

Dickason, D. H.

Telegram

Indianapolis, Ind.
May 9, 1944

Dr. Frank Aydelotte
Princeton, New Jersey

Thanks for telegram Arriving Princeton eleven o'clock
Wednesday morning

D. H. Dickason

to Stewart

Charge to the account of _____ \$

CLASS OF SERVICE DESIRED	
DOMESTIC	CABLE
TELEGRAM	ORDINARY
DAY LETTER	URGENT RATE
SERIAL	DEFERRED
NIGHT LETTER	NIGHT LETTER
SPECIAL SERVICE	SHIP RADIOGRAM

Patrons should check class of service desired; otherwise the message will be transmitted as a telegram or ordinary cablegram.

WESTERN UNION

1217-B

CHECK
ACCOUNTING INFORMATION
TIME FILED

R. B. WHITE
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

Send the following message, subject to the terms on back hereof, which are hereby agreed to

May 8, 1944

Professor David H. Dickason
Indiana University
Bloomington, Indiana

Delighted have you May tenth Please wire time of arrival Take
taxi to Nassau Club where room is reserved for you and telephone
Professor Walter Stewart who is organizing group in American
studies Away myself until Wednesday evening but available Thursday
morning Hope you can stay through lunch Thursday

Frank Aydelotte

Chg Trust

INDIANA UNIVERSITY
DEPARTMENT OF ENGLISH
BLOOMINGTON, INDIANA

May 5, 1944

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

Dear Dr. Aydelotte:

Thank you very much for your letter of May 2,
in which you expressed interest in my plans for research
in American literature. I shall be very glad to come to
Princeton to discuss them, as you suggested.

Since the spring semester has just ended here it
is possible for me to come immediately; and unless it is
inconvenient for you I shall plan to arrive in Princeton
next Wednesday, May 10.

Yours sincerely,

David H. Dickason

David H. Dickason

May 2, 1944

Professor David H. Dickason
711 South Fess Street
Bloomington, Indiana

Dear Mr. Dickason:

I was very much interested in your application to the Guggenheim Foundation this year, particularly since it has a certain connection with some plans which we have for American studies here. Richard P. Blackmur who is working on Henry Adams will be a member of the Institute and we are hoping that we may have a small group of other individuals working on problems connected with the development of American thought.

At the suggestion of Professors Stewart and Warren I am writing to ask whether it would be convenient for you to come to Princeton to discuss your plans with the idea of determining whether it will be worthwhile from your point of view and ours for you to join this group either next year or at some later time. We should be glad to pay your traveling expenses and should like to have you come to talk the matter over entirely without obligation on your part or on ours. If you are interested to do this, I should be glad to know when your duties at Indiana would leave you free to spend say 24 hours in Princeton.

Yours very truly,

Frank Aydelotte

FA:jsr

Just Gen. - Dillon

9 July 1957

Dear Mr. Dillon:

Thank you for your letter of June 28th. We are enclosing herewith out booklet, Some Introductory Information, which may be helpful to you in understanding the nature of the Institute. Unlike a university, the Institute offers no courses and awards no degrees; rather, our members conduct independent research on the post-doctoral level. Admission is on the vote of the Faculty in the appropriate school. If you are interested in membership in the Institute, we would be glad to send you an application form.

Sincerely yours,

Velma A. Mumper
Office of the Director

Mr. James Dillon
235 Woodland Avenue
Clarksburg, West Virginia

encl.

June 28, 1957

Registrar
Institute for Advanced Study
Princeton, N.J.

Dear Sir:

I have read and heard much about the accomplishments of the Institute for Advanced Study but I am completely in the dark pertaining to the requirements for admission and the fields of study offered.

I am very desirous of the above mentioned information and would appreciate it immensely if you could place said literature in my hands.

Address reply to:

James Dillon
235 Woodland Avenue
Clarksburg, W. Va.

Respectfully yours,

James Dillon

*booklet
no courses
post-doctoral research
admission on vote of Fac.
if wants to apply we will
send forms.*

CROSS REFERENCE

FILE: Directory of American Scholars

Letter to Mr. Jaques Cattell dated December 22, 1950, and correspondence
prior to this

SEE: Science Press

Directory of Fellowships in the Arts and Sciences
a project of the Association of American Colleges

79 Biochemistry Building
The University of Wisconsin
Madison 6, Wisconsin
ALpine 5-3311 Ext. 2539
L. Virginia Bosch, Director of the Project

May 12, 1959

To the Executive Heads of Listed Programs:

We are requesting information about your plans for awards in 1960-61 at an early date in order to be able to bring the 1959 edition of Fellowships in the Arts and Sciences to its users by the beginning of the academic year in September. The page of the 1958 edition of the directory describing the program under your administration is attached. I would appreciate it if you would go over it again and make any changes which would be necessary to bring the listing up to date. Usually this will require changes in the deadline dates, approximate number of awards, and perhaps the stipend levels. After you have entered any changes on the page, please sign in the lower right-hand corner and return it in the enclosed envelope.

Plans for the 1959 edition involve very few changes. The outline for listings will remain the same, but the introductory portions of each chapter will be completely revised. If any suggestions for improvement have occurred to you during the past months while you have been using the '58 edition of the directory, I hope you will send them along to me.

My deep appreciation goes again to each one of you for helping to make the directory more effective from year to year.

Advisory Committee

PRESIDENT O. P. KREZMANN
Valparaiso University, Chairman

DEAN GLENN J. CHRISTENSEN
Lehigh University

DEAN CONRAD A. ELVEHJEM
University of Wisconsin

DEAN LEWIS M. HAMMOND
University of Virginia

DR. GERALD V. LANNHOLM
Educational Testing Service

DR. ROBERT M. LESTER
The Southern Fellowships Fund

DEAN THOMAS C. POLLOCK
New York University

DEAN HARTLEY SIMPSON
Yale University

MR. F. L. WORMALD
Association of American Colleges

Sincerely,

Virginia Bosch Potter

(Mrs.) Virginia Bosch Potter

VBP:lm

Encs: Page Listing
Self-addressed Envelope

with the cooperation of the Association of Graduate Schools

*Just given
Inst listings* *Directory of
Fellowships in
Arts & Sciences*

15 September 1958

Dear Mrs. Potter:

Thank you for your letter of September 10th. I have tried to fill out your questionnaire, but most of the questions are not exactly applicable to the Institute for Advanced Study. As I do not know the format of your Directory, I am enclosing a copy of our informative booklet, in the thought that you may wish to put together a sentence or two that you could use. If you decide to do this, may we see the copy before printing?

