Schilling in obtaining the necessary visa.

Very sincerely yours,

ABRAHAM FLEXNER

C
O
P
Y

Answered Schilling

July 2, 1935

Dear Sirs:

Last March I received a letter of Prof. Dr. H. Weyl (dated March 15th) with an invitation to stay at Princeton during the next academic year. I decided to become a student of the Institute. Some days ago I tried to get the visa of the American Consulate General at London. But unfortunately they could not give me the visa, because the above mentioned letter is considered as a personal one. I must show an official letter of invitation directed to the consulate itself. In the meantime I understand that Prof. Weyl is now traveling. Therefore I beg one of the momentous (!) resident professors of the Institute to send me two letters addressed to the American Consulate General, 2 Harley Street, London, W. 1, with the contents that I shall be admitted as a student at the Institute. I would be very obliged to you if I could get these letters as soon as possible.

Yours very truly,

(Signed) Otto Schilling

Full address:
Dr. Otto F. G. Schilling
34 Jesus Lane
Cambridge

Immigration -
Schoenberg

November 16, 1934

Refer to File Number
St.
SCHOENBERG, Isaac

Dear Mr. Wagner:

I have your kind note of November 15.

Dr. Schoenberg was not included in the list because he is now in this country on a quota and has taken out his first papers. I shall of course be happy to give you any further information regarding him that you desire.

With all good wishes,

Sincerely yours,

ABRAHAM FLEXNER

Mr. J. H. Wagner
Immigration and Naturalization Service
U. S. Department of Labor
Washington, D. C.

AF:ESB

U.S. DEPARTMENT OF LABOR
IMMIGRATION AND NATURALIZATION SERVICE
WASHINGTON

ADDRESS REPLY TO COMMISSIONER OF
IMMIGRATION AND NATURALIZATION
AND REFER TO FILE NUMBER
St.
SCHOENBERG, Isaac

November 15, 1934.

Mr. Abraham Flexner, Director,
The Institute for Advanced Study,
20 Nassau Street,
Princeton, New Jersey.

Dear Sir:

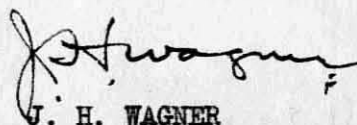
In the report recently submitted by your institution,
no reference is made to the students ~~listed on the card~~ above
~~attached hereto~~ for whom your school is responsible to the
Government.

Information is needed as to whether these students
are enrolled for a full course of study in day classes.
If any of these students have terminated attendance, your
report should state the reasons therefor and their present
addresses. If any of them have left the United States or
plan to do so shortly, information as to the date, ship and
port of departure or intended departure of each student
should be furnished.

Your prompt response will be greatly appreciated.

Cordially yours,

By direction of the Commissioner,



J. H. WAGNER
Chief Administrative Officer.

~~Enclosed~~

Commissioner of Immigration and Naturalization
File Number St. Schoenberg, Isaac
March 15, 1934

Dear Mr. Wagner:

I am sorry that on account of my absence from Princeton I have been unable to answer your inquiry of March 7 regarding Dr. Isaac Schoenberg until now.

Dr. Schoenberg came to America to carry on advanced study in the field of mathematics in 1930. He was for some time a graduate student at the University of Chicago. During the present year he is a student in the Institute for Advanced Study, which is devoted to the training of competent workers in advanced mathematics. The work is not carried on in regular classes but on an individual basis, students conferring with the staff and finding the professors interested in their work and then carrying on their research under personal direction. Dr. Schoenberg and all other aliens, of whom I enclose a list, are working in this fashion. They are in attendance at the Department of Mathematics every day in the week for the entire day, often including Sundays.

I expect to be in Washington about April 9, and I should like very much to have an opportunity to talk with you at your convenience, inasmuch as it is extremely likely that foreigners will come to Princeton in increasing numbers in view of the unique opportunities now offered here for advanced work in the field of mathematics.

Mr. Wagner

March 15, 1934

2

I am sending you under separate cover the current bulletin describing the Institute, and I shall send you a bulletin for next year when it comes from the press in the near future.

Very sincerely yours,

J. H. Wagner, Esq.
Chief Administrative Officer
Immigration and Naturalization Service
U. S. Department of Labor
Washington, D. C.

ABRAHAM FLEXNER

AF:RSB

Immigration

**U.S. DEPARTMENT OF LABOR
IMMIGRATION AND NATURALIZATION SERVICE
WASHINGTON**

ADDRESS REPLY TO COMMISSIONER OF
IMMIGRATION AND NATURALIZATION
AND REFER TO FILE NUMBER
**St.
Schoenberg, Isac**

March 7, 1934.

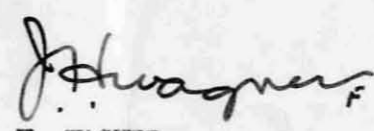
Dr. Abraham Flexner, Director,
Institute for Advanced Study,
Princeton, New Jersey.

Dear Sir:

This Service is informed that Isac Schoenberg, a non-quota immigrant student admitted to the United States through New York on October 2, 1930, SS "Republic", for the purpose of study under the auspices of the Rockefeller Foundation, is now enrolled in your school. I would be glad to know whether this is correct and if so you should include his name in your reports to this Office relative to such aliens in attendance at the Institute for Advanced Study. Will you please advise whether he is carrying a full course in day classes?

Cordially yours,

By direction of the Commissioner,



J. H. WAGNER
Chief Administrative Officer.

*Inst Gen - Institute for
Philosophical Research*

16 May 1957

Dear Mr. Kline:

Enclosed herewith is a list of members in the School of Historical Studies for the academic year 1957-1958. The list for the School of Mathematics has not yet been prepared, but we shall send it to you when it is available.


sent 9/5/57

Very truly yours,

Velma A. Mumper
Office of the Director

Mr. V. Kline
Secretary-Treasurer
Institute for Philosophical Research
1998 Pacific Avenue
San Francisco, California

INSTITUTE FOR PHILOSOPHICAL RESEARCH


SAN FRANCISCO, CALIFORNIA
1998 Pacific Ave.

MORTIMER J. ADLER
Director

May 9, 1957

Institute for Advanced Studies
Princeton University
Princeton, N. J.

Gentlemen:

We would appreciate it very much if you would
send us a list of the Fellows who will be
associated with the Institute for the 1957-58
academic year.

Sincerely yours,



V. Kline
Secretary-Treasurer

May 25, 1938

Dr. Richard F. Behrendt
Institute for Social and Economic Research
Apartado 701
Panama, R. de P.

Dear Sir:

Your letter of May 16 in the absence
of the Director has been referred to me for
reply. I am sending to you, under separate cover,
a complete set of the Bulletins of the Institute,
and shall be happy to place your name on our mailing
list, that you may receive future publications. We
shall be interested to receive your publications in
the field of the social sciences.

Very truly yours,

ESTHER S. BALEY

Secretary

ESB:MGH

CENTRO DE INVESTIGACIONES SOCIALES Y ECONOMICAS
INSTITUTE FOR SOCIAL AND ECONOMIC RESEARCH

*Con los Auspicios de la Universidad Nacional de Panamá
Under the Patronage of the University of Panama*

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—
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Rector de la Universidad Nacional

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Dr. P. J. Honigsheim

Dr. R. F. Behrendt (Secretario)
Dr. W. A. Bohnstedt

May 16, 1938.

The Director,
The Institute for Advanced Study
20 Nassau Street
Princeton, N.J., U.S.A.

Dear Sir:

On behalf of this Institute I should be much obliged to you for giving me some information about the organization and activities carried out so far by the Institute for Advanced Study.

This Institute is particularly interested in opportunities of cooperation and exchange of publications in the field of social sciences.

Thanking you in advance I am,

Very truly yours,



Richard F. Behrendt
Executive Secretary

BE/jj

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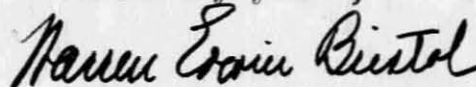
April 10, 1935.

Dr. Abraham Flexner, Pres.,
Institute for Advanced Study,
Princeton, New Jersey.

My dear Doctor Flexner:

The next issue of STUDENT-AID will carry a review of degree-granting institutions in the State of New Jersey. In connection with our review state by state, we are publishing a series of photographs of distinguished educators. Thus far we have used the photographs of Dr. John H. Finley, Dr. Karl T. Compton, Dr. Mary E. Woolley. We wish to publish your photograph in the next issue, and would appreciate very much having an authorized copy by early mail.

Sincerely yours,



President.

WEB:ED

April 15, 1935

Mr. Warren E. Bristol
Institute of Student Aid
280 Madison Avenue
New York City

My dear Mr. Bristol:

Dr. Flexner has asked me to thank
you for your letter of the tenth and to say that
the Institute for Advanced Study does not grant
degrees.

Very truly yours,

ESTHER S. BAILEY
Assistant Secretary

W. E. Bristol

INSTITUTE OF STUDENT AID

Research and consultation in the field of scholarships, loan funds,
student employment. Organized for service, not for profit.

Office of the President

Lakeville, Connecticut

March 30, 1934

Dr. Abraham Flexner,
Institute of Advanced Study,
Princeton, N. J.

My dear Doctor Flexner:

I often think of the agreeable interview
you granted me last autumn in your office in Princeton.

In looking over your latest bulletin, which you have been
good enough to forward to me, my attention was attracted naturally
to the paragraph dealing with student aid. If you have any de-
tails regarding the policy in the award of aid, or as to the
amount available, we would be happy to have them on file. We
wish to refer to you only those who might be likely to receive
favorable consideration.

We are somewhat surprised that most of the students filing
questionnaires with us are undergraduates or alumni seeking ad-
vanced study, but this fact may well be due to the limited cir-
culation of our questionnaires among secondary schools as yet.
Among the first few questionnaires, which have come in, for instance,
I find two from students who have ^{had} ~~one~~ year at the Sorbonne.

Sincerely yours,

Warren Edwin Bristol

b.

April 4, 1934

Dear Mr. Bristol:

Thank you for your kind note of March 30th.

We have no particular policy in awarding aid. Every case is considered on its individual merits by the members of the School of Mathematics. Perhaps the only thing I can say is that preference is given to persons who have had both teaching and research experience and whose work gives distinct promise of worth-while achievement.

Sincerely yours,

ABRAHAM FLEXNER

Mr. Warren Edwin Bristol
Institute of Student Aid
Lakeville, Connecticut

AF/HCE

THE INSTITUTE FOR ADVANCED STUDY
PRINCETON, NEW JERSEY

Inst Gen Income Tax
Chen Ning Yang

OFFICE OF THE DIRECTOR

18 June 1956

Dear Mr. Deitz:

In response to your request for information on the monies paid by the Institute for Advanced Study to Dr. Chen Ning Yang during the calendar year 1954, this letter is to state that:

1. During the calendar year 1954 the Institute for Advanced Study paid to Dr. Yang the sum of \$6,000.
2. This sum was paid to Dr. Yang as a grant-in-aid, to assist him to carry on his own research work.
3. The Institute sought and derived no economic benefit from any publication of the results of any such work.
4. The Institute exercised no supervision over Dr. Yang's work; made no effort to exercise any such supervision, or guidance; and did not receive, or request, any reports upon his work, either as to progress or completion.
5. Dr. Yang did not offer his services to the Institute; nor to perform his work under the direction of the Institute, either on any subject selected by the Institute or by him; nor was he, as far as the Institute was concerned, seeking to capitalize financially upon the prospective results of his work.
6. The Institute intended this \$6,000 as a gift to Dr. Yang, to defray the expenses of supporting his family while he devoted his time to research work of his own choosing, which was of the greatest interest to him.

Very sincerely,

Robert Oppenheimer

Mr. Morton Deitz
Smith, Stratton and Wise
37 Hulfish Street
Princeton, New Jersey

*Inst. Misc. India,
Embassy of*

EDUCATION DEPARTMENT
EMBASSY OF INDIA

2107 Massachusetts Ave., N.W.

Washington 8, D.C.

January/February 1960

Our Ref. F. 138-01

Dear Sir:

Kindly refer to our letter of November 1959 in which we asked for a list of Indian students enrolled at your institution.

I shall be most grateful if this information is sent to us as early as possible on the enclosed blank so that the students who are at your institution may be included in our Directory of Indian Students in the United States and Canada.

I shall be thankful for your cooperation and assistance in this matter.

Yours faithfully,

L. R. Sethi

L.R. Sethi
Educational and Cultural
Counsellor

answered 2/5/60

No Indians 1959-1960



INDIAN ASSOCIATION FOR THE CULTIVATION OF SCIENCE

Inst Gen Indian Assoc for Cultiv. of Sci.

TELEPHONE No. { 46-4686
46-4687
GRAM : INDASSON, JADAVPUR

JADAVPUR.
CALCUTTA-32.

November 17, 1958.

In reply please quote 0.03/1344

Dear Mrs. Hobson,

I am glad to have your letter of October 21, 1958 and thank you very much for kindly sending me a copy of your articles of incorporation and an informative booklet.

Yours sincerely,
S.N. Sen
(S.N. Sen)
Registrar.

Mrs. Wilder Hobson,
Secretary to the Director,
The Institute for Advanced Study,
Office of the Director,
Princeton,
New Jersey,
U.S.A.

BY AIR MAIL
PP 2/15/58
TOWARD
INDIA FACTORY



TELEPHONE NO. 48-1887
GRAM: JADAVPUR, CALCUTTA-32

INDIAN ASSOCIATION FOR THE CULTIVATION OF SCIENCE

JADAVPUR,
CALCUTTA-32

November 17, 1958



0.03/1344

I am glad to have your letter of October 21, 1958 and
thank you very much for kindly sending me a copy of your
of incorporation and an informative brochure.

[Handwritten signature]

← First fold here →

Sender's name and address :—

Sri S.N.Sen,
Registrar,
Indian Association for the
Cultivation of Science.
INDIAN ASSOCIATION FOR THE CULTIVATION OF
SCIENCE, JADAVPUR, CALCUTTA-32, INDIA.