Sincerely yours,

(Mrs. Wilder Hobson)
Secretary to the Director

Mrs. Virginia Bosch Potter
79 Biochemistry Building
The University of Wisconsin
Madison 6, Wisconsin

Directory of Fellowships in the Arts and Sciences
a project of the Association of American Colleges

79 Biochemistry Building
The University of Wisconsin
Madison 6, Wisconsin
ALpine 5-3311 Ext. 2539
L. Virginia Bosch, Director of the Project

September 10, 1958

Secretary
Institute for Advanced Studies
Princeton, New Jersey

Dear Sir:

Under date of August 4, 1958, we addressed an inquiry to Dr. Oppenheimer requesting information about the Institute which could be included in the forthcoming edition of the Directory of Fellowships. On the chance that Dr. Oppenheimer has been away from his office, we would like to bring this matter to your attention.

The Directory will include other institutes for research and concentrated ^{scholarship} schooling, such as the Center for Advanced Studies in the Behavioral Sciences, and we would like the users of the directory to have a more complete picture of the range of such institutions.

A self-addressed stamped envelope is included for your convenience in making an air mail reply, since we are very shortly going to press. Thank you for your help.

Advisory Committee

PRESIDENT O. P. KREZMANN
Valparaiso University, Chairman

DEAN GLENN J. CHRISTENSEN
Lehigh University

DEAN CONRAD A. ELVEHJEM
University of Wisconsin

DEAN LEWIS M. HAMMOND
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The Southern Fellowships Fund

DEAN THOMAS C. POLLOCK
New York University

DEAN HARTLEY SIMPSON
Yale University

MR. F. L. WORMALD
Association of American Colleges

Sincerely,

Virginia B. Potter
(Mrs.) Virginia Bosch Potter

VBP:lm
Encs.

Directory of Fellowships in the Arts and Sciences
a project of the Association of American Colleges

79 Biochemistry Building
The University of Wisconsin
Madison 6, Wisconsin
ALpine 5-3311 Ext. 2539
L. Virginia Bosch, Director of the Project

September 23, 1958

Mrs. Wilder Hobson
Secretary to the Director
The Institute for Advanced Study
Princeton, New Jersey

Dear Mrs. Hobson:

Thank you for your letter of September 15, and for filling out the questionnaire. I am enclosing a tentative page listing for the Institute. Please let me know as soon as you conveniently can whether this is satisfactory to you, as we are presently sending copy to the printer. I am enclosing a self-addressed air mail special delivery envelope for your use.

You will note that on the enclosed page we have not filled in the items, "Notification of awards," and "Effective date of awards" which refer respectively to the date on which candidate may look for a reply to his application indicating the action taken, and the date on which he takes up residence at the Institute. If you are able to fill these in for us, it would be most helpful; if not, we can omit these items in your listing.

I am not clear in my own mind whether the appointment covers one or two academic years, or calendar years; and I believe that the listing would be more helpful to candidates if we specified. Could you advise me on this?

Thank you for your help.

Sincerely,

Virginia B. Potter
(Mrs.) Virginia Bosch Potter

VBP:lm
Encs.

Advisory Committee

PRESIDENT O. P. KREZTMANN
Valparaiso University, Chairman

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DEAN THOMAS C. POLLOCK
New York University

DEAN HARTLEY SIMPSON
Yale University

MR. F. L. WORMALD
Association of American Colleges

with the cooperation of the Association of Graduate Schools

THE INSTITUTE FOR ADVANCED STUDY

Address:

Office of the Director
The Institute for Advanced Study
Princeton, New Jersey

Purpose: The pursuit of advanced learning and exploration in fields of pure science and high scholarship, to the utmost degree that the facilities of the institution and the ability of the faculty and students will permit.

Fields: At present the academic work of the Institute is carried on in two schools: a School of Mathematics and a School of Historical Studies. The members of the School of Mathematics are for the most part pure mathematicians and theoretical physicists; but there have been members who have worked in other sciences -- chemistry, biology, psychology, astrophysics, and astronomy, for example. The School of Historical Studies is perhaps broader still in scope, and includes in principle all learning for which the use of the historical method is a principal instrument. Here, too, our work tends to reflect the interests of the Faculty: Greek archaeology and epigraphy, Greek philosophy and philology, palaeography, mediaeval history and the history of art, modern history, politics and economics, the history of mathematics and the sciences. Here again there have been members, working alone or in concert, in disciplines not represented on the Faculty.

Qualifications: ^{or its equivalent.} Doctoral degree. Competition for memberships is so strong that only scholars of unusual ability and achievement are accepted.
Citizenship: Unrestricted.

Period of the award: Usually one or two years, ^{or a term}

Stipend and allowances: About half of the members are supported by grants-in-aid from funds available to the schools, and supplementary specific purpose funds of the Institute; the other half are supported by the members' own institutions, by the United States and foreign governments, and by private foundations.

Type of appointment: One half to two-thirds of the members are invited by the Institute because their work is known and it is believed that a time at the Institute would be valuable for them, for their work, and for that of the other members. Other members are selected from applicants who complete forms obtainable from the Institute.

Method of review: Admission to membership is by vote of the faculty concerned.

Time schedule:

Deadline for applications: ~~By~~ January 1, 1959.

Notification of awards:

Effective date of awards: ^{Usually in March}
^{acad. year opens in late September.}

Approximate number of awards: Varies. About 100 are members at any one time.

Dobie Magruder *no by phone*
8/16/49 N.Y.

6-7-49
5-11-49
Post.

MAGRUDER DOBIE

Crater Club Post Office

Essex County, N. Y.

August 15, 1949

H. F. Dobie

Dear Mr. Bradley:

Remember, I'm the writer who visited with you briefly several weeks ago at the Institute, relative to the possibility of writing an article on the experiences, of a human interest nature, that take place there?

Did you ever have an opportunity to talk to Dr. Oppenheimer regarding this matter? I have sufficient information to prepare an outline for submission to the editors of the Saturday Evening Post, or other magazines, and would like to do this before Labor Day so that I could begin work on the article in September, as you suggested.

Will you drop me a line at the above address when you have some definite news?

Sincerely,

R. M. Dobie

Call 11 - Pat Pds

R. M. Dobie

Crater Club Pat/Oppie

Essex County

N. Y. Wignost

Sat	Ev.	Pat

Kay - According to Bill, he
told Dobie that any
interviews, information, etc.
or just. would have to
come through Director's
office. Only saw him 10 minutes;
should think we would wait
until Dobie writes or calls.
CWZ

Dodd Paul A.

June 5, 1950

Dear Dean Dodd:

Thank you for your letter of May 26th. It is naturally of interest to me that you are thinking of institutes for advanced studies in California.

The Institute here is not a part of Princeton University. It is incorporated under its own charter, and has no administrative connection with the university at all. We sometimes hold joint seminars, and have a common stake in some facilities, such as the great library. The nearest thing to a university supported institute for advanced study could probably be found at Harvard where the university professorships are analogous to our professorships, and the Society of Fellows comparable with our memberships.

The Institute has an endowment of about twenty million dollars. This supports somewhat over half of our work; the rest is supported by grants from foundations, and the United States and foreign governments. The Institute has about a square mile of land, a few modest buildings housing offices, restaurant, seminar libraries, seminar rooms, common rooms, etc. It also has on its own land housing facilities for perhaps sixty members. One small building houses an experimental ultra high speed digital computer. We have no laboratories. There are about a dozen permanent members of the Institute, who largely determine its academic policy. The actual membership at any one time is about ten times that. The terms of members range from a few months to a few years.

There are two schools of the Institute, the School of Mathematics and the School of Historical Studies. The work in the former is mainly in pure mathematics and theoretical physics, but occasionally ranges as far as biochemistry and psychology. It is the larger of the two schools. An indication

- 2 -

of the general scope of work in the School of Historical Studies may perhaps be emerged if I list a half dozen well known members: Lionel Robbins, Curtius, Neugebauer, T. S. Eliot, Kennan, Viner, Radin, Toynbee.

All of this is quite sketchy. I am supplementing it by sending you some early bulletins.

With every good wish,

Robert Oppenheimer

Dr. Paul A. Dodd, Dean
College of Letters and Science
University of California
Los Angeles 24, California

- 2 -

of the general scope of work in the School of Historical Studies may perhaps emerge if I list a few recent and rather well-known members: Lionel Robbins, Curtius, Neugebauer, T. S. Eliot, Kennan, Viner, Radin, Toynbee, Linforth.

All of this is quite sketchy. I am supplementing it by sending you some early bulletins.

With every good wish,

Robert Oppenheimer

Dr. Paul A. Dodd, Dean
College of Letters and Science
University of California
Los Angeles 24, California

UNIVERSITY OF CALIFORNIA

DEAN OF THE
COLLEGE OF LETTERS AND SCIENCE
LOS ANGELES 24, CALIFORNIA

May 26, 1950

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

Dear Professor Oppenheimer:

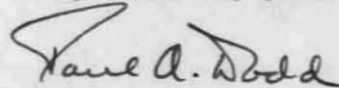
A few of us here at the University of California are seriously considering the establishment of an Institute for advanced research or study, both here and at Berkeley, somewhat along the lines of the Institute at Princeton.

Because of your past association with the University at Berkeley and your experience at Princeton, we are turning to you for help and assistance.

We would be most grateful for information regarding the organization of the Institute, its facilities, program of research, finances, etc.

Any information and help you can give us at this early stage will certainly be appreciated.

Very cordially yours,



Paul A. Dodd, Dean

PAD/jb

The
COMMANDER HOTEL
Cambridge Massachusetts

November 4, 1941

Dear President Hydebratt,

I shall take the liberty
of calling you from Philadelphia
on Thursday morning to ask you
when it will be convenient
for you that I drop in to your
office that day.

I hope you had a
chance to glance into my
manuscript "The Age of World
Control" which I mailed from
Chicago.

Sincerely yours

Richard Doman
Doman



PRIVATE OFFICE

HOTEL JEPPELSON

A WARDEN HOTEL

E. C. KUENZEL, MANAGER

IOWA CITY, IOWA

October 25, 1941

Dr. Frank P. Aydelotte,
President,
Institute for Advanced Studies,
Princeton, N.J.

Dear President Aydelotte:

I refer to the interview I had with you last March at Princeton at a tea. At that time I had the pleasure of talking with you concerning my prospective manuscript to deal with post-war trends. You expressed interest in my approach to this subject and requested me to send you a copy of my work. It is with pleasure that I am sending to you to day under separate cover a copy of my manuscript tentatively entitled "The Age of World Control". I planned to send you first my outline and the first two chapters but due to interruptions caused by my radio commentaries I was delayed in doing so. I was able to utilize the suggestions of friends at the University of Chicago. Louis Wirth, Quincy Wright and Louis Gottschalk read parts of the unedited manuscript.

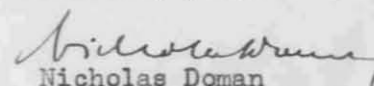
As you will see my analysis of the coming age of world control is not a blueprint. I feel it is different from all other world order plans because it describes only trends: the decline of the age of national states, the age of world wars and the coming age of world control. The first few chapters have rich historic references. In chapters VI, VII, VIII and IX I am dealing with the political, military, ethical and socio-economic implications of this coming age of world control.

I shall be much honored to get your opinion on the book. I shall get in touch with you from New York the end of next week as to the time when I could come down to Princeton to see you.

Looking forward to seeing you,

I am,

sincerely yours


Nicholas Doman

Nicholas R. Doman



Lecture Subjects

BACKGROUND AND STRATEGY OF THE SECOND
WORLD WAR

THE STAKES OF WAR AND THE NEXT PEACE

ECONOMIC ASPECTS OF THE WAR

GERMANY'S CHANCE IN THE WAR

THE NEXT OBJECTIVES OF GERMAN AND RUSSIAN
EXPANSION

INDEPENDENCE STRUGGLE OF SMALL NATIONS IN
EUROPE TODAY

CENTRAL EUROPE—BATTLEFIELD OF IMPERIALISMS

THE DILEMMA OF HUNGARY

Dr. Nicholas Doman is a noted Hungarian scholar and lecturer and is an exceptionally well informed speaker on world affairs. His basic understanding of European affairs, of the background of the war, of world economics, and of the intricacies of diplomacy have equipped him with remarkable insight on which to base his clear and penetrating analyses. He has appeared before a variety of audiences in twelve states and in Canada, including university and high school assemblies, Rotary, Lions, women's clubs, forums, the Canadian Institute of International Affairs. He has spoken several times over some of the leading radio stations in the United States and Canada.