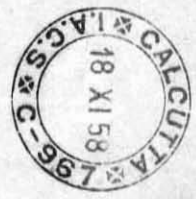
← Third fold here →

Mrs. Wilder Hobson,
Secretary to the Director,
The Institute for Advanced Study,
Office of the Director,
Princeton,
New Jersey,
U.S.A.

BY AIR MAIL

रक्षाई पत्र

NO ENCLOSURE
ALLOWED



Records of the Office of the Director: General Files / Box 30a / 1a - Ins file
From the Shelby White and Leon Levy Archives Center, Institute for Advanced Study, Princeton, NJ, USA.

Inst. Gen

*Indian Assoc
for Cultivation
of Sciences*

21 October 1958

Dear Mr. Sen:

In response to your request of October 11th, we are enclosing a copy of our articles of incorporation, and our informative booklet.

Sincerely yours,

(Mrs. Wilder Hobson)
Secretary to the Director

Mr. S. N. Sen, Registrar
Indian Association for the
Cultivation of Science
Jadavpur
Calcutta

enclosures



TELEPHONE NO. { 46-4686
46-4687
GRAM: INDASSON, JADAVPUR

INDIAN ASSOCIATION FOR THE CULTIVATION OF SCIENCE

JADAVPUR,
CALCUTTA-32.

From—SRI S. N. SEN, M. Sc.
REGISTRAR.

October 11, 1958.

In reply please quote 0.03/1246

To
The Director,
The Institute for Advanced Study,
Princeton, N.J.
U.S.A.

*charter
booklet*

Dear Sir, We have now under consideration a proposal to formulate plans for development and expansion of the activities of the Indian Association for the Cultivation of Science which, as you may probably be aware, is one of the oldest research institutions in this country being established in 1876. I am enclosing herewith a few descriptive pamphlets giving the history, the scope of research work and also a brief account of research activities carried out in the laboratories of this Association.

From these pamphlets it will be noted that the Association was originally planned and developed after the pattern of the Royal Institute of London. For many years it continued primarily as a teaching institution regularly holding classes in various branches of sciences. From about 1907 it gradually developed into a full fledged research institute and established a good tradition of research in such fields as scattering of light, Raman Effect, X-rays, the study of magnetic properties of crystals and the like.

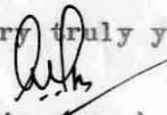
Immediately after World War II the activities of the Association were reorganized and developed with financial assistance from the Government of India and the State Government of West Bengal, resulting in the establishment, in stages, of eight research departments for the study of theoretical physics, general physics, chemistry and high polymer in addition to the subjects mentioned above.

Recently a suggestion has been made to examine the research set-up of this Association in the light of that of a number of well-known research institutions in other countries such as the distinguished institution of yours and prepare plans for further development and expansion.

I shall therefore greatly appreciate it if you would kindly let us have a copy of the constitution of your institution and other relevant pamphlets and literature from which we may have an idea of the research set-up, the scope of work and other functions of your great institution.

Encl^o : As stated.

Very truly yours,


(S.N.Sen)
Registrar.

Just Gen Indian Govt

1/13/65

Call from Mr. Simonides of Sloan School of Management at MIT, on behalf of Mr. K. T. Chandy, director of Indian institute of Management, Calcutta, who will be in Princeton Tuesday 19th and would like to talk to people at Institute about management, the social sciences, and to establish contact. I said that RO would be away, and that there was nobody else here to whom I could refer him, but that I would tell RO about it. Sent Simonides a booklet, and he will suggest to Chandy that if he wants to pursue matter he telephone me Tuesday a.m.

Mr. Chandy came in on 1/19, and spoke with vh. He was asked just a day or two before leaving India to look into the management aspects of institutes for advanced study, by a committee of the ~~India~~ Indian government, headed by the president, which is planning to establish an institute for advanced study named for Nehru. They have, I believe, already appropriated the money. Chandy was quite unprepared, and I gave him a booklet, and talked with him a little. Mike offered to see him, but C. could not wait.

*Last few Indian inst of adv
study*

EDUCATION DEPARTMENT
EMBASSY OF INDIA



2107 MASSACHUSETTS AVENUE, N. W.
WASHINGTON, D. C. 20008

January 5th, 1965

Our Ref. F. 496/01

Dear Sir:

Kindly refer to our letter of even number dated November 10th in respect of the Indian Institute of Advanced Study to be established in Rashtrapati Niwas, Simla.

The brochure which you sent us on your Institute has been sent to Government of India. If you have any further material for distribution, I shall be very grateful if you will send it to us. Government is very anxious to have all information possible.

Yours sincerely,

S.M.S. Chari
First Secretary (Education)

Director
Institute for Advanced Study
Princeton
N.J.

*Institute General-
Indiana University
(I)*

11/8/66

Call from Mr. John Horvat, Indiana University (same subject as call last Friday from secy of Egon Guba). A letter was sent to you within last six weeks, signed by Guba, asking for an appointment to talk about the Institute, as they are thinking of establishing a possibly similar one at Indiana. I told Horvat that letter had not been received here. They asked if they could come at 9 a.m. Nov. 22nd, for two or three hours, or whatever necessary. I said that you would not be here that day, and that there was nobody else except Mr. Morgan, who also would not be here. They said that their schedule on this trip was tight, and that they would try again another time. I promised to send them a copy of the booklet.

825 East 8th Street
Bloomington, Indiana 47401

(their tel: 812-337-9624)

sent 11/8/66

Indiana University

May 19, 1950

Dear Mrs. George:

Thank you for your note of May 17th. We do not know of a Mr. Brenton Kelly coming to the Institute this Spring or for our next academic year. It may be that Mr. Kelly intends to visit us; but he has not been offered a membership here to date. We do have a Dr. John Beckwith Kelly coming; and if you think that that is the man to whom you refer, we shall be glad to remind him of the journal when he arrives in September. His file gives his present address as 1521 Madison St., Madison Wisconsin; his permanent address as 80-83 Grenfell Ave., Ken Gardens, New York.

Sincerely yours,

Katherine Russell
Secretary to the Director

Mrs. Dora B. George
Swain Hall Library
Indiana University
Bloomington, Indiana

INDIANA UNIVERSITY

BLOOMINGTON, INDIANA

THE UNIVERSITY LIBRARIES

Swain Hall Library
May 17, 1950

The Institute for Advanced Study
Princeton University
Princeton, N.J.

Attention of the Secretary:

I am writing to inquire about Mr. Brenton Kelly. While visiting at Indiana University he borrowed REVIEWS OF MODERN PHYSICS, volume 21, no. 3 (July, 1949) and failed to return the issue. I understand that he was to be at Princeton--Institute for Advanced Study and I would appreciate having his address if you can give it to me.

Yours very truly

Dora B. George
(Mrs.) Dora B. George
Swain Hall Library



INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

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Regional Offices: Washington, Chicago, Denver, Houston and San Francisco

November 14, 1957

Dr. Robert Oppenheimer
Director
Institute of Advanced Studies
Princeton, New Jersey

Dear Dr. Oppenheimer:

At the request of The Ford Foundation, the Institute of International Education is administering a Foundation grant to Mr. Sarino Mangupranoto, the immediate past Minister of Education of Indonesia, for six months' study of educational philosophy, systems, administration, and financing in higher education. Mr. Sarino is spending three of the six months in the United States, and we have tried to plan with him a program based on meetings with thoughtful and well-informed persons. His discussions are not being limited to educators, although they of course have a primary place in his program, because we believe he can best understand American education by becoming acquainted with the society in which it has developed.

Mr. Sarino would especially enjoy and profit, we think, from an opportunity to talk with you about scientific and technological development in the United States, the role of a scientist in this country, and its impact upon our education. It would also be valuable for him to have a chance to learn about the Institute of Advanced Studies, its philosophy and activities. If you would be willing to see him, may I ask whether you might be able to do so either November 29 or 30, or alternatively, December 19.

Mr. Sarino, whose trip has been sponsored by the Ministry of Education of Indonesia, is accompanied by Mr. P. Siahaan, Head of the Inspectorate for Vocational School Teachers Training of the Ministry, as assistant and interpreter. In fact, Mr. Sarino's English has improved so much that he conducts all conversations directly, turning to Mr. Siahaan only occasionally for interpretation of particular words or titles. Enclosed are biographical statements on Mr. Sarino and Mr. Siahaan and copies of translations of two speeches about education in Indonesia, which may be of help to you, should it be possible for you to talk with Mr. Sarino.

*lunch
Fri 29th*

Thank you very much for your consideration of this matter.

Sincerely yours,

Barbara D. Finberg

(Mrs.) Barbara D. Finberg, Area Chief
Department for Asia-Africa

Enclosures.

INSTITUTE OF INTERNATIONAL EDUCATION

1 East 67th Street
New York 22, New York

Department for Asia-Africa

Curriculum Vitae

MR. SARINO MANGUNPRANOTO

Born: January 15, 1910

Position: Member of Parliament and of the Constitutional Assembly of the Republic of Indonesia; Minister of Education, 1956-57.

Education: Primary and secondary school. Graduated from the "Taman Siswa" teachers college in Jogjakarta, 1930.

NOTE: The "Taman Siswa" is an educational system founded in Jogjakarta in 1922, with branches all over Indonesia. It was founded in reaction to colonial education policy, and consequently stressed the training of Indonesians in citizenship and co-operation, on all social and economic levels, in the transition from colonial to self-rule.

Experience:

I. Educational.

- A. Leader of the Taman Siswa School at Pematang, 1931-1942.
- B. Active in the Boy Scout movement, 1927-1938.
- C. Published many articles on education in magazines like "Pandji Pustaka" (published by the Ministry of Education) and "Pusara" (published by the Taman Siswa), 1933-36.
- D. Published a handbook for education in kindergarten, "Wungkal Pantjadriya" (Sharpening of the Five Senses), 1934.

II. Community Activities.

- A. During the Japanese occupation active as a leader of the fishery co-operative organization movement in the residency of Pati, Java, 1943-46.

III. Civil Service.

- A. Joined the civil service for a period of approximately five years, 1945-50.
- B. Appointed deputy-resident of Pati and resident of Pekalongan. Member of the staff of the bureau of cabinet during the period of the Republic of Indonesia in Jogjakarta, 1948-49.

-2-

IV. Political Activities.

- A. One of the founders of the PNI, Partai Nasional Indonesia (National Indonesian Party) which was refounded in 1946. Member of the executive committee of the party since that time.
- B. Published articles on political issues in his own newspaper, "Tanah Air" (Home Country) and "Suara Merdeka" (Free Voice), both regional newspapers in Central Java.
- C. During the revolutionary period, published a booklet "Sosio Nasional Demokrasi", concerning the principles of marhaenism, the basis of the ideology of the PNI (1946).
- D. Member of the first Parliament of the RIS, Republik Indonesia Serikat (United States of the Republic of Indonesia) in 1950, and of succeeding parliaments. Re-elected in 1955 to the Parliament and to the Constitutions Assembly.
- E. Minister of Education, 1956-57.
- F. Presently a member of the Constitutional Assembly as representative of Central Java and in the capacity of chairman of the PNI delegation.

Languages: English - Fair. Mr. P. Siahaan, Head, Inspectorate for Vocational School Teachers Training, Department of Vocational Education, Ministry of Education, is traveling with Mr. Sarino as his assistant and interpreter.

INSTITUTE OF INTERNATIONAL EDUCATION

1 East 67th Street
New York 21, New York

Department for Asia-Africa

Curriculum Vitae

MR. P. SIAHAAN

Born: January 16, 1912

Religion: Protestant

Position: Head, Inspectorate for Vocational School Teachers Training, Department of Vocational Education, Ministry of Education. Presently traveling as assistant and interpreter for Mr. Sarino Mangunpranoto, former Minister of Education of Indonesia.

Education: 1934-36 College for the training of headmasters in Bandung, Java.
1931-34 School for Teachers' Training in Bandung, Java.
1927-31 Junior High School in Tarutung, Sumatra.
1920-27 Primary School in Pematangsiantar, Sumatra.

Experience: March 13, 1957 to present - Head, Inspectorate for Vocational School Teachers Training, Department of Vocational Education, Ministry of Education. Also, Chairman of committee appointed to draw up agricultural education curriculum for primary and secondary schools.
Member of the following committees:
a) to evaluate certificates in general;
b) to evaluate certificates of officials of the Ministry of Religion;
c) to establish an Institute of Public Administration.
1953-57 Chief of the Division of Courses, Ministry of Education: responsible for the training of secondary school teachers in the B-I and B-II Courses (which are secondary school courses for specific training of teachers in any subjects).
1952-53 Staff Inspector of the Ministry of Education
1951-52 Coordinator for all Inspectorates in Bandjarmasin, Kalimantan.
1950-52 Head of the Inspectorate of junior secondary schools in Samarinda and Bandjarmasin.
1948-50 Staff Inspector of the Ministry of Education: responsible for organizing transitional schools for students returning from service in the War of Independence.
1945-48 Principal of a junior high school in Djember. Also, member of a county working committee and a residency legislative council.

-2-

1942-45 Teacher, Junior High School in Djember.

1936-41 Headmaster of a primary school successively in
Bandjarmasin, Bondowoso, Bangil, Malang and
Modjowarno.

Publications: 1953 Essentials of Arithmetic-Instruction (Siahaan
and Ritsma).
1954 Dr. Maria Montessori (Siahaan and Cardozo).
1955 Prof. Dr. John Dewey (Siahaan and Cardozo).
All three publications were published by N.V. Saptadarma,
Djakarta.

Speech to Indonesian Republic Teachers' Union by
Mr. SARINO Mangupranoto, Minister of Education
Delivered at Bandung, October 29, 1956
(Translated and Edited)

NATIONAL EDUCATION RECONSTRUCTION
IN INDONESIA

Introduction.

As a labor union whose duty is primarily to pay attention to the social welfare of all its members, the PGRI (Indonesian Republic Teachers' Union) is a union of a corps of educators whose obvious secondary objective is to promote education. I will now emphasize some problems relevant to the second duty: education.