Dr. Doman received his doctor's degree from the University of Budapest and his master's degree from the University of Colorado where he was an international exchange student. He studied also at the Universities of Oxford, London, Milan, and the Institute of International Studies at Geneva.

During the past few years Dr. Doman has been associated with Central Europe's first ranking review of international affairs, the *Kulugyi Szemle*, published at Budapest, and lectured at the University of Budapest. He is now on the research staff of the University of Chicago. He was secretary of the Danube League, an institution seeking the solution of the many problems of Central Europe. He is a frequent contributor to European periodicals and has several publications in the field of international relations.

Professor C. C. Eckhardt of the University of Colorado wrote of his appearance: "He speaks English well, has a ready flow of words, and is precise and informing in his method of presentation. He has a wealth of information on current European problems and has a splendid historical background which he brings in very informingly and skillfully when dealing with the current situation. He has an agreeable personality, a fine sense of subtle humor, a fine family background".

Dombrowski
cc: *Dr. Oppenheimer*

MATHEMATISCHES INSTITUT
DER UNIVERSITÄT BONN

BONN, den 12, September 1958
Wegelerstrasse 10

Dear Don [Spencer]:

... Now I have a different problem, and I would be grateful if you could help me. Here in Bonn there is a young and very able mathematician: Dr. P. Dombrowski. He has a position as "Wissenschaftlicher Assistent". Such a position I had in Erlangen before I came to Princeton. Grauert and Remmert have such positions in Münster, but they have already their "Habilitation" which Dombrowski has not yet. In fact, Dr. Dombrowski is "my" assistant which means that he helps me with the lecturing, taking over the exercises; he also is very active in the seminars, either as speaker or in preparing the students for their talks. He has come from the Eastern Zone which he left a year or so before I came to Bonn. In the Eastern Zone he was several years in Greifswald with Rinow. There he has learned a lot of classical geometry and has by now, I think, a rather deep understanding of differential geometry which he begins to combine with modern topology, etc. In Greifswald he was completely isolated, had an enormous burden of teaching duties. He acquired there a great experience in teaching and if I have nowadays a question in this respect I ask him. But he never had very much time to work for himself. Here in Bonn he finished in 1957 his dissertation with the title "Zur Substitutionsregel für n -dim. Lebesguesche Integrale in reellen Zahlenräumen und Mannigfaltigkeiten". I am now trying to see that he has as much time as possible for his own work; but I really feel obliged to see that he gets the opportunity to go to a place bustling with mathematics. He is a very agreeable and fine man. His special property is an enormous enthusiasm for mathematics, and I am certain that a time in Princeton would help him to get his abilities developed and that he would turn out very successful, achieve explicit and good results which he perhaps could use, e.g., for a "Habilitationsschrift". What

- 2 -

could one do for him? Of course, I think of the Institute or the University. Both would be fine. The Institute has the advantage of the housing (Dombrowski is married and has a two year old son). Could you speak with Morse? If there is a chance I would be glad if these Institute application forms were sent to Dombrowski, he could then also see that he gets the necessary letters of recommendation. But, concerning a possible stay of D. at the Institute, I will also write to Borel in Switzerland. Dombrowski speaks English fairly well. Therefore also an appointment at the University with a small teaching load would be fine. (Since he has more experience in teaching than I, he would not make these terrible blunders in grading students as I did). But perhaps you have also fellowships or project appointments without teaching. As far as the time of D's absence from Bonn is concerned, 59/60 would be very agreeable since I am then also away from Bonn. But I am also willing to keep his position here open for him in any other year (or two years), and, if he would not come back to this position it would be a loss for us in Bonn, but he is under no formal or moral obligations at all. Dr. Dombrowski is a mathematician whom one can recommend with the best conscience, and you would really do me a great favor if you would help me to get him to Princeton. ...

Yours,

(signed) Fritz [Hirzebruch]



DOMINION BUREAU OF STATISTICS

OTTAWA
CANADA

Our File: 7001-6-241

May 15, 1958.

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

Dear Sir:

We are again revising our Reference Paper 21, Awards for Graduate Study and Research, (formerly titled Post-Graduate Scholarships and Fellowships Open to Canadian Students), and would appreciate your help in having the enclosed entries for your institution or organization from the last (1957) edition brought up-to-date to apply, if possible, to the 1959-60 academic year.

Please be sure to include details on the following, if they are not already covered:

1. The deadline date for applications, and the full address for applications.
2. Please be as precise as possible in giving details of "field of study", stating the divisions, faculties and departments, and preferably the specific fields, in which the awards are tenable. We would appreciate a detailed listing from universities of all subjects in which graduate work may be taken, with a separate listing for master and doctorate degrees.
3. If they are not already included, please report on graduate assistantships and other such forms of aid, as well as on scholarships and fellowships, that might be open to Canadian students, either alone or in competition with students from other countries, including your own.
4. As we wish to include details of awards tenable in Canada by graduate students from other countries, please include reference to any of which you are aware.

We hope to have the new edition ready for distribution by the end of this year. Receipts of your reply within the next month would facilitate meeting this deadline. Details of new awards received by early December may be included in an addenda.

Yours sincerely,

R. D. Mitchener,
Chief, Higher Education Section,
Education Division.

RDM:ab
Encl.

*return form
say no change*

done 6/30/58

Just Gen
Dominion Bureau
of Statistics

1 October 1956

Re: Your File 7001-6-241

Dear Mr. Mitchener:

Thank you for your letter of September 14th and the copy of your proposed entry about the Institute. It seems quite correct and clear, and we can have no objection to your using it. Thank you for letting us see this.

Very sincerely,

Robert Oppenheimer

Mr. R. D. Mitchener
Chief, Higher Education Section
Education Division
Dominion Bureau of Statistics
Ottawa, Canada

Judith:

this seems ok to me; have you any suggestions?

(not seen by RO)

Verna

Yes, in fact unusually clear. Thanks for showing
it to me.

Judith



DOMINION BUREAU OF STATISTICS

OTTAWA
CANADA

Our File 7001-6-241.

September 14, 1956.

Dr. Robert Oppenheimer,
Director,
The Institute for Advanced Study,
Princeton,
New Jersey, U.S.A.

Dear Dr. Oppenheimer:

Thank you for your letter of September 12th, giving details of the program of The Institute for Advanced Study. As it would appear that some successful candidates might be supported by Institute funds, we would like to include it in our Reference Paper 21, Post-Graduate Scholarships and Fellowships Open to Canadian Students. Our purpose is essentially to provide Canadian graduates with information on where to secure further training - the financial assistance may be in forms other than straight fellowships and scholarships, and the post-graduate study or research may or may not lead to a further degree.

The attached is the proposed entry. We trust it meets with your approval.

Yours sincerely,

A handwritten signature in cursive script that reads "R. D. Mitchener".

R. D. Mitchener,
Chief, Higher Education Section,
Education Division.

RDM/JAM

The Institute for Advanced Study Awards.

Field of study: Mathematics (Pure Mathematics and Theoretical Physics), Historical Studies (such as Greek Archaeology and Epigraphy, Greek Philosophy and Philology, Palaeography, Mediaeval History and the History of Art, Modern History, Politics and Economics, History of Mathematics and the Sciences).

Value: Not specified.

Number: Not specified.

Duration: Usually 1 or 2 years.

Conditions: Membership in the Institute requires the Ph. D. degree or its equivalent, and is by special appointment on the vote of faculty members. In so far as possible, qualified candidates from all parts of the world are eligible for membership. There are usually about 100 short-term members, over one-half of whom are invited to study by the Institute, with the rest making application. About half of the members are supported by grants-in-aid from Institute funds; the other half being supported by their own institutions, governments, or private foundations. Further information from address below.

Where tenable: The Institute for Advanced Study.

Apply: The Director, The Institute for Advanced Study, Princeton, New Jersey, by January of the preceding year.

*Inst Gen - Dominion Bureau
of Statistics.*

12 September 1956

Dear Mr. Mitchener:

We have your request for information on fellowships, scholarships, etc., of August 14. Because of the type of organization that the Institute for Advanced Study is, it is impossible to follow your procedure in setting forth the conditions of membership, as outlined in your "Sample Entries." Membership in the Institute is by special appointment on vote of the Faculty of the appropriate school, and a Ph.D. degree or its equivalent is a requirement.

We are enclosing our booklet, Some Introductory Information, which will help you to better understand why we can not submit an entry for your forthcoming publication. If you should decide that it would be useful to include the Institute for Advanced Study, we should be glad to have you send us a copy of the text.

Very truly yours,

Robert Oppenheimer

Mr. R. D. Mitchener
Chief, Higher Education Section
Education Division
Dominion Bureau of Statistics
Ottawa, Canada



DOMINION BUREAU OF STATISTICS

OTTAWA
CANADA

simply send bulletins?

August 14, 1956

Dr. Robert Oppenheimer, Director,
The Institute for Advanced Study,
Princeton,
New Jersey, U.S.A.

Dear Dr. Oppenheimer:

We are revising our publication Post-Graduate Scholarships and Fellowships Open to Canadian Students (D.B.S. Reference Paper No. 21) and wish to expand our coverage. Information on fellowships, scholarships, departmental assistantships, etc., that are available at your institution and that would be open to competition by Canadian graduate students would be of assistance to us. It would be appreciated if you could either make up a summary statement, following the pattern of the sample attached, or else supply us with sufficient publicity material so that it could be done here. Please specify the deadline date for applications and, if possible, state precisely in what fields of study the award is tenable.

As we wish to have the publication ready for distribution not later than December 1956, we hope that we might have your reply within the next month.

Yours sincerely,

R. D. Mitchener

R. D. Mitchener,
Chief, Higher Education Section,
Education Division.

Handwritten notes and signatures:
- 11/10/56
- 11/10/56
- 11/10/56
- 11/10/56
- 11/10/56
- 11/10/56
- 11/10/56

Sample Entries:**UNIVERSITY OF FLORIDA GRADUATE ASSISTANTSHIPS**

Field of study: Agriculture, Architecture, Arts and Sciences, Business Administration, Education, Engineering, Forestry, Journalism, Pharmacy, Physical Education and Health, Community Planning and Inter-American Studies.

Value: One-third Assistantships - \$1200; One-half Assistantships - \$1600; both for 9 months.

Number: Not specified. **Duration:** 1 Academic year.

Conditions: Open to qualified graduates on a competitive basis. Canadians eligible. For one-third assistantships, an academic year of graduate residence may be completed in two semesters plus a summer school. Fifteen hours a week are devoted to teaching or research. One-half time assistants may complete an academic year of graduate residence in three semesters without summer school residence. Assigned duties amount to 20 hours per week. Note also that other special research awards are available, particularly in engineering, science, pharmacy, and agriculture.

Where tenable: University of Florida.

Apply: Department concerned or the Director of Admissions, University of Florida, Gainesville, Florida, prior to March 1st.

UNIVERSITY OF FLORIDA GRADUATE FELLOWSHIPS

Field of Study: Agriculture, Architecture, Arts and Sciences, Business Administration, Education, Engineering, Forestry, Journalism, Pharmacy, Physical Education and Health, Community Planning, and Inter-American studies.

Value: \$900 to \$1125; a post-doctoral fellowship is available at \$300 per mont.

Number: Not specified.

Duration: 1 academic year.

Conditions: Open to qualified graduates on a competitive basis, Canadians eligible. Awards require no service and provide a full year of academic residence.

Where tenable: University of Florida.

Apply: Department concerned or the Director of Admissions, University of Florida, Gainesville, Florida, prior to March 1st.

Donaldson, Mac. H.

31 August 1943

Dear Donaldson:

Many thanks for your letter. I am very much interested in your plans and I hope some time when you are coming this way you will stop at Princeton for a talk with me and members of our School of Economics.