General conditions.

The Indonesian people face two duties which should be carried out at the same time--to pull down and clear away the ruins of old, and to build up a new society which, in form and content, corresponds with the ideal of our revolution. Thanks to our freedom, the condition of education, unlike that of other fields, is improving when compared to that of pre-war time. (see chart below)

ELEMENTARY EDUCATION (State-run or subsidized)

Year:	1940	1956	per cent increase
Elementary schools	18,091	30,231	75
Teachers	40,583	143,864	200
Pupils	2,021,990	6,908,968	250

Society and educational behavior.

The swift expansion of education is seen in the amount of schools donated by the people in 1954-55: 6,878 school buildings (elementary) including lands and compounds. Such expansion, however, has still not come near meeting the needs of the people. A new problem thus arises: shortage of schools.

This challenge has been met by the society with positive and constructive action. Everywhere the people themselves erect school buildings, seek teachers, help the teachers in their livelihood, etc. POMG (parent-teacher association) organizations flourish everywhere.

It is true that the budget allotted by the State for the needs of education and culture has not for years been satisfactory. Hence, expansion in the form of increase of school-buildings and educational facilities cannot be carried out in the degree necessary.

sarino
2-2-2

Expansion and reform of the standard of education.

The quality of teachers is a problem of training, and we exert our utmost to provide good training. Several kinds of schools for teacher-training exist, and high school teachers' courses have been held. Teachers and other officials have been sent abroad for the purpose of improved teacher training.

At present, the following program is being carried out: the graduates of the SGB (Lower Normal School--graduate of elementary school plus 4-year course) will teach in SMP (Junior High School).

This is but a temporary condition. To improve the quality of our education, the reform program must be started in the elementary schools. According to the original project, education in the elementary schools will be taken on by teachers with SGA diplomas.

Some SGB schools are being reformed, and soon there will be one SGA in every Regency. Meanwhile the remaining 500 SGB schools will become vocational schools: e.g. Girls' Vocational School, Junior Economy High School, and Technical School.

Related to the improvement of teaching quality is the program by which teachers who must be responsible for the improvement of Junior High Schools must be graduates of the PTPG (University for Training Teachers) with B.A. degrees. PTPG graduates with masters' degrees are to teach in Senior High Schools under this program.

We estimate that the reform program will take about ten years.

The function of the elementary school.

Elementary school education must be possessed by every citizen. The number of registered pupils of elementary schools is at present 7,000,000. Every year this number will increase by ca. three-quarter million. If the aim of elementary education is merely to reach a university, the result will be that we will still need to erect thousands of high schools, and then to think always of expanding the universities. The society desires a structure of which the lower layers are broad and strong. In this context, the elementary schools are not merely stepping stones to high schools and universities.

The elementary school in the rural community therefore has the cultural function of being the pioneer of the community's cultural life. It must observe the following conditions:

- a) Raise the standard of living of the rural community.
- b) Through its teachers, give examples and hints to the community

sarino
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members how to live for the common interest of the community.

c) Keep the relation between the school and community so close that the school can influence the livelihood of the community, and the community can deem the school its property to cherish and maintain.

The Education Department has begun to run a pilot project in the training of elementary school teachers. The results of this experiment will soon be carried out in the elementary schools. The pilot project will grade children to the activities of labor and to the understanding of labor, and encourage them to work with the community.

The function of the teachers.

To a peasant, the teacher must be a paragon. From teachers, good examples, guidance and wisdom are expected. To satisfy these qualifications, a teacher must possess high ideals, patience and moral integrity. The function of teachers is of two kinds:

First: in the school a teacher must teach and guide the growth of the children in the widest sense;

Second: in the community outside the school, a teacher must mingle with the community, supplying new ideas and strength in the social growth of the community, in the hope that it will have initiative for reconstruction.

A teacher who has fulfilled both functions well has automatically accomplished the objectives of national education.

The Five-Year Plan of the Ministry of Education and Culture.

Parallel to the 5-year plan of the State, the Ministry of Education, Instruction and Culture is preparing a 5-year plan which will appropriate the social function of education and culture. The principles of the Educational Plan are:

1. Education is one of the principles of National Reconstruction.
2. Education has to fit the general reconstruction plan in every region within National Reconstruction as a whole.
3. Education is the responsibility of the Government and the community.

Conclusion.

Before I bring my remarks to an end, I beg to repeat the important points of my speech which need your attention.

1. We ask the community to help with education reconstruction.

sarino

4-4-4

2. We hope to expand education so that the greatest possible number of people may study; we hope to better the quality of the educational system at the same time.

3. The function of the elementary school is to equip the citizens to live in the society.

4. The schools have social, economic and cultural functions in raising the standard of living of the people.

5. Teachers have a material function: to educate and to teach the children in schools; and an ideal function: to act as leaders in the surrounding community.

6. The 5-year Education Plan is intended to expedite systematically the reconstruction in education and culture.

Speech by Ki Hadjar Dewantara
on receiving honorary doctor's degree
Gadjah Mada University

Jogjakarta, 19 December, 1956

I. Family Life.

Family life is the cornerstone of every culture and essentially includes the welfare and well-being of members of society in their cultural life. This cornerstone is part of the system of the Taman Siswa movement: to have the people live as one big family and therefore to make family life basic to the educational system. Although being the smallest unit in society, but nevertheless being the most pure in its meeting of social needs, the family provides a center of education at its best. Mutual interest, mutual co-operation, a great sense of responsibility and willingness to make sacrifices; in short, many elements of social and moral behavior, are well-represented in family life. It passes on all traditions concerning social life, religion, art, science and morality. Separation of children from their parents may mean the loss of any guidance for their future life and may endanger their security and welfare as human beings, and their moral sense and feelings of responsibility.

Up to this time the people have been guided solely by tradition. Therefore, we have little knowledge of the characteristics, form, content and balance of the education of the past, save via oral tradition.

I am convinced that if we had not deserted this tradition and the line of "continuity" of the past, we would not now be burdened with the present system of education.

The present system, governmental as well as private, is generally a copy of the one used by the Dutch. Moreover, there still exist in it some traces of the colonial system.

Our people desire to draw up a program for the revision of education as soon as possible. However, up to now I have seen no positive achievements in this field. Even today we are still using the same structure of school buildings, and the same curriculum, which does not encourage the student to seek knowledge on his own, since he is constantly threatened by the too-rigorous grading system. Students are almost unable to study with peace of mind, being constantly harrassed by examinations. They do not learn in order to develop their character, but to achieve the highest possible grades on their report cards or to get a diploma. It is therefore necessary that the heads of educational institutions, in cooperation with the Ministry of Education, should make an end to this "examination cult" and "diploma hunting."

Dewantara's speech
page 2

As one of the leaders in the field of education, I am fully convinced that most of the efforts of educational experts, although well-meant, are bound to fail. This is because they are not able to influence the people's already deep-rooted ideas on the present system of education with its methods of instruction and grading, despite the people's knowledge that the present system is of Western origin and does not meet our needs. It is nevertheless a good sign that after we gained our independence, the desire to revise and improve the educational system did exist. Moreover, the Ministry of Education, is now becoming convinced of the necessity of effecting drastic changes.

However, we should by no means reject all foreign influences from our educational system, but should assimilate those elements we deem as favorable to our own culture. In this way we should be able to prove to the outside world that as an independent and sovereign country, we are capable enough to make our own choice among these various cultural influences.

Let us then adopt elements from all parts of the world in order to develop and enrich our own national culture, while retaining the courage and ability to mold our own culture, as is expected from a country which has already joined the international community as an individual and independent nation.

Let us now consider briefly the aspects of colonial educational policy during the period of the Dutch East Indies Company, and the formulation of a national educational and cultural policy.

II. Colonial educational policy during the period of the Dutch East Indies Company and the Government of the Netherlands East Indies.

When the Dutch East Indies Company became the Government of the Netherlands East Indies, there were essentially no changes; rather a consolidation of existing conditions and regulations. It was not until the beginning of the 20th century, the period of so-called "national awakening", that the Netherlands were willing to exercise a new policy called "modern colonialism" or "ethical direction."

The Dutch East Indies Company had considered Indonesia primarily a source of trade. Profit and material gain were the only aims of the company. Education was carried out only by missionaries. Later the company instructed that the people should be given some education in reading, writing and arithmetic, but only for the purpose of providing workers for the colonial enterprises and government.

When Napoleon Bonaparte fell from power and the Dutch government was reorganized in 1816, the Dutch East Indies government also undertook some reorganizations, resulting in a kind of constitution being put into effect. In this constitution of 1818 provision for adequate

Dewantara's speech
page 3

education was mentioned for the first time but was never implemented. In 1836 this constitution was redrafted but the clause dealing with education was omitted, and was not reinserted until the drafting of the Constitution of 1854. Article 125 of this document read: "Public education must be a matter of constant attention to the Governor General". On first sight it looked adequate, but Article 126 continued: "Sufficient public education shall be provided for the European part of the population under all circumstances." In practice this meant that the educational needs of the European population should be met first.

But what about the Indonesian children? Article 128 read: "The Governor-General shall be responsible for the establishment of schools for the native population." In practice this meant that the Governor-General would instruct the building of schools, but no more: no details of physical facilities, teaching staff, etc.

Some district heads had established the old district schools, but this was only to train civil servants. Later the government issued "The Regulation of Native Education" which resulted in the establishment of a teachers' school in 1866. Gradually schools for the native population were provided, consisting of not more than three grades. Their teachers were trained at teachers' schools built specifically for that purpose.

The main goal of this educational system was to provide civil servants and assistants for commercial enterprises. This goal did not change, even after the colonial government started allowing native children to enter the European primary schools. These latter students were to continue specifically at the school for native physicians or at the primary teachers' school. Most of the graduates of the primary schools later took part in a special examination for civil servants to improve their standing.

III. The period of Ethical Direction and National Awakening.

"Ethical direction", or "softened colonial policy" introduced into the educational system the influences of isolated intellectualism and materialism. No attention was given to the humanities, or to the fact that education should form a foundation for the development of cultural life. Even the schools established by our own people during this period of national awakening could not escape the influence of "ivory-towerism", materialism, and traces of the colonial system, despite the adoption and utilization of foreign and Moslem elements.

In 1920 new ideas were born, with the intention of introducing drastic changes in the fields of education and science. The hope that freedom would form the fundamental basis of Indonesian education and culture was realized by the founding of the Taman Siswa at Jogjakarta in 1922, and subsequently of several Taman Siswa institutions throughout Indonesia.

Dewantara's speech
page 4

The founders of religious schools--Moslem and Christian--were courageous enough during the Dutch occupation to establish these schools without any support from the Dutch government. Besides their respective religions, they included native culture to their curricula and tried to awaken national revolutionary spirit in the pupils.

IV. Education and "national education."

Generally education is meant to train the character and intellect of the pupils, and also to improve their physical condition. It is meant to improve the life and living conditions of our children in accordance with their nature and environment. Therefore the following points should be considered:

- 1) Every condition, method and direction of education should be adapted to local circumstances.
- 2) Those circumstances are derived from the variety of groups of Indonesian people, each group having its own special methods and customs in attaining peaceful, well-organized life.
- 3) However, those local characteristics are not free from the influence of time and nature, and are therefore constantly changing.
- 4) To know the way of life of a nation we must know the past and its transition to the present; thereby we can predict the future.
- 5) A new influence is the increasingly easy interrelationship between one nation and another due to the rise of modern communications. We thus must exercise caution in the choices we make among foreign influences.

"National education" is education based on the national way of life. It can result in the development of the country, and can aid the country to gain an equal place among the other nations of the world.

We give precedence to the family system to unite the rational and ethical sides of education, and thus to have our children become acquainted with the national way of life so they may gain knowledge of this life, and avoid psychological separation from the people

V. Culture

(Text not received, summarized as follows: "It is time to unite all the various cultures of Indonesia into one big national one.")

CROSS REFERENCE

FILE: *Inst. Gen. - Institute History*

RE:

LETTER DATED: *November 2, 1960*

SEE: *Institute General Files*

CROSS REFERENCE

FILE: Inst Gen: Institute for Medical Research
at Princeton (Proposed)

RE: Meeting to discuss, held at I.A.S.
April 29, 1960.

LETTER DATED:

SEE: Ro gen: Inst. for Medical Research at Princeton

September 11, 1967

Library
Institute for Space Studies
2880 Broadway
New York, New York

Attention: Miss Webster

Dear Miss Webster:

You may recall that I sent you a staff and members list of the Institute last winter. It has since occurred to me that you were saddled with material for which you would not have had use. Therefore, I am sending you (at the start of the Institute's new term) lists that might be more valuable. These state the fields and home universities of the scholars in the Schools of Natural Sciences and Mathematics. In all probability, the Historical Studies list would not be helpful, but if you think that it would, please advise and we shall send you one.

With all good wishes,

Sincerely,

Janet Smith
Assistant to the Director

cross-filed: Institute General--lists of members
Institute General "I" Misc. ✓

20 August

RO:

As I recall, the first contacts by Mr. Davis were by telephone conversation with VH. His secretary then wrote a note (which I can not find) simply confirming the appointment in early July.

vm

RO Gen - Inst for Ethics

20 August.

Mr. John Davis (Institute for Ethics, NYC) called to make an appointment with RO. He saw Morgan and Verna earlier, and sent in summary of his understanding from that conversation. Believe RO has seen that material. VM to call him today to let him know when appointment will be. (Riverside 9-8380)

RO will talk with mem.

RO will see him 8/28/57

Inst Gen Inst on Ethics

26 July 1957

Dear Mr Davis:

Your letter of July 24th and its enclosures arrived after Mrs. Hobson's departure. Mr. Morgan has read over the material and has made a few minor corrections; and we are now returning it to you as requested. I shall be expecting your call on August 20th.