With kindest regards, I am

Yours sincerely,

Professor Mac. H. Donaldson
685 Commonwealth Avenue
Boston University
Boston, Massachusetts

BOSTON UNIVERSITY
COLLEGE OF BUSINESS ADMINISTRATION

~~BRIDGTON STREET~~
BOSTON
685 COMMONWEALTH AVENUE
AT GRANBY STREET

DEPARTMENT OF ECONOMICS
LEO DREW O'NEIL, HEAD OF DEPARTMENT

Aug. 28, 1943.

Boston Univ., Economics Dept.

Dear Dr. Aydelotte:

Much obliged for the loan of the enclosed clipping, and for the *Institutet* Bulletin. It seemed almost like the Oxford of the great scholars. Perhaps some time it may be possible for me to apply seriously for a chance at it, though my line of main interest (the clashes and interplay of forces in border-line fields of economics, government, social life, psychology and linguistics) may seem too scattered. Perhaps my attempts to apply various types of men classified (?) by their motives to suitable activities, and the appeals of various "social" and linguistic backgrounds to selected "motive forces" might give me an excuse to ask

BOSTON UNIVERSITY
COLLEGE OF BUSINESS ADMINISTRATION~~685 BOYLSTON STREET~~

BOSTON

685 COMMONWEALTH AVENUE

AT GRANBY STREET

DEPARTMENT OF ECONOMICS
LEO DREW O'NEIL, HEAD OF DEPARTMENT

admission some time. That, as far as I can see now, will not be until I can get a sabbatic year on half pay, or some such affair. At any rate, it is good to know that there is a place where students can study, teach and learn with freedom from much time-wasting formality, and where fundamental research stands on its own feet.

Yours sincerely,

MacDonaldson
(MAC. H. DONALDSON)

P. S. The Best Oriental library might throw some illumination on this present mix-up, - if one could find the right approach.

Int. Stu. - Douglass College

Post Office Box 766
Douglass College
New Brunswick, N.J.
April 23, 1961

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

Dear Sir:

Every November Douglass College is host to foreign students from nearby colleges and universities. The International-Weekend gives students an opportunity to learn about the problems, values, customs, etc. of other countries through direct communication.

The theme for the 13th International-Weekend will be concerned with the projection in the future of a universal world culture--political, economic, social-- with special emphasis on the arts, language, religion and racism, in relation to the value of various individual cultures.

Can your organization supply us with a manual or listing of speakers who will be available and qualified to make the key-note address for this week-end? I shall be pleased to receive your reply.

Sincerely yours,

Wilhelmina Ooms

Wilhelmina Ooms
Chairman of I.W.

no answer

Just you

Dow Chem



THE DOW CHEMICAL COMPANY

MIDLAND, MICHIGAN

January 23, 1964

booklet sent 1/29/64

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

Dear Dr. Oppenheimer:

A committee of research scientists at The Dow Chemical Company is working on an educational program for Michigan. During their discussions The Institute for Advanced Study has been mentioned several times.

We would appreciate available materials from you on the organization and operation of the Institute and any personal comments which you might care to make relative to the strong points and the weak points, if any, of the Institute and its operations with Princeton.

Sincerely,

David H. Morgan
Director of College Relations

bk

Inist Gen - Dresel

5/2/57

Dr. Irmgard Dresel, Far Hills, N.J.

Stopped in to ask about possibilities of attending seminars on radioactive atoms and radicals in relation to medicine. She has m.d. Vienna, 1921, and doctor of public health from Johns Hopkins, 1929, has been in private practice since. Told her the Institute was not doing anything in this field. She would appreciate any suggestions on where she could apply. It would have to be near Far Hills, or else somewhere she could go for not more than a couple of weeks, as she cannot leave her practice.

Draft Law

FEDERAL SECURITY AGENCY
Office of Education
Washington 25, D. C.

June 23, 1948

To College and University Presidents

Subject: Exemption of College Students from New Draft Law

Questions that have reached us, concerning the application of the Selective Service Act of 1948 to college and university students, prompt us to disseminate the text of the pertinent paragraphs. At the moment, the bill, as passed by the Congress, is on the President's desk awaiting his signature. The paragraphs noted below are taken from the text as printed in the Conference Report (to accompany S. 2655) on the Selective Service Act of 1948, House of Representatives Report No. 2438, 80th Congress, 2nd Session, Pages 9-10, and 25, Title I, Section 6, Paragraph (i), Sub-paragraphs (1), (2), and Section 20.

"(i) (1) Any person who, while satisfactorily pursuing a full-time course of instruction at a high school or similar institution of learning, is ordered to report for induction under this title prior to his graduation from such school or institution, shall, upon the facts being presented to the local board, have his induction under this title postponed (A) until the time of his graduation therefrom, or (B) until he attains the twentieth anniversary of his birth, or (C) until he ceases satisfactorily to pursue such course of instruction, whichever is the earliest. The induction of any such person shall not be postponed under this paragraph beyond the date so determined.

"(2) Any person who, while satisfactorily pursuing a full-time course of instruction at a college, university, or similar institution of learning, is ordered to report for induction under this title, shall, upon the facts being presented to the local board, have his induction under this title postponed (A) until the end of such academic year or (B) until he ceases satisfactorily to pursue such course of instruction, whichever is the earlier. Nothing in this paragraph shall be deemed to preclude the President from providing, by regulations prescribed under subsection (h) of this section, for the deferment from training and service of any category or categories of students for such periods of time as he may deem appropriate."

"Sec. 20. This title shall become effective immediately; except that unless the President, or the Congress by concurrent resolution, declares a national emergency after the date of enactment of this Act, no person shall be inducted or ordered into active service without his consent under this title within ninety days after the date of its enactment."

We trust that these quotations will be of assistance to you and your staff members in answering questions of students about their status under selective service.

Sincerely yours,
John Dale Russell
John Dale Russell, Director
Division of Higher Education

Just from Drevdahl

UNIVERSITY OF MIAMI
CORAL GABLES 46, FLORIDA

DEPARTMENT OF PSYCHOLOGY

April 23, 1960

do nothing

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

Dear Dr. Oppenheimer:

Thank you for your letter of April 8, 1960. I believe I can understand and sympathize with your position. I would, however, like to make an attempt to gain the cooperation of some of the members on an individual basis.

If it would not be inappropriate, I would very much appreciate it if you could supply me with a roster of the members, or suggest where membership information might be obtained.