Sincerely yours,

Velma A. Mumper
Office of the Director

Mr. John P. Davis
The Institute on Ethics
3080 Broadway
New York 27, New York

THE INSTITUTE ON ETHICS
OF
THE INSTITUTE FOR RELIGIOUS AND SOCIAL STUDIES,
THE JEWISH THEOLOGICAL SEMINARY OF AMERICA
3080 BROADWAY
NEW YORK 27, N. Y.

CLARENCE H. FAUST
DIRECTOR, 1956

RIVERSIDE 9-8000

July 24, 1957

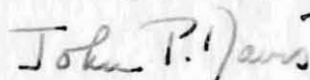
Dear Mrs. Hobson:

Enclosed are an original and a photo-copy of my notes covering my conversations with you and Mr. Morgan. He has been good enough to say that he would go over this material and correct any too obvious flaws in my reporting. I would appreciate your looking these notes over also for the same purpose.

Belatedly I would like this letter to constitute an expression of my sincere thanks to you and Mr. Morgan for the patience you showed in answering my many questions and for the help you have given. I expect to call Miss Mumper on August 20th about the appointment with Doctor Oppenheimer.

Again my kind regards to you and Mr. Morgan and my hope that you have a very pleasant vacation.

Sincerely yours,



John P. Davis

Mrs. Wilder Hobson
The Institute for Advanced Studies
Princeton, New Jersey

rm
encs.

P.S. The original is to be kept by you. I will appreciate your sending back the marked up photo-copy. But I will not expect it to be returned by registered mail.

*Corrections made by
M.C.M. jr on 26 July 57*

THE INSTITUTE ON ETHICS
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DIRECTOR, 1956

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Subject: Non-academic Aspects of the Institute for Advanced Study

Interview with

**Mr. M. C. Morgan, General Manager
Mrs. Wilder Hobson, Secretary of Dr. Oppenheimer**

1. Term and Academic Year

For the current year the Institute for Advanced Study will have the following terms:

First term - September 30, 1957 to December 20, 1957

Second term - January 13, 1958 to April 11, 1958.

The first term comprises 82 days; the second, 76 days: a total of 158 days of required residence for the academic year. Institute Policy construes strictly its residence requirements for all classes of academic members.

Terms are so arranged that it becomes convenient for foreign scholars to attend and, yet, still be in residence for one tri-semester at the university or college from which they originate. The period of about six months (179 days) from opening day of first term to closing day of second term leaves sufficient time, also, for permanent faculty members to travel, lecture, fill

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other assignments etc.

The fact is, however, that although seminars, lectures, conferences are suspended during out-of-term periods, a great deal of study still goes on. Temporary scholars (and some faculty) tend to stay on to use the library, work together informally etc. A measure of the time such a scholar stays in residence is shown from the tangential fact that housing for temporary members is estimated to remain rented for ten months of the year.

2. Tenure and Financial Arrangements covering Professors (Permanent Members), Professors Emeriti, Members with Appointments of Long Term, and Temporary Members.

a. Professors. Permanent Members are elected by Joint Faculties of the two schools (School of Mathematics and Physics, School of Historical Studies) subject to approval of the Board of Trustees. Their tenure lasts from the time of their appointment until retirement at age 70. During tenure all professors are paid identical salary of eighteen thousand (\$18,000.) dollars per annum.

Housing is not provided most Permanent Members. But the Institute has an established practice of leasing land to Permanent Members on its Campus, making liberal mortgage loans (as much as 80 percent) at interest below going rate to enable Permanent Members to build their own

*(calling with a
recovery clause)*

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homes. Contracts covering the lease and mortgage provide for recovery by the Institute, when the Member dies or permanently removes himself from the Institute.

Each Permanent Member is given an annual allowance of one thousand (\$1,000.) dollars for travel connected with his academic research. This allowance is cumulative for a period of three years.

Each Permanent Member has an allowance which can be used for an assistant and/or a secretary. This allowance may be returned to the general fund to increase the number of scholarship grants available in a given term. One may conjecture (as this point was not covered in conversation) that one Professor might prefer to work for a period of years with the same assistant, while another might seek the contact of fresh young minds from term to term by devoting his allowance for research assistance to scholarships to people in his field. In any event - in actual practice - academic personnel is grouped about each Professor, whether secretary, assistant, research aide, or Temporary Member. Yes

Each permanent member is provided with an office and such equipment as he may require. Office space allotted ranges approximately between 240 and 300 square feet. He has no set allowance for books, but may rely

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on the Library to meet at least minimal needs in this respect. In the case of new areas of study (as in the instance of studies in Modern Diplomatic History pursued by George F. Kennan) a fairly large allowance for books (about \$5,000) was granted.

Permanent Members may and do take leaves of absence (usually without pay if for an extended term) to fulfill other commitments. They may and do absent themselves from the Institute during term time if engaged in academic work which cannot be pursued at the Institute (as for example, archaeological excavations in Asia Minor etc.)

b. Professors Emeriti. Retirement at age 70 is mandatory for Professors. But retirement affects change of status in only two respects: Professors Emeriti do not have a Faculty vote on admissions of new members; they receive a reduction in compensation (possibly offset in part by the fact that retirement compensation is non-taxable.) In all other respects their life remains unchanged. They keep their offices, have the usual allowances for assistants, secretaries, researchers etc.; continue to have access to secretarial pool, library etc; continue to work with groups of temporary scholars. It may be noted in passing that Albert Einstein was Professor Emeritus for some ten years.

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c. Members with Appointments for Long Term. Members whose appointments extend beyond two years have semi-permanent status. They must be voted upon by both Faculties and approved by the Board of Trustees. This group includes a number of tenure arrangements: some members will have a recurring association with the Institute, being in residence one semester in every four (Otto Neugebauer); others are welcome to return any semester in which they are free from other duties (Niels Bohr); others are appointed for terms of two, three, five years, often becoming finally Professors at the Institute (Kurt Godel). The rate of compensation for this group approximates that of Professors; or, that the appointee would receive at the University or institution from which he comes. It is, of course, paid only for actual time spent at the Institute. The compensation is usually a non-taxable grant; and this is probably a considered factor in setting the gross amount.

d. Temporary Members. Temporary Members are elected by vote of the Faculty of each separate school to which they seek admission. They may be elected for one term or two terms. They may have a renewal of this one or two term tenure by vote of the Faculty of their school. Their election in the above cir-

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cumstances is not subject to the review of the other school Faculty or the Board of Trustees. The only limitation placed on the school Faculty is a budgetary one of the number of places which can be filled in a given term.

Not all Temporary Members receive grants or stipends from the institutes. Frequently appointments are made to scholars who have received grants from other sources (foundations, Fulbright scholarships, university fellowships, industrial or government grants etc.). In such events the responsibility of the Institute is limited to the provision of housing (at reduced rates), office space, secretarial help and other facilities usually available to all Temporary Members. Even here in some instances a grant is made by government or foundation (intended to cover a specific scholar) which in addition to the grant for the scholar, will include a lump sum reimbursement for use of Institute facilities.

Grants by the Institute now range between four and ^{thousand} five/(\$4,000 and \$5,000) dollars: the amount being graded upward from single persons (minimum) to married persons with three children (maximum).

Travel allowances are not made to Temporary Members, or their families, living in continental United States

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and Canada. An allowance up to \$500 is made available to some foreign students for travel in addition to their regular grant. But even in the latter instances, foreign students are urged wherever possible to secure travel grants from Fulbright Fund sources or from similar sources.

3. Housing, Catering, Social Services Available at the Institute.

a. Housing. Ready for occupancy as of September 1957

will be 106 garden type apartments, with car ports and completely furnished, except for household linens, cooking utensils, china and silverware. These units replace older structures most of which have been or are to be demolished. They augment a smaller number of older structures which are to remain for the time being in use by Temporary Members, their families, and, in rare instances by non-academic staff. This housing is intended, primarily, for Temporary Members and/or Members with Long Term Appointments who tenure is so interrupted as to make it unfeasible for them to build a home of their own. Most of the non-academic staff and secretarial academic staff (including librarians) live off-campus in private housing of their own choosing secured at going real estate rates for the city of Princeton.

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The new garden apartments comprise 32 Bachelor Quarters (single studio room with kitchenette, bath) renting from \$55 to \$60 (depending on whether the unit is provided with a stove or not); 20 four room units (kitchen, living room with dining area, study, one bedroom, bath) for childless couples; 44 five room units (kitchen, living room with dining area, study, two bedrooms, bath) for couples with one or two children, renting for \$100; and, ten six room units (which have three instead of two bedrooms) ~~for~~ families with two or more children, renting for \$110. Apartments have wood burning fireplaces, modern decor, and are completely furnished. Rentals quoted above include the cost of all heat and utilities and furnishing. A central laundry with automatic washers and driers is available to tenants without charge. Vacuum cleaners may be had on loan without cost. A limited quantity of housekeeping items (silverware, dishes, cooking utensils, linens, blankets etc.) ~~are~~^{is} kept on hand by the Institute for loan with no charge to foreign scholars and their families: thus avoiding the involved problems of shipping from abroad. For others a commercial firm provides weekly linen service at 75 cent per person

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per week.

A limited number of older apartments renting for about \$15 a month less for reasonably comparable facilities are available.

The institute provides maid service for the Bachelor Quarters without cost.

- b. Catering. The Institute operates a cafeteria for academic and non-academic members, their families and guests. Luncheon and tea are served throughout the year; and, dinner, during term time.
- c. Social Services. The Institute campus has no special facilities for recreation. This is not so much an oversight, as it is the result of a close working relationship with Princeton University, whose gymnasias, swimming pools, tennis courts etc are available for use by Institute members and their families. The observed fact seems to be, however, that either because there is lack of interest on the part of the scholars or because there is no strong orientation of new members towards these facilities - the actual use by Institute members is slight.

A free bus service to Princeton University and the City of Princeton is maintained by the Institute. On shopping days the Institute bus carries wives to

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market, waits for them to do their shopping and brings them back. Many members, of course, have their own means of transportation.

The Institute does not itself operate a Nursery School, but wives of Institute members have organized in past years, with the ^{Institute} ~~Nursery~~ providing free quarters for the school. Past experience indicates an average Nursery School population of 18 between the ages of two years six months and about five years: in a Temporary Member Population of about one hundred. Minimal fees are charged parents of the children to cover costs of teacher and supplies.

Temporary Members may and do share in Group Health Insurance programs of the Institute.

d. The real money value of the above services. In gauging the real money value of housing, catering and other free facilities available to temporary members of the Institute these facts must be borne in mind:

- (1) The Housing Project, it is estimated, will have an annual deficit of some thirty thousand (\$30,000) dollars:
- (2) The Cafeteria is operated at an annual loss of some twenty thousand (\$20,000) dollars;
- (3) Wholly apart from capital investment for a bus and station wagons, maintenance and opera-

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tion of these for a free transportation service costs thirteen thousand (\$13,00) dollars a year.

Thus necessary services to the value of a minimum of six hundred thirty dollars per member (spreading \$63,000 in costs among roughly 100 scholars) is the added value received by each grantee. Indeed, it is difficult to see how these services are not worth (based on what the grantee would pay for them, say in Princeton itself) almost double this amount.

As grantees (not salaried employees) the monies received by the Temporary Members is not subject to income tax. A reasonable estimate of the actual worth of the grant (say of a single person receiving \$4,000 and living in Bachelor Quarters and eating at the Cafeteria) would be about seven thousand (\$7,000) dollars.

The above explanation is not meant to suggest that the grant and other subventions are excessive. Rather the consensus at Institute seems to be that they are just about minimal to meet the needs of this group. Indeed, with rising living costs the Institute has raised grants of \$3700 to \$4700 up to the present range of \$4,000 to \$5,000.

4. Non-Academic Staff

The Director of the Institute is its principal officer, responsible for both academic and non-academic functioning of the institution: reporting to the Board of Trustees. Most of his responsibilities for non-academic aspects of the Institute are delegated to the General Manager (Mr. M.C. Morgan).

The function of management of the Institute's endowment is handled by the Treasurer of the Board of Trustees in New York. There is an investment counselor (John Bristol) who advises on investment matters. The Trustees, also, with the Director and the General Manager pass upon final annual budget, and determine the amount and rate of expenditure for capital expenditures. But once fiscal policy has been established, it is the General Manager who executes it. He reports to the Director.

The General Manager's office consists of himself, his assistant (Mrs. Ruth W. Barnett) and their ~~two~~ secretaries. Because of a long history of informal ~~across~~-the-desk relations there is no formal division of responsibilities. Mrs. Barnett will be found supervising and directing employees in the cafeteria, listening to and counseling female clerical employees, serving as an efficient "House Mother" for transient scholars and their families (orientation matters: where to find a doctor, matters relating to visas, Fulbright scholarships, housing assignments etc.).

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Mr. Morgan will assume responsibilities for budget control and planning, accounting and bookkeeping work, supervision of Buildings and Grounds maintenance crews, garage maintenance crews, supervision of new construction, etc. Jointly Mr. Morgan and Mrs. Barnett (aided in routine procedures by their ~~two~~ secretaries) will handle purchasing of supplies. (The purchase of books is an exception to these procedures.)

Bookkeeping and accounting is handled by a staff of four persons: two senior bookkeepers and two junior bookkeepers. One tandem (a junior and senior) handles all matters of payroll, social security, pensions etc; the other, all receipts and disbursements. It must again be emphasized that the operation here is concerned with day to day activities: not matters of capital investment or capital outlay (which are handled from New York).

Other categories of employees are: secretarial (Director's office: two secretaries); school secretaries, serving as a pool; other secretaries for individual professors; librarian and three assistants; custodial (heating engineers, janitors etc); transportation and garage (drivers, auto mechanics); building and grounds (gardeners, repairmen, watchmen); cafeteria (cooks, counter girls, cashier etc.); domestic workers. A total non-academic staff of 40 to 50 persons serves the Institute's needs.

Wages and working conditions affecting the non-academic

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staff are somewhat better than the going rate for the area: especially when fringe benefits are concerned. They have group health insurance and a pension plan (Teachers Insurance and Annuity Association) with generous employer contribution; one month's paid vacation per year; a short work week. Pay is above the standard for the region. Problems of discipline, sick leave, absences are handled without difficulty and informally. Theoretically non-academic staff are career people. But advancement in such a small institution is obviously limited. Morale ("We have a happy ship" says Mr. Morgan) depends on a healthy work climate.

5. Some general observations on the Institute.

a. Admissions procedures and handling of general correspondence.

Inquiries about admission to the Institute are fairly numerous; volume of inquiries which reach the stage of filling in application forms and forwarding letter of recommendation is in the ratio of about three for every applicant accepted. Processing of these applications and preparing them for consideration of the Faculty is work of each school secretary under supervision of Faculty member for that school.

Depending upon the amount of newspaper publicity the Institute may have had there are peaks and valleys of unsolicited correspondence. All such mail is handled in

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the Director's office. Unsolicited manuscripts, formulae etc. are processed and returned by registered mail to the sender.

b. Problems of staff organization. Mr. Morgan, himself, pointed out some weaknesses: direct reporting of buildings and ground crew to him constitutes a "heavy interrupting drain" upon his time. (Conceivably this will become increasingly burdensome with problems of the new housing units and laundry added.) A "second-in-command" who could take over complete supervision of buildings and grounds and custodial operations would probably free the General Manager from a morass of time consuming detail.

Mr. Morgan (who has been Mayor of Princeton, headmaster of a private school, etc) has been General Manager for three and a half years. He pointed out that when he took over his post "the business office was in the basement with pipes running across the ceiling." This "location" reflected an attitude/ towards non-academic staff which was unhealthy. Now business office is in well-appointed ground floor quarters next to the office of the Director. In consequence there is a closer and better relationship between academic and non-academic personnel.

He stresses the importance of selecting as a General Manager someone who combines both sound business ability with a knowledge of and sympathy for the scholar in an

-16-

educational environment.

c. Building mistakes. The Institute is painfully aware of mistakes made in planning its buildings. Fuld Hall - the central building - is located in a square mile area. There are wide open spaces. Yet the architect elected to build a five story elevator building. The cafeteria is located on the fourth floor, requiring all food to be pulled up on a dumbwaiter and all garbage to go down by the same route.

A spacious library room - was initially wedged in between expensive office space. This room had extremely high ceilings with shelves going up around its walls to heights requiring some athletic skill to get hold of books on upper shelves.

The library is located on the second floor. (Most librarians prefer ground floor locations). The library has grown from 24,000 to 40,000 books* And as it has grown, it has pushed out on either side into valuable office space where stacks have been placed. In most of this stack area (an exception being an end room used by the School of Historical Studies) there is no space for tables and chairs. The library does not seem conducive to scholarly browsing.

Plans are now under way for construction of a separate building to house 150 thousand books: thus recapturing a considerable amount of office space.

* The Fuld Hall Library is a working library. Reliance

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is still placed by Institute Faculty upon the one million five hundred thousand book Firestone Library at Princeton University. The Institute contributed \$500,000 to the construction of this library and has rights in perpetuity to its use by their scholars. Attached hereto are:

- (1) Report of the Director 1948-1953;
- (2) Some Introductory Information on the Institute - a brochure;
- (3) a detailed seven page bookkeeping form showing the various types of expense items incurred by the Institute;
- and, (4) a mimeographed announcement on the new Housing Project of the Institute.

*Inst. Gen. Inst. of
Inter. Educa.*

21 March 1956

Dear Mr. Hall:

As you will see by the enclosed booklets the Institute for Advanced Study does not charge a tuition fee, therefore we feel that your form does not apply to us, and we are returning it herewith.

Sincerely yours,

(Mrs. James Beacham)
Office of the Director

Mr. George Hall, Director
Foreign Student Department
Institute of International Education
1 East 67th Street
New York 21, New York

enclosures



INSTITUTE OF INTERNATIONAL EDUCATION

INCORPORATED

1 EAST 67TH STREET AT FIFTH AVENUE, NEW YORK 21, N. Y. • LEHIGH 5-3400 • CABLE ADDRESS "INTERED"

Regional Offices: Washington, Chicago, Denver, Houston, San Francisco and Los Angeles

FEB 10 1953

TO: The Bursar

FROM: George Hall, Director
 Foreign Student Department

As you undoubtedly know, the Institute of International Education is administering both government and private educational programs for foreign students in the United States. In allocating funds provided for these programs, we must encumber in advance enough money to cover all expenses for the grantees selected. Since many educational institutions are planning increases in tuition and fee rates for the academic year 1956-57, we are asking you to fill out the attached form so that we may allocate the available funds for this purpose as accurately as possible.

Please give information for only one division if data are applicable to all instructional divisions. If the data differs, please use columns designated "Other" for divisions in which foreign students enroll. Additional forms will be furnished upon request.

In the case of institutions having resident and non-resident fees" or "in-state and out-state fees", these should be itemized separately under "Tuition."

Please list the types of non-refundable fees paid by all students such as registration fees and health or insurance fees. Unremittable laboratory fees and course or classroom fees should be included only if they apply to all students.

Many institutions waive bond or guarantee deposit requirements for IIE-sponsored students. If, however, it is imperative that students meet this requirement, arrangements will be made.

Information regarding your school calendar for the 1956-57 terms is requested in order to help us determine the total student grant and plan reporting and departure dates for foreign students.

We should appreciate your returning the attached form by March 1. If there are increased charges at a later date would you kindly let us know so that we can make proper adjustments. For this purpose, we should appreciate being placed on your mailing list if announcements or revisions are issued.

At a later date, we will send you a complete list of IIE-related foreign students enrolled at your institution for whom the Institute may be billed.

Thank you for your continued cooperation.

THE INSTITUTE OF MATHEMATICAL STATISTICS

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UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN

Box 5576
State College Station
Raleigh, N. C.
October 9, 1946

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

Dear Dr. Aydelotte:

On behalf of the members of the Institute of Mathematical Statistics, I should like to express my sincere thanks to the Institute for Advanced Study for the hospitality extended to our members during the recent meeting at Princeton on November 1.

The tea at the Institute was a particularly welcome feature of the day, for in addition to the delicious refreshments it afforded an ideal setting for informal conversation in an otherwise crowded day.

Sincerely,

William G. Cochran

W. G. Cochran

WGC:dfj

cc: Prof. Marston Morse

Institute of Public Administration

INSTITUTE OF PUBLIC ADMINISTRATION

261 BROADWAY
NEW YORK

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November 7, 1940

✓
Dr. Frank Aydelotte
Princeton University
Princeton, New Jersey

Dear Dr. Aydelotte:

At the request of Mr. Luther Gulick I am writing to request a copy of the announcement of Princeton's School For Advanced Study.

Sincerely yours,

Walter E. Gulick
Secretary to Luther Gulick

Just you

Institute of World Affairs, Inc.

522 Fifth Avenue, Room 831
New York 36, N. Y.

March 17, 1956

CABLE: STUDINTUN
VANDERBILT 6-0223

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**President R. Oppenheimer
Institute for Advanced Study
Princeton University
Princeton, New Jersey**
Dear Sir:

The Institute of World Affairs is happy to announce its summer seminar at Twin Lakes, Salisbury, Connecticut, July 9th to August 27, 1956. Dr. Clayton D. Ford, director of the School of Government at Principia College, will conduct the Seminar on "The Basis of the Free World Community".

Among the visiting speakers are Dr. William Y. Elliott, Professor of Government at Harvard University and member of the National Security Board; Colonel George A. Lincoln of U. S. Military Academy at West Point; General W. Barton Leach, Harvard Law School; Dr. Max Millikan, Massachusetts Institute of Technology; and Dr. Millicent Carey McIntosh, President of Barnard College.

For thirty-one years the Institute has given to chosen university students an experience in international living, has prepared them for leadership and enabled them to become more effective workers for better world understanding. Recent graduates and students who have completed at least three years of under-graduate work, and who have demonstrated their ability to contribute to group discussion in the field of international relations are eligible. Scholarships and part scholarships are available for a limited number of students.

Will you please give the enclosed application blank to a young man or woman whom you recommend as most highly qualified to take part in the Seminar and who is free to do so. Additional forms will be sent if desired.

Appreciating your cooperation, I am,

Sincerely yours,

Maude M. Hadden

Mrs. Alexander M. Hadden

INSTITUTE OF WORLD AFFAIRS, INC.
522 Fifth Avenue, Room 831, New York 36, N. Y.
Vanderbilt 6-0223

APPLICATION FOR ADMISSION TO THE SUMMER SEMINAR

Applicants should have completed satisfactorily at least three years of undergraduate study and demonstrated their ability to contribute to group discussion and study in the field of international affairs. Each applicant is required to fulfill certain admission requirements. He must send directly to the Institute the following documents: (1) The present form, properly filled out; (2) A brief curriculum vitae, indicating special qualifications, such as courses taken in international relations, academic honors, extra-curricular activities, foreign travel and knowledge of foreign languages, etc. (3) A photograph (passport size); (4) Each applicant should ask two professors under whom he has taken courses related to international affairs to write directly to this office about applicant's academic qualifications and one person to write a letter regarding personal character.

Name in full	Nationality
Date and place of birth	Religion
Educational institutions attended, with dates and degrees	
Major field of study	Vocational objective
If not from the U.S.A., state length of proposed stay, and English language proficiency.	
Who suggested you apply?	Marital status
What will be your address after June 15th?	
Father's occupation	Name and address of Firm
Mother's address and telephone	
Would a personal interview at the Institute office be convenient? If so, when?	

The Institute Summer Seminar is an intensive course in international affairs, held on a five-hundred acre property at Twin Lakes, Salisbury, Connecticut, under the guidance of a distinguished director and with the participation of leading experts in world affairs. Besides the plant - the educational and housing facilities - the lake and mountain campus provides ample opportunity for recreation, including swimming, boating, etc. Enrollment is limited to forty men and women students. Candidates are urged to submit their application as soon as possible. Fees for the Seminar, including tuition, room and board, are \$300. Scholarships, part and full, are available. Scholarship candidates should submit a transcript of college record.

Signature
Present Address
Permanent Address

Date of Application

A NEW WORLD SPIRIT – KEY TO WORLD PEACE

The Institute of World Affairs trains university students for leadership and to work for better world understanding and ultimate Peace. Each summer it holds a Seminar on international problems with distinguished educational directors, speakers and students from the United States and other countries. These outstanding young people of different nations, races and cultures, chosen by a Scholarship Committee, live and study together in a truly cooperative way.

In addition to the Seminar and Conferences, an Orientation Course has prepared students from Europe, Asia and Latin America to continue work for advanced degrees in the United States.

Founded in 1924 at Geneva, Switzerland, the Institute Seminar had as leaders, Dr. Salvador de Madariaga of Spain and Sir Norman Angell, winner of Nobel Peace Prize. In 1940, after war came to Europe, the Institute moved to Twin Lakes, Salisbury, Connecticut, in the Berkshire Hills.



Dr. Arthur Smithies leads the Seminar

Nearly 1100 Institute graduates of 70 nations are now working actively in all parts of the globe. Many gather in Round Table groups in their own countries to discuss pressing world problems and ways to relieve national tensions. They meet with leading authorities in Conferences at Twin Lakes, Paris and Geneva. As diplomats, broadcasters, writers and professors they are interpreting American ideals and helping to create a new World Spirit — the Key to World Peace.

GRADUATES RECOUNT EXPERIENCES

Many students tell us what the Institute means to them: "I learned to think more clearly and more accurately" said a Canadian.

A lad from the Netherlands wrote: "I have grown intellectually, socially and above all spiritually".

"The inspiration I received at the Institute has ever since been a driving force in me", said an American woman student who took major responsibility for organizing the discussions broadcast from Twin Lakes over the "Voice of America".

An Oxford graduate declared: "Prejudices have been lessened, imaginations extended and hearts enriched by this shared experience".

Charles Gordon of California

"I shall always consider my stay at the Institute of World Affairs as the most worthwhile and unforgettable experience of my life".

John Baltay, formerly of Hungary

"Only when I was back at College did I realize how valuable was the experience I had at the Institute. What I learned in international relations and about living and cooperating with people from different countries is really worthwhile".

Michael Newton of England

At the Institute I came to appreciate more clearly what is meant by the classical Christian definition of love, that is, in loving "to wish others well and to do well by them". This was applied in an international setting in which one learned to see the problems of other peoples as they themselves must face them, at the same time wishing them well in their solutions and perhaps even attempting to do well by them. To me that is the spirit in which alone it is possible to cope with the international problems on a permanent basis. As a Christian, I call it a spirit of love; others perhaps would prefer to talk of sympathy or genuine understanding.

THE INSTITUTE OF WORLD AFFAIRS

Dr. William Y. Elliott, Professor of Government at Harvard

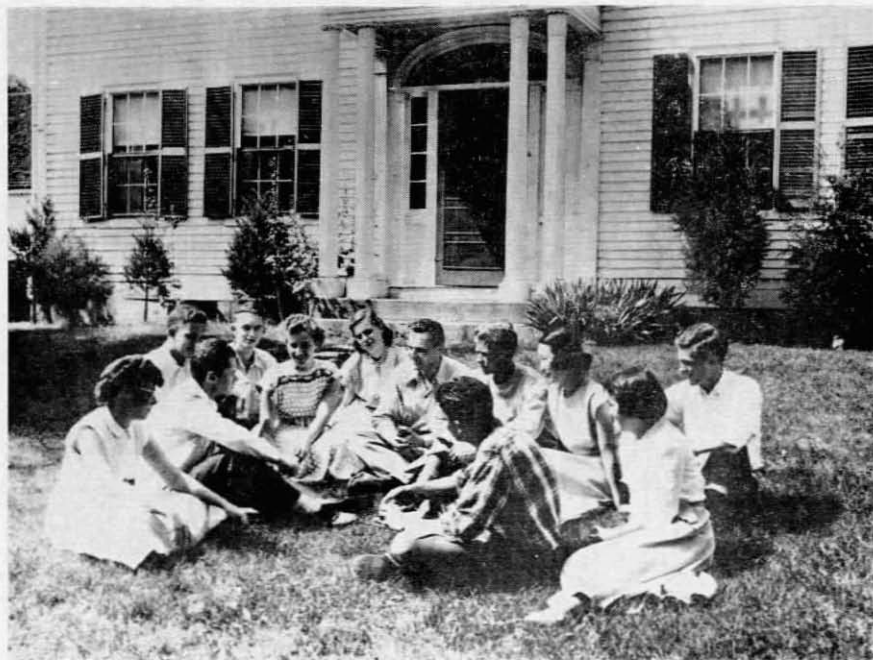
"The Institute of World Affairs brings together students from all parts of the globe. It is one of the best groups that I know — keen, alert, able. Indeed they are a center of real international education and understanding throughout the world. The mark that the Institute has made upon many young lives is not something that will be forgotten or of little importance in the times ahead of us."