Sincerely,

John E. Drevdahl

John E. Drevdahl
Assistant Professor
Project Director
A Study of the Etiology of
the Creative Personality

Just you Drevdahl

8 April 1960

Dear Professor Drevdahl:

Thank you for your letter of April 6th. I think that I shall have to respond negatively to your request. It is true that you can write to anyone you wish, and arrange for a visit, and a discussion, and an interview in depth; but it is not proper for me, as Director of the Institute, to encourage you to do that with members of the Institute, nor is it consistent with the conditions of membership that our members, as members, be encumbered with any such operation.

With good wishes,

Robert Oppenheimer

Professor John E. Drevdahl
Department of Psychology
University of Miami
Coral Gables 46, Florida

UNIVERSITY OF MIAMI

CORAL GABLES 46, FLORIDA

DEPARTMENT OF PSYCHOLOGY

April 6, 1960

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

Dear Dr. Oppenheimer:

I have recently received a grant from the United States Office of Education to expand my study of the creative personality. I am enclosing reprints of results of previous studies for your information, and am writing in an attempt to enlist your support for this study.

One of the primary problems in most studies of creativity, creative processes, or the creative personality has been the inadequacy of the criterion group. Guilford, J.P. (A Factor-Analytic Study of Creative Thinking I and II: Reports from the Psychological Laboratory, Nos. 4 and 8. Los Angeles, University of Southern California, 1951, 1952.) has used Air Force cadets; Barron, Frank (The Disposition Toward Originality, Journal of Abnormal and Social Psychology, 51, 478-81, 1955.) has used Air Force captains; Stein, M.I. (Creativity and Culture, J. Psychol., 36, 311, 322, 1953) used industrial chemists; and Getzels, J.W. and Jackson, P.W. (The Highly Creative and the Highly Intelligent Adolescent: An Attempt at Differentiation; paper presented at American Psychological Association Convention, Washington, D.C., August 28, 1958.) have used school children.

Their results have been, I feel, significant milestones in the study of creativity; but I am convinced that a valid understanding of the creative person must come from a group who have unquestionably demonstrated their creativity. I feel that the research group that I have reported on in the British Journal of Psychology (reprint enclosed) may come closest to meeting the requirements of adequacy so far reported in the Psychological literature. However, in view of the importance of the need to identify and support the creative person, a more effectively selected criterion group must be used; particularly since interest in this area is becoming increasingly intense.

If educational selection and training programs are to be optimally effective, they must be based on research results which themselves are based upon a thoroughly adequate criterion group such as staff members of the Institute for Advanced Studies. I do not feel that results based upon Air Force captains and industrial chemists resulted in the identification

Dr. J. Robert Oppenheimer

Page II

April 6, 1960

of those personality factors which are most characteristic of a truly creative and productive researcher. I would, therefore, like your permission to ask for volunteers from your staff to participate in the study which I am directing.

I am interested in studying the educational and environmental background of the creative person. The design of my study involves the use of several short psychological tests; but because I am unimpressed with the effectiveness of most current psychological tests, it will involve primarily a thorough personal interview to be recorded and analyzed independently by psychologists using objective document analysis methods. Needless to say, this will take a fair amount of time per subject, possibly two to three hours, but I feel that any truly significant study must of necessity be as thorough as possible. This cannot be done in a very brief period. Of course, complete anonymity would be guaranteed to all participants who might so desire.

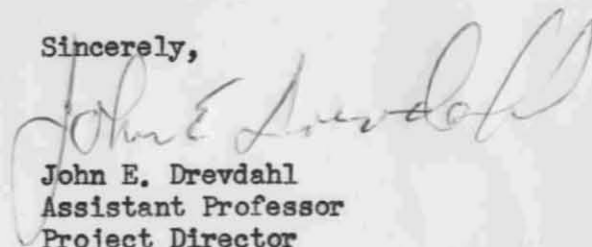
If you would be willing to seriously consider assisting me in this matter, I will be more than happy to come to Princeton (at my own expense) to discuss it more fully with you and/or your staff.

Information as to my qualifications for this type of research may be obtained from Dr. Roy Hall, Assistant Commissioner for Research; United States Office of Education; Washington 25, D.C.

I shall be more than happy to elaborate on my study or answer any questions which you may have.

A copy of the study proposal is included.

Sincerely,



John E. Drevdahl
Assistant Professor
Project Director
A Study of the Etiology of the
Creative Personality

JED:mfd
encl.

[FROM THE BRITISH JOURNAL OF PSYCHOLOGY,
VOL. XLVI, PART 4, NOVEMBER 1955]

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PRINTED IN GREAT BRITAIN

A COMPARISON OF THE PERSONALITY PROFILE (16 P.F.) OF EMINENT RESEARCHERS WITH THAT OF EMINENT TEACHERS AND ADMINISTRATORS, AND OF THE GENERAL POPULATION

BY R. B. CATTELL AND J. E. DREVD AHL

University of Illinois and University of Minnesota

I. *The setting of the problem* (pp. 248-249). II. *Research plan and procedure* (pp. 249-251). III. *Differences from the general adult population* (pp. 251-256). IV. *The differences of researchers from administrators and teachers* (pp. 256-258). V. *Summary and discussion* (pp. 258-260). *References* (p. 261).

I. THE SETTING OF THE PROBLEM

Research on research is a recent conception, but it has come none too soon. As the investigations of Wolfe (1952) indicate, the well-springs of professional talent never flow too freely, and of all professional groups that of creative researchers is probably the most uncertain in its supplies of talent. Nevertheless, because of the importance of this small band to continued social prosperity and scientific advance, its occupational selection and conditions of working creatively need to be studied, despite their complexity, as soon as understanding of personality measurement and the mental processes of creativity (Kretschmer, 1931; Spearman, 1933; Guilford, Wilson & Christensen 1952), make possible an improvement upon present practices.

Probably more can be contributed at this moment through selection than merely by multiplying hours spent on research. Swelling research endowments without increasing our power to select researchers may merely drown the light of understanding. And unless good researchers can be selected younger we have the sad alternatives (*a*) of waiting till a man has proved himself by his works, which permits him to begin life at forty, (*b*) of pouring endowments on anyone whose birth certificate proves him to be young, a despairing and wasteful procedure, but one which any research council is at times tempted to follow, or (*c*) of judging research by the design submitted, rather than by the person, a practice which makes the research world safe for all, including all rule-following mediocrity.