Dr. Salvador de Madariaga, First Director of Institute Seminar

"The Institute of World Affairs has remained faithful to its original idea — that we must understand others in order to live at peace with them."

Dr. Ernest Hocking, Professor Emeritus, Harvard University

"The Institute of World Affairs is a valuable organ for establishing peace and goodwill. It is most important to work with small selected bodies of young men and women, drawn from different nations and traditions, who are brought together and led to understand one another."



The Political Commission discusses Colonial Problems

INSTITUTE OF WORLD AFFAIRS

522 Fifth Ave., New York 36, N. Y.
Vanderbilt 6-0223

Twin Lakes, Salisbury, Conn.
Canaan, TAylor 4-7351 or 4-5651

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To continue this leadership training for outstanding young people, I am glad to send my gift of \$..... herewith.

I pledge \$..... to be paid as follows:

.....
 Name

.....
 Address

Please make checks payable to Institute of World Affairs, Inc.
 522 Fifth Avenue, New York 36, N. Y. or
 Twin Lakes, Salisbury, Conn.

Gifts are deductible when computing income tax.

Inst gen

Institut zur Erforschung der Geschichte und Kultur der UdSSR e.V.

MUNCHEN 37 SCHLISSFACH 5 TELEFON 58127

Dear Colleagues,

Munich, June 6, 1955.

The Institute for the Study of the History and Culture of the USSR is holding a conference to further the exchange of experience gained in study and research on the USSR. The following reports and co-reports will be made at this conference:

1. "Experience Gained in Studying the USSR,"
a report by Prof. Koch
2. "The Sociological and Political Study of the USSR,"
a co-report by Dr. Kovalevsky
3. "The Ideological and Cultural Study of the USSR,"
a co-report by Prof. Adamovich
4. "General Problems Concerning the Methods of Studying the USSR," a report by Prof. Sukennitsky
5. "An Evaluation of the Sources in Studying Soviet Life," a report by Dr. Redlikh.

The conference will be held in Munich, July 28 and 29, 1955. All reports and co-reports will be given in the Russian language. We should be most happy to welcome your representative to this conference.

The Institute will provide and pay for room and meals during the conference, but is unable to pay travel expense to and from Munich.

In order to aid us in making the necessary preparations for the conference, please inform us by June 15 who your delegate will be (surname, given name and position held). If we do not hear from you by that date, we shall have to assume that your delegate is unable to attend.

Sincerely yours

A. E. Kirimal
Dr. E. Kirimal
For the Learned Council

Bakalo
Prof. Bakalo
Deputy Director

revised
copy of Seminar memo

& Lauterbach bibliography

sent 12-19-41

BH
Return to Miss Eichelbaum

Instituto de Altos Estudos em Ciências

INSTITUTO DE ALTOS ESTUDOS EM CIENCIAS

ECONOMICAS, POLITICAS E SOCIAES
O ESTUDO PRATICO ATRAVES DA PESQUIZA CIENTIFICA

ASSALARIO DE 1941
RIO DE JANEIRO

Liceu Literário Portugues, Rua Senador Dantas

Atento a Economias

September 24, 1941

The Dean
Institute for Advanced Studies
Princeton University
Princeton, New Jersey
United States of America

*Revised American
manuscript + handwritten
with bibliography
sent 12-19-41*

Dear Sir:

The Instituto de Altos Estudos em Ciências Econômicas, Políticas e Sociais is an institution for graduate studies and scientific research in the Social Sciences which was formally founded in Rio de Janeiro on July 26th of this year. In the interest of intellectual cooperation and on behalf of this new institution, as Dean of the Faculty here I wish to communicate to American scholars the existence and program of the Instituto de Altos Estudos em Ciências Econômicas, Políticas e Sociais.

The orientation of the program of this new institution is based upon the educational philosophy and practice of the outstanding universities and graduate schools of the United States. The Instituto has been privately organized by the spontaneous action of prominent Brazilian scholars and governmental officials who, recognizing Brazil's limitations and needs in the educational realm, wish to create the means of bridging the gap in achievement and development in the social science field between Brazil and the United States. It is the intent of the founders that this institution perform a unique function, therefore, among the institutions of higher learning of Brazil: that this institution provide the facilities, guidance and impetus for the development and more general and accurate application of social science methodology here, for the training of scholars for research and of men competent and scientifically equipped to observe, and seek understanding and solution of, administrative, legal, social, cultural and commercial problems, and to carry on the executive and administrative work in each of these branches of activity. Founders and Faculty members of this institution believe with the scholars of the United States and their colleagues here that the existence of graduate institutions of the nature of this institute in Latin-American nations is fundamental to the establishment of the Pan-American ideal as a practical, effective reality, for it is only through the existence and functioning of such graduate institutions that an equality of intellectual attainment on the Pan-American Continents will be made possible, and that Pan-Americanism will thus be placed on a more sound, scientific basis than exists at present or ever can exist where emphasis is solely on the commercial and political aspects of the problem. Brazilian scholars are therefore looking to this institution to provide scientific development, stimulate cultural and scientific interchange with the institutions of higher learning and the scholars of the United States, and to contribute to the development of a scientific, effective Pan-Americanism, through its provision of a link between the educational centers of the United States and Brazil.

The essential features of the program through which these objectives are to be attained are as follows:

1. The provision in each of the Divisions: International Economy and Foreign Policy; Pure and Applied Economics; Advanced Philosophy; Historical Studies; Geographical Studies; Geology and Paleontology; Political Science and Public Administration; Anthropology; Sociology and Social Administration; and Law, of a basic course providing the requisite scientific orientation and fundamental background for advanced study on the level of the graduate courses of the outstanding universities and graduate faculties of the United States.
2. The initiation of a co-requisite seminar on the Methodology of Social Science Research, offered jointly by members of the Faculty, each of whom will base his lectures upon the practical problems encountered and the methodology applied in his individual program of research.
3. The provision for each of the Divisions of a course on bibliography and guides to bibliography.
4. The offering of a series of courses on statistical methodology and its application to Social Science Research.
5. The offering of a program of advanced courses in each Division, with emphasis on seminar and individual research work.
6. The establishment of a Research Division in which competent members of the student body are to take an extensive part, under the guidance of appropriate professors, in carrying on a comprehensive program of social research, studies on individual subjects to be published as ready.
7. The publication of a scientific review at quarterly intervals: outstanding Social Scientists of the world are invited to contribute to this publication.
8. Emphasis on research projects relative to national, Latin-American, and Pan-American problems, in order to develop over a long time period a body of systematic scientific knowledge concerning such problems, their origins, implications, and consequences, and the possible and attempted solutions.
9. Extensive cooperation with the Social Science Departments of the institutions of higher learning of the United States, and with graduate social science faculties, for the interchange of ideas, knowledge, and experience, and of students and Faculty members, and for the purpose of assisting this institution's efforts, concretely, to provide scientific training for students here which will reduce to a minimum their now exceedingly great problems of adjustment to the curriculum, standards, and methods of the universities and graduate schools of the United States, thus increasing the benefits and value derived and given by exchange students from Brazil as a result of their experiences as advanced students in the United States, and providing for students to whom the opportunity for study elsewhere is not granted a scientific background and a sound knowledge in the Social Science in which they chose to specialize.

We realize that, if the Instituto is to achieve a scientific contribution to the Social Sciences, the assistance of capable, experienced scholars from the United States and abroad is decisively necessary. There is equal awareness here of the essentiality to the achievement of the Instituto's aims of the possession and preservation of freedom for teaching and research conducted under its auspices. Assurances of the essential scholastic freedom have already been given by the proper authorities: its retention must be zealously guarded to guarantee the carrying out of the Instituto's scientific program. It is essential, therefore, that the Instituto not be financially dependent on any government in such fashion that political control may result. The Instituto must, therefore,

turn to the private foundations, institutions of higher learning, and scholars of the United States and Brazil for assistance in building up a technical library, in providing scholarships and fellowships for deserving, mature students, exchange and national, in bringing to our aid here in the organization of a scientific research and teaching program outstanding social scientists, in permitting the acquisition by the Instituto of the technical equipment for a social science laboratory, and in providing for the interchange of scientific knowledge with the scholars and institutions of higher learning of the United States. On behalf of the Instituto de Altos Estudos em Ciências Econômicas, Políticas e Sociais, I am therefore asking the assistance of the Princeton Institute for Advanced Studies and the Faculty thereof in building up our technical library and technical laboratory equipment, and in the working out and provision of funds for a program of exchange fellows and Professorships. These beginning years are the crucial years for this Institute, as for any institution of this nature: it is now, therefore, that we most need every assistance American scholars can give.

The Instituto de Altos Estudos em Ciências Econômicas, Políticas e Sociais extends to all American universities and Graduate Schools reciprocal cooperation to the fullest extent our facilities permit. In the near future, the first issue of this Instituto's scientific quarterly will appear: the Instituto would like to establish an exchange of such publications, and likewise of special studies, as the results of research completed here become available in monograph form. These studies will be published in both English and Portuguese. Our Faculty is now preparing a monograph evaluating the Social Sciences in Brazil, which will be made available to the Social Scientists of the United States.

This institution is glad to extend to the Princeton Institute for Advanced Studies the full cooperation and assistance of our Faculty and full access to the facilities for research we have available here. In the near future, a copy of the catalogue of this Instituto will be sent to the Princeton Institute for Advanced Studies: comments, criticism, and advice on our program will be heartily welcomed, as will be donations of technical books or funds for their purchase, and all other assistance and cooperation scholars of the Princeton Institute for Advanced Studies find it possible to give to this new institution.

I should appreciate greatly your communicating the contents of this letter to the Faculty and Administrative Officers of the Princeton Institute for Advanced Studies.

Very sincerely

Salviano Cruz

Salviano Cruz, Dean
INSTITUTO DE ALTOS ESTUDOS
EM CIENCIAS ECONOMICAS,
POLITICAS E SOCIAIS

13 November 1941

My dear Dean:

I have received with great pleasure your letter of September 24th announcing the organization of the Instituto de Altos Estudos em Ciencias Economicas, Politicas e Sociais in Rio de Janeiro. I shall be most happy to communicate the contents of this letter to the members of the faculties of our School of Economics and to ask them to consider ways in which we may cooperate with the work which you are doing in Brazil. I send you meanwhile under separate cover, two copies of the latest bulletin of the Institute which gives in condensed form a statement of the program in the Social Sciences which is being followed here, together with a list of our faculty and members.

The program which you announce seems to me to be admirably conceived to place the Social Sciences on a thoroughly sound foundation in Brazil, and I wish you every possible success in its execution. I very much hope that it will be possible for you to secure from private sources the endowment which is necessary to make your institution absolutely independent. If sufficient endowment can be obtained to pay the salaries of the members of your faculty, I am sure that it will be easy for you to build up a library of current material from other countries and to secure the equipment which is necessary for successful work.

With warmest good wishes for your success in these endeavors, I am

Yours sincerely,

Dean Salviano Cruz
Instituto de Altos Estudos
em Ciencias Economicas,
Politicais e Sociais
Liceu Literario Portugues
Rua Senador Dantas
Rio de Janeiro, Brazil

11 April 1956

Dear Mr. Abramo:

Thank you for your letter of April 4th. I am enclosing copies of our two informative booklets about the Institute for Advanced Study, which we hope will give you the information you wish.

Sincerely yours,

(Mrs. Wilder Hobson)
Secretary to the Director

Mr. Fúlvio Abramo, Secretary-General
Instituto de Física Teórica
Rua Pamplona 145
Sao Paulo
Brazil

enclosures

INSTITUTO DE FÍSICA TEÓRICA
RUA PAMPLONA. 145
TEL. 35-7388
SÃO PAULO - BRASIL

São Paulo, 4th April, 1956

To the
INSTITUTE FOR ADVANCED STUDY
Princeton, N.J.
U.S.A.

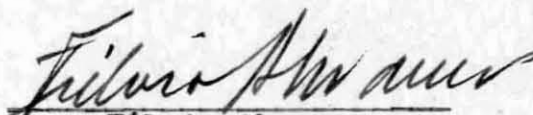
Dear Sirs:

The undersigned is Secretary-General to the Instituto de Física Teórica, São Paulo, Brasil. The purpose of this letter is to request from your Institution any available publications on the subject of internal organization and administration, scientific organization, the planning and direction of scientific work, contracts, and so on. This would include actual legal statutes, constitution, by-laws, etc. of your Institution.

We feel that such material would be of aid in improving the organization of our Institute, and that the result of your longer experience could, in part, be adapted to our needs here. As such, it would count as a contribution to international scientific cooperation. On our side, we are ready to give you any and every information on these topics which may perchance be of interest to you. The IFT was founded in 1952, and functions as an autonomous post-graduate research Institute. Its present scientific director is prof. Gert Molière.

Anticipating your reply we wish to express our sincere gratitude.

Sincerely yours



Fúlvio Abramo
Secretary-General
Instituto de Física Teórica.-

ADDRESS :

INSTITUTO DE FÍSICA TEÓRICA
Rua Pamplona, 145
São Paulo
Brasil

J. h. m.

INTER-ALLIED INFORMATION CENTER

610 FIFTH AVENUE · NEW YORK, N. Y.

CABLE: ALLINFORM, NEW YORK

CIRCLE 7-5470

June 23, 1942

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

Dear Dr. Aydelotte:

In answer to your letter of June 20, the Section for Information on Studies in Postwar Reconstruction of the Inter-Allied Information Center is issuing a monthly bibliography and Survey of Agencies working in the postwar field.

The price of the first Survey is 85 ¢ (contains 26 private, 2 international, and 3 non-American agencies); the price of the first bibliography (101 pp.) is \$1.00.

The price of the second Survey of Agencies is 65 ¢ (includes 12 private, 1 non-American); the price of the second bibliography is also 65 ¢ (23 pp.)

We will send you a set of Survey of Agencies I and Bibliography I as soon as the second mimeographing is received. Would you also like to have the second issue as well as notification of future issues?

It may interest you to know that we have ^{already} sent this material to the Institute for Advanced Study, one set addressed to the American Committee for International Studies, and one to the School of Economics and Politics (Studies of the Foreign Relations and Military Policies of the U.S.).

Thank you for your order.

Sincerely yours,

R. Michalowski

Roman Michalowski
Deputy Director
of

Research and Reference
Division

RM:H

*I have
borrowed
this material
from Miss Harper,*

Returned 7/17/42

Inst Gen Instituto Panamericano
de Geografia y Hist.

24 November 1958

Arq. Ignacio Marquina
Secretario General
Instituto Panamericano de
Geografia e Historia
Ex-Arzobispado 29
Mexico 18, D. F.

Dear Sir:

I am directed to express the thanks
of the Institute for Advanced Study for
your kind invitation to participate in the
V Pan American Consultation on Geography;
and regrets that no one of the professors
at the Institute would be in a position
to accept the invitation.

Sincerely yours,

(Mrs. Wilder Hobson)
Secretary to the Director

Just for

Instituto Panamericano

THE INSTITUTE FOR ADVANCED STUDY
PRINCETON, NEW JERSEY

SCHOOL OF HISTORICAL STUDIES

October 28, 1958

To the Members of the Faculty of Historical Studies:

Please circulate:

Professor Cherniss ✓

Professor Alföldi ✓

Professor Kantorowicz ✓

Professor Kennan ✓

Professor Meritt ✓

Professor Meiss ✓

✓ Professor Panofsky

Professor Thompson ✓

Professor Woodward ✓

Dr. Oppenheimer

Presidente Honorario: DR. ROBERT H. RANDALL E. U. A.

INSTITUTO PANAMERICANO DE GEOGRAFIA E HISTORIA

Organismo Especializado de la Organización de los Estados Americanos

PRESIDENTE: GENERAL RAMON CAÑAS MONTALVA - Chile
VICE-PRESIDENTE: DR. ARTHUR P. WHITAKER - E. U. A.
VICE-PRESIDENTE SUPLENTE: DR. EMILIO ROMERO - Perú

*Better
pls circ. to
Seli.*

SECRETARIA GENERAL

ARQ. IGNACIO MARQUINA
Secretario General

Ex-Arzobispado 29

México 18, D. F.

Dirección Cablegráfica
IPAGHIS
Tels. 15-19-10
15-08-20

SG/1086

October 24, 1958

Director
Institute for Advanced Study
Princeton, New Jersey
U. S. A.

Re: Invitation IV Pan American Consultation on History

Dear Sir:

I am pleased to announce, in the name of the Pan American Institute of Geography and History, that the IV Pan American Consultation on History will be held in Cuenca, Ecuador, from January 19 to 27, 1959, under the guidance of the Commission of History of this Institute, and under the auspices of the Government of Ecuador.

I am also pleased to extend a cordial invitation for the Institute for Advanced Study to be represented in this Consultation, which, because of its importance, will undoubtedly be of special interest to you. A copy of the agenda is attached for your reference.

It is hoped that we may receive your acceptance together with the names of your delegates in the near future.

Yours sincerely,

Ignacio Marquina
Secretary General

Attach: (1)

ORGANIZACION DE LOS ESTADOS AMERICANOS
INSTITUTO PANAMERICANO DE GEOGRAFIA E HISTORIA



A G E N D A

IV PAN AMERICAN CONSULTATIONS ON HISTORY

SECRETARIA GENERAL, MEXICO, D. F., 1951

PAN AMERICAN INSTITUTE OF GEOGRAPHY AND HISTORY

COMMISSION ON HISTORY

Agenda for the IV Pan American Consultation on History

January 19-27, 1959

Cuenca, Ecuador

The IV Pan American Consultation on History will undertake its work in various types of sessions:

I. Program Sessions.

- A. Examination, criticism and proposals of the Program of the Commission.

Report of the Chairman and Secretary of the Commission on History on activities since the last Consultation. These reports should concern the following points in accordance with the specific recommendations of the General Assembly and previous Consultations.

- 1) Meetings, professional exchange
- 2) Program of History of America
- 3) Teaching of History and improvement of text books
- 4) Historical and archeological monuments
- 5) National historiographies
- 6) General Historiography of America
- 7) Missions to European Archives
- 8) Research in European Archives
- 9) Bibliographies
- 10) Bio-bibliographies of historians
- 11) Gallery of Historians
- 12) Guides of Institutions and Historians
- 13) Technical manuals
- 14) Studies of History

- 15) Atlas of History of America
 - 16) Translations and study materials
 - 17) Development of literary, economic and social historical works
 - 18) Erection of the Monument to Huayna Capac
- B. Special reports on periodical publications:
- 1) Boletín Bibliográfico de Antropología Americana
 - 2) Revista de Historia de América
 - 3) Folklore Americano
- C. Review of the work of the Committees of the Commission.
- Reading of the reports presented by the chairmen of the following committees:
- 1) Committee on Archives
 - 2) Committee on Folklore
 - 3) Committee on Emancipation Movement
 - 4) Committee on Program of History and revision of texts
 - 5) Committee on History of Ideas
 - 6) Committee on Anthropology
- D. Reports of the National Representatives of the Commission on History on the status of projects specifically recommended to their governments, the historical work done by them and their advisors and the general progress of the History of their Nation.
- E. Proposals and new recommendations to the Commission on History.
- Presentation of various proposals made to the Commission during previous consultations, their review and adoption of agreements to comply with them. Study of the reports or suggestions that the National Members may present. Among the points to be studied are the following:
- 1) New plans for the work of the Commission. Action and responsibility of the work of the Commission.
 - 2) Collaboration with international organizations
 - 3) Studies of collaboration between countries that form a cultural and historical region.

- 4) Creation of new Committees within the Commission on History

II. Administrative Sessions

These sessions will deal exclusively with the administrative matters of the Commission, i.e.:

- 1) Financial report of the Commission on History for the period 1955-1957
- 2) Study of the budget
- 3) General administrative matters

III. Study sessions:

These sessions will include the presentation, reading and discussion of scientific papers on items of interest to the Commission on History and especially to the following:

- 1) Archives and Museums
- 2) Teaching of history and revision of manuals
- 3) The Emancipation movement in the countries of América
- 4) The abolition of slavery
- 5) Economic and social history
- 6) Anthropology and etno-history
- 7) Professional exchange
- 8) Present status of the study of the History of Ideas in America

Special time will be given to the study of various papers for which the speakers have already been designated. These studies will be such as to permit the study of the historical development of a given cultural or historical region.

IV. Expositions:

Exposition of the European and American historical production concerning the History of the New World.

Various expositions organized by the Preparatory Commission of the IV Consultation in Ecuador.

V. Visits and excursions

Those prepared by the Preparatory Commission to museums, monuments and historical sites of note.

Presidente Honorario: DR. ROBERT H. RANDALL E. U. A.

INSTITUTO PANAMERICANO DE GEOGRAFIA E HISTORIA

Organismo Especializado de la Organización de los Estados Americanos

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VICE-PRESIDENTE SUPLENTE: DR. EMILIO ROMERO - Perú

SECRETARIA GENERAL

ARQ. IGNACIO MARQUINA
Secretario General

Ex-Arzobispado 29

México 18, D. F.

Dirección Cablegráfica
IPAGHIS
Tels. 15-19-10
15-08-20

SG/1644

November 19, 1958

Director
Institute for Advanced Study
Princeton, New Jersey
U. S. A.

Re: Invitation V Pan American Consultation on Geography

Dear Sir:

I am pleased to announce, in the name of the Pan American Institute of Geography and History, that the V Pan American Consultation on Geography will be held in Quito, Ecuador, from January 7 to 15, 1959, under the guidance of the Commission of Geography of this Institute, and under the auspices of the Government of Ecuador.

I am also pleased to extend a cordial invitation for the Institute for Advanced Study to be represented in this Consultation, which, because of its importance, will undoubtedly be of special interest to you. A copy of the agenda is attached for your reference.

It is hoped that we may receive your acceptance together with the names of your delegates in the near future.

Yours sincerely,



Ignacio Marquina
Secretary General

Attach: (1)

ORGANIZACION DE LOS ESTADOS AMERICANOS
INSTITUTO PANAMERICANO DE GEOGRAFIA E HISTORIA



A G E N D A

V PAN AMERICAN CONSULTATION ON GEOGRAPHY

SECRETARIA GENERAL, MEXICO, D. F., 1958

PAN AMERICAN INSTITUTE OF GEOGRAPHY AND HISTORY

COMMISSION ON GEOGRAPHY

V Pan American Consultation on Geography

January 7-15, 1959

Quito, Ecuador

ORGANIZATION

The V Pan American Consultation on Geography will be composed of:

- a) Plenary sessions
- b) Meetings of Committees and Working Groups
- c) Meetings of Resolutions Committee and Drafting Committee
- d) Exhibition of books, photographs and geographical maps
- e) Geographical excursions
- f) Seminars on observations made during the excursions

AGENDA

I General and administrative items

1 - Report of the Chairman of the Commission on Geography on the activities of the Commission, on the formulation of the Committees and Working Groups and their activities

2 - Reading of the resumé of the reports of the national representatives on the progress of geography in their respective countries including Canada, since the IV Consultation. (It is recommended that the complete text of the reports be delivered to the Secretary of the Consultation.)

3 - Report of the Chairman of the Working Group on Population Maps on the description of the objectives and work methods of Analytical Geography for Regional Development, accompanied by certain examples and proposals of areas where this study could be undertaken (I - item 3) ¶

4 - Debate on the creation of a Committee on Analytical Geography for Regional Development.

¶ The Roman numerals refer to the resolutions approved during the last meeting of the Commission on Geography, in Rio de Janeiro, July-August, 1956.

- 2 -

5 - Presentation, by the Chairman of the Commission on Geography, of a proposal for the creation of a Working Group on Technical Geographical Terms (V - item 1) x

6 - Presentation, by the Chairman of the Commission on Geography, of a proposal for changing the Working Group on Urban Geography to a Committee.

7 - Comments of the national representatives on the territorial division of the respective countries and debate on compliance with resolution XIII (approved at the last meeting of the Commission on Geography in Rio de Janeiro).

8 - Consideration of activities of the Commission on Geography in support of the activities of the International Geophysical Year (collaboration with CPAGI).

9 - Suggestions for the improvement of the Revista Geográfica (VII) x

10 - Debate on the advisability of establishing a joint project in each country with the Inter-American Statistical Institute on the collection and criticism of present maps for use in connection with the 1960 census of the Member Countries, and where necessary, training of personnel for the preparation of adequate maps on model bases.

11 - Meeting of national representatives for discussing administrative matters of the Commission.

12 - Debate on the collaboration of the different bodies of the Commission on Geography of the PAIGH with those of the International Geographical Union.

II Items on Natural Resources

1 - Presentation of the report on Natural Resources in the Americas by the Chairman of that Committee, including activities of the Pan American Training Center for the Evaluation of Natural Resources (CEHERN)

2 - Items for comment or debate:

a) Soil erosion in forested areas

b) Fitogeographic research methods in the tropical zones of the American nations

c) Debate on the advisability of joint action by the Commissions on Geography and Cartography concerning systematic geographical surveys in each country, to discover, evaluate and utilize natural resources, and agreement on specific activities of Committees and the General Secretariat for necessary assistance to such surveys.

3 - Preparation of immediate working plans.

III Items on Climatological Studies

1 - Presentation of Report on Climatological Studies by the Chairman of the Committee.

2 - Items for comment and debate:

- a) Standards and specifications for the obtaining of data for climatological studies.
- b) Plans and methods of preparation of a climatological chart of the Americas.
- c) Coordination of the work of the Committee on Climatological Studies and the World Meteorological Organization on the Project of a World Climatological Atlas.

3 - Preparation of immediate working plans

IV Items on Land Classification and Use Surveys

1 - Presentation of the Report on Land Classification and Use Surveys in the Americas by the Chairman of the Committee.

2 - Presentation of a bibliography on the Land Classification and Use in the Americas by the Chairman of the Committee (II - items 1,2 & 4) =

3 - Presentation by the national representatives of maps on land use, prepared in their respective countries as well as comments on proposed work (II - item 5) =

4 - Items for comment and debate:

- a) The agrarian structure and its relation to the agricultural techniques in the Americas
- b) A livestock geography of the New World

5 - Preparation of immediate working plans.

V Items on Geography of the Americas

1 - Report on the preparation of "Geography of the Americas" by the Committee.

2 - Analysis of the results of the XVIII International Congress on Geography for the better knowledge of the geography of the continent.

3 - Items for comment and debate:

- a) Regional planning being undertaken in the various countries of America
- b) Comparative regional geography of the arid and semi-arid regions of the continent

- 4 - Preparation of immediate working plans.

VI Items on Teaching of Geography and Texts

- 1 - Presentation of the report on Teaching of Geography and Texts by the Chairman of the Committee.

- 2 - Reports of the national representatives on the preparation of geographical dictionaries in their respective countries (IV - item 1) *

- 3 - Items for comment and debate:

- a) Practical solutions for the exchange of books, maps and periodicals (VI) *

- 4 - Preparation of immediate working plans.

VII Items on Population Maps

- 1 - Report on Population Maps of the Americas by the Chairman of the Working Group.

- 2 - Presentation, by the national representatives, of maps and population atlas of the countries of America, concerning the census of 1950 and if possible of previous censuses, accompanied by their respective explanatory texts on the criteria used in their preparation (III - item 1) *

- 3 - Items for comment and debate:

- a) International migration in the Americas: its causes and consequences

- 4 - Preparation of immediate work plans.

VIII Items on Urban Geography

- 1 - Report on Urban Geography in the Americas by the Chairman of the Working Group.

- 2 - Items for comment and debate:

- a) "Working Paper" presented to the IV Consultation by the Working Group.

- 3 - Preparation of immediate working plans.

hold

INSTITUTE FOR DEFENSE ANALYSES

400 Army-Navy Drive, Arlington, Virginia 22202, Telephone (703) 558-1000



June 13, 1966

The Director
Institute for Advanced Study
Princeton, New Jersey

*booklet form
long sentence*

Dear Sir:

I would like to investigate the possibility of spending a year or so at the Institute for Advanced Study. My purpose is to get away for a while from the immediacy of problem-oriented research projects, in which I have been engaged as a historian-analyst over the past decade, and pursue in greater depth certain of the more fundamental implications that seem to be suggested by this corpus of applied research. Underlying some of the common recurring phenomena appear to be latent basic principles which deserve fuller exploration.

My field of specialty is the substance and processes of national politico-military decision making experience in response to crisis situations. In the course of dealing with the subject, either in or for the government, circumstances have placed me in a vantage position affording privileged access to primary source materials that, historiographically speaking, are unique in kind and intensiveness. As a consequence, I have by now accumulated a fund of relatively rare empirical data that undoubtedly are of potentially larger significance meriting a thoughtful second-order reexamination. I would welcome an opportunity to try to see what it all might mean. Some valuable insights may emerge, and the very act of systematically reflecting upon the mass of facts should alone be useful. Conducted on an appropriate level of abstraction, security considerations need not be a constraint.

Besides the particular avenue of inquiry referred to above, the Institute for Advanced Study would seem to be the ideal place for me to undertake a contemplative reappraisal of myself and my work such as I need at this stage of my career. The intellectual stimulus and new perspectives of a post-doctoral period in a distinguished academic environment should have a regenerative effect, over the long term benefitting the quality of what I do thereafter.

The management of the Institute for Defense Analyses (my employers) and the civilian and military directors of the Weapons Systems Evaluation Group (to which I am assigned as a member) have both indicated that they would look with favor on and support

INSTITUTE FOR DEFENSE ANALYSES

400 Army-Navy Drive, Arlington, Virginia 22202, Telephone (703) 558-1000



my candidacy for a temporary fellowship at the Institute for Advanced Study if it can be arranged. The trustees representing the several universities sponsoring the Institute for Defense Analyses have already established a policy encouraging scholarly leave for professional advancement on the part of the senior staff. I would, of course, return to my parent institution after my sojourn.

I would therefore be grateful for information on selection criteria, requirements, and procedures governing temporary fellowship appointments to the Institute for Advanced Study. If there are special formalities to be followed in applying, an outline of these too would be appreciated, as well as any other information that might be of interest along these lines.

Sincerely yours,

A handwritten signature in cursive script that reads "Edward C. Janicik".

Edward C. Janicik

Monday, December 16

*School of Public and International Affairs
Lecture. "Race Problems." Professor Franz
Oppenheimer, formerly of the University of
Frankfort. Room 28, McCosh Hall, 5:00 p.m.

December 23, 1935

Miss Mary L. Waite
Institute of International Education, Inc.
Two West Forty-Fifth Street
New York City

My dear Miss Waite:

Your letter of December 18 to Dr. Flexner was received just after he had left Princeton to be absent for several weeks.

Professor Franz Oppenheimer lectured at Princeton University on December 16, and, as the University and the Institute command the same audiences, it may not be practicable to invite Professor Oppenheimer to lecture in Princeton again during the current academic year. I am sure that Dr. Flexner will let you know if he finds it possible to have Professor Oppenheimer deliver an address here.

Very truly yours,

ESTHER S. BAILEY
Assistant Secretary

INSTITUTE of INTERNATIONAL EDUCATION, INC.

TWO WEST FORTY-FIFTH STREET · NEW YORK CITY

VANDERBILT 3-1924

CABLE ADDRESS "INTERED"



STEPHEN DUGGAN, LL.D., Litt.D.
DIRECTOR

EDGAR J. FISHER, Ph.D.

ASSISTANT DIRECTOR
MARY L. WAITE
EXECUTIVE SECRETARY

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December 18, 1935

Dr. Abraham Flexner, Director
Institute for Advanced Study
Princeton, New Jersey

My dear Dr. Flexner:

Undoubtedly you know Professor Franz Oppenheimer who I understand is one of the foremost German professors in economics and sociology. He is now in New York and visited the Institute recently. He is a delightful man of about seventy years of age and is accompanied by his young daughter. As you perhaps know, he has a life work of the greatest importance behind him, both in the fields of theoretical political economy and sociology and in the field of practical application of his theories. Professor Oppenheimer is not only a scholar, but is outstanding and remarkable as a man. I believe he has written at least twenty publications and his five-volume book on Sociology is one of the foremost achievements in German scholarship in that field.

Professor Oppenheimer writes me that he would like to go South in February, and from about the middle of March to the middle of April he would like to give a few lectures. I am therefore writing to ask whether you would be interested in inviting him to lecture. I am enclosing a marked copy of the October News Bulletin giving his subjects. He receives an honorarium of \$100.00 a lecture.

Very sincerely yours,

Mary L. Waite
Executive Secretary

MLW:MEA

the Bonar Law College of the Conservative Party and the Liberal Summer School as well as before audiences in this country.

Lecture Subjects (general titles):

1. Britain's New Deal—Less Recovery
2. An Order out of the Economic Chaos in Europe
3. The British Political Situation
4. The International Situation
5. European Diplomacy
6. The Pound and the Dollar

EXCHANGE OF PROFESSORS BETWEEN LEADING AMERICAN AND CHINESE UNIVERSITIES

Mr. W. Mackenzie Stevens, Adviser of the National Economic Council of the National Government of the Republic of China, writes that in the rapid economic development taking place in China today, progress is being handicapped by the scarcity of men trained in marketing, finance, coöperative organization, accounting, statistics, and other elements of modern business management and applied economics. One way to provide the needed training is through an exchange of professors between leading American and Chinese universities.

This notice is printed in the *News Bulletin* in order to bring to the attention of administrative officers and professors in our larger institutions the possibility of arranging workable exchanges. Among the courses which might be given in selected American universities by Chinese exchange professors are: Oriental Philosophy and Religion; Oriental History; Eastern Social Organization; History and Development of Chinese Art; Chinese Literature and Drama; Flora and Fauna of Asia; Current Political Developments in the Far East; Commerce and Foreign Trade in China. Since many Chinese professors have been educated in America or England, and since most Chinese students learn English in college, the difference in languages is less difficult to overcome than might be supposed.

INTERNATIONAL CONFERENCES

The Seventeenth International Geological Congress will take place in Moscow in the summer of 1937. Reports will be made on the oil problem and the calculation of the total world deposits, the geology of coal deposits, the deposits of rare elements and geophysical methods in geology.

1 1 1

The Government of Mexico has sent to the other American Republics a formal invitation to appoint delegates to the Seventh Pan American Child

Congress, which will be held in Mexico City from October 12th to the 19th. It will be quite possible, moreover, for persons who wish to register as non-governmental members of the Congress to do so. Both the Organizing Committee in Mexico and the National Committee appointed in this country to coöperate directly with the Organizing Committee, are anxious to have the Congress called to the attention of people interested in child health, child welfare, or education. Correspondence may be addressed to the Secretary of the Organizing Committee, Dr. Alfonso Pruneda, Departamento de Salubridad Pública, Esquina del Paseo de la Reforma y Calle de Lieja, Mexico, D. F., Mexico, or to the Secretary of the United States Committee, Miss Katharine F. Lenroot, Chief, Children's Bureau, United States Department of Labor, Washington, D. C.

✓ ✓ ✓

The Ninety-fourth Congress of German scientific men and physicians, which had been arranged for this year, has been postponed to May 24, 1936, when it will be held in Dresden under the presidency of Professor Sauerbruch.

NOTES

PROFESSOR CARL VIETOR, Ordinarius in German Literary History at the University of Giessen, will be guest professor in the German Department at Harvard University for the fall semester. During his free time he will be available for additional lectures on Modern German Literature in the eastern and northeastern states, speaking only in the German language. For further information concerning dates Professor Viëtor may be addressed at the Germanic Museum, Harvard University, Cambridge, Massachusetts.

✓ ✓ ✓

PROFESSOR ADOLF MEYER of Hamburg, Germany, known for his work in the philosophy and history of biology, will visit this country in the fall of 1935. While here he will be lecturing on "The Tradition of Ancient Biology and Medicine in the Vitalistic Periods of Modern Biology and Medicine" and "The Problem of Causality in Biology." Professor Meyer will be available for a few additional lectures during November, in the East and Middle West. For further information write to The Institute of the History of Medicine, 1900 East Monument Street, Baltimore, Maryland.

✓ ✓ ✓

PROFESSOR FRANZ OPPENHEIMER, formerly of the University of Frankfurt, an outstanding figure in economic and sociological fields, arrived in New York the end of September and is available for lectures during the fall and winter semesters: in the east during October; in the middle west during November and the first half of December, and on the Pacific Coast during the winter. Lecture subjects: "Feudalism in Modern Europe," "The

Rôle of the State in the Modern World," "Fascism, Socialism, and Capitalism," "Large Estates versus Farms in Agriculture," "Principles of Farm Community Organization," and "A Farm Community in East Prussia." Professor Oppenheimer has organized a number of agricultural settlements in order to show the practicability of his scheme for redistributing large landed holdings, and is particularly interested in American development along these lines. For further information concerning dates he may be addressed in care of the Institute of International Education, 2 West 45th Street, New York.

‘ ‘ ‘

PROFESSOR RICHARD THURNWALD of Germany has been invited by the Department of Law at Yale University to give a course of lectures and a seminar on Primitive Law.

‘ ‘ ‘

DR. EVELYN NEWMAN, Professor of English at Rollins College, Winter Park, Florida, and DR. BERTHA WRIGHT of the University College of the South West, Exeter, England, will exchange positions for the present academic year.

‘ ‘ ‘

The International Association of Wood Anatomists, founded in Paris on July 4, 1931, is composed of the foremost xylogologists of twenty-five different countries, the activities of the Association being directed by a council of twelve members of nine nationalities. The Association is sponsoring a coöperative systematic study of the woods of the entire world, centering about the Yale collections, which now contain thirty thousand specimens. Universal standards are being set up for this work and a dictionary of terms will soon be published in ten languages. The Association will convene in Amsterdam, Holland, next September in connection with the Sixth International Botanical Congress, announcement of which was made in our January 1934 *News Bulletin*.

‘ ‘ ‘

The following administrators will be in the United States this year under the auspices of the Carnegie Corporation: MR. D. R. B. BENTLEY, Divisional Road Engineer of Salisbury, Southern Rhodesia, until about October 15th; MISS JOYCE G. RUDD, Organizing Instructress of Domestic Science in the Department of Native Development of Salisbury, Southern Rhodesia, until about November 1st; MR. H. D. SUTHERNS, Inspector of Schools of the Department of Education in Salisbury, Southern Rhodesia, until October 11th; MISS C. M. COLGROVE, Principal of the Auckland Kindergarten Association in New Zealand, until June, 1936; and MR. GRAHAM C. B. BAIN, Advocate of the Supreme Court of South Africa, for the year.

During the month of September, the Student Bureau of the Institute of International Education has been largely concerned with the arrival in this country of the foreign students appointed under its various Exchanges for study in the United States. For the fourth year in succession the Riverdale Country School at Riverdale in the environs of New York City, has been the scene of the conference held for these students by the Institute. The group of one hundred and twenty-five young people who met together from Friday, September 13th, until Monday, September 16th, represented Austria, Czechoslovakia, France, Germany, Hungary, Italy and Switzerland, as well as various countries of South America. The largest in number were the French, Italians and Germans. The program arranged for them included talks by authorities on various aspects of education in this country, consultations with the staff members of the Institute on problems of travel, college registrations, selections of studies, etc., and, on the lighter side, a dance, a reception and tea, an afternoon at a near-by country club and a musicale of Negro spirituals. At the end of the three days, these students started for their various colleges and universities to which they had been invited on fellowship grants, eagerly anticipating the new experiences that the year in America will hold for them. They were an exceedingly fine group and the Institute will keep in touch with them and follow their progress throughout the year.

/ / /

Among the passengers on the French steamship, "Normandie," on her maiden trip from New York in June, was a group of American college students bound for two weeks in France as guests of the Société des Amis de l'Université de Paris. The group was composed of outstanding young men representing eleven colleges and universities selected by the Director of the Institute at the request of the French Embassy. From the moment of their departure they were the recipients of the most generous hospitality upon the part of the French. On board the ship, they were received by Madame Lebrun, wife of the French President. Their two weeks in France (the length of their visit there, with headquarters at the United States House of the Cité Universitaire) were crowded with unforgettable experiences including trips, not only to the usual points of interest such as Versailles and Fontainebleau, but also to some places not usually visited by the ordinary tourists. Among them were the Sèvres porcelain works, the Renault factory, the fortress of Vincennes and the cathedral at Chartres. Since this group happened to be in Paris on the occasion of the fiftieth anniversary of the death of Victor Hugo, a special box was reserved for them in the grand amphitheatre of the Sorbonne. There were boxes at the Opera and seats for the steeple chase at Auteuil. Moreover, they were privileged to meet some of the leading personalities in the cultural life of France. These young Americans have naturally brought back to their own universities an abiding enthusiasm for