Three well-known attacks upon the problem, which have recently rallied interest, are those of Guilford *et al.* (1952) upon the nature of creativity, and of Roe (1953) and Van Zelst & Kerr (1954), upon the personality of the researcher. This article does not purpose to survey and integrate, but we may point out that our objective is substantially the same as that of Roe, though our results cannot be aligned, because Roe had to depend at the time of planning her research on the Rorschach and the T.A.T., whereas our measurement is directed to personality dimensions more recently factor-analytically investigated (Cattell, 1950*c*) and confirmed (Cattell, Day & Meeland, 1953; Cattell, 1955*a*) in the Sixteen Personality Factor Questionnaire (Cattell, 1955*b*).

While this measurement of primary personality dimensions has the advantage of greater reliability (including lesser subjectivity of scoring) than the Rorschach and T.A.T., and also of higher validity in the sense of accounting for more of the variance of more

Reprinted from JOURNAL OF CLINICAL PSYCHOLOGY, Vol. XIV, No. 2, 107-111, Apr. 1958.

PERSONALITY AND CREATIVITY IN ARTISTS AND WRITERS

JOHN E. DREYDAHL

Oklahoma State University

RAYMOND B. CATTELL

University of Illinois

Reprinted from
THE EDUCATIONAL FORUM, January, 1959

“A Wise Herd . . .”

JOHN E. DREVDahl¹

I

THE title of this article, “A Wise Herd,” is taken directly from the text of the Nobel prize acceptance speech of one of the world’s most eminent philosophers, Bertrand Russell. The full context of the quotation is as follows: “There are members of any group who do not conform, who are, in the etymological sense, egregious, that is to say, outside the flock. These members are those who have fallen below or risen above the ordinary level. They are: idiots, criminals, prophets, and discoverers. A wise herd will learn to tolerate the eccentricities of those who rise above the average, and to treat with a minimum of ferocity, those who fall below it.”

Dr. Russell’s admonition, while appropriate in 1950 is of overriding importance today. We are living in an age

in which tolerance of deviation has been almost lost and the pressure for conformity has become overwhelming, even though educational authorities such as Dr. A. W. Griswold, President of Yale University, warn that “the creative power of the individual is more sorely needed today than ever before. This alone can save us from collective sterility.”

An appropriate question at this point might be, “Is this really so?” There have been no controlled experimental studies in this area, but a number of clinical studies have been reported, and the results, unfortunately, are devastatingly consistent. There is also a good deal of informed comment of the sort made by Dr. Griswold. A few examples! Scofield, and Warner and Abbe-glin found in studies of outstanding business leaders that the prime requisite for success in the business world was the degree to which the individual was able to conform to the personal and

¹ A list of references can be obtained from the author.

FACTORS OF IMPORTANCE FOR CREATIVITY

John E. Drevdahl

VA Hospital, Minneapolis
and
University of Minnesota Medical School

Problem

Despite the fact that creativity has been a matter of interest among psychologists for many years, most studies and discussions of the subject have been primarily speculative in nature. There have been three general approaches to the study of creativity: the historical-anecdotal approach, best illustrated by Kretschmer (6), the introspective personal report approach exemplified in Patrick's studies (7, 8) and the test approach, used by Terman (14) and Roe (10, 11). With the exception of less than a score of relatively recent studies, some reported and some still under way, the experimental or objective (test) approach to the study of creativity has been studiously neglected. The purpose of this study was to explore some of the possible relationships between ratings of creativity in a high level population and certain objectively measured personality and intellectual factors.

Procedure

The subjects used in this study were graduate or advanced undergraduate students from several of the science and arts departments of the University of Nebraska. All of the subjects were under the close individual supervision of the raters in their area of specialization at the time of testing and for some time preceding it. The raters were faculty members of the University of Nebraska experienced in the task of evaluating the creative abilities of their students.

In order to assure, in so far as possible, the relative independence of the intellectual and personality characteristics under investigation, several factor tests were selected and administered. The personality characteristics were measured by means of Cattell's Sixteen Personality Factor Questionnaire (1). The intellectual characteristics were measured by means of Thurstone's Primary Mental Abilities Test (15). In view of Guilford's (3) suggestion that the standardized and accepted intelligence tests may not include many of the critical variables that may be involved in creative effort, a group of tests was selected from his Factor Analytic Study of Creative Thinking (4). Guilford found, in addition to the expected intellectual factors, nine other interpretable factors that may be involved in creative thinking.¹ For the purposes of this study, the test with the highest loading on each of the factors was used as a measure of that factor.²

¹The writer wishes to express his appreciation to Dr. J. P. Guilford for making his tests available for experimental purposes. This study was done at the University of Nebraska.

²For reasons of practicality the test with the second highest loading on "adaptive flexibility" was used as a measure of this factor.

The tests were administered to the subjects in a consistent order during two testing sessions. Of 90 subjects, 76 completed the first session (tests of the intellectual factors) and 64 completed both sessions. Several subjects were dropped because the raters felt that they did not know them well enough to be able to make a valid rating, and several (foreign students) were dropped because of language handicaps. As a result of these omissions, the final group used in the analysis of the intellectual factors numbered 64, while the group used in the analysis of the personality factors numbered 52.

Two raters rated each subject independently and made two ratings on each subject, using each time a seven point scale of creativity. The first rating was based upon the rater's own definition of creativity, and the second rating, which took place at least two weeks after the first, in order to minimize the carry-over effects from one set of ratings to the other, was based upon a given definition--a distillation of the various definitions that have been proposed in the literature. There were no significant differences between the defined and undefined ratings, and the given definition may be considered to include the various subjective definitions of the raters. The given definition is as follows:

"Creativity is the capacity of persons to produce compositions, products, or ideas of any sort which are essentially new or novel, and previously unknown to the producer. It can be imaginative activity, or thought synthesis, where the product is not a mere summation. It may involve the forming of new patterns and combinations of information derived from past experience, and the transplanting of old relationships to new situations and may involve the generation of new correlates. It must be purposeful or goal directed, not mere idle fantasy--although, it need not have immediate practical application or be a perfect and complete product. It may take the form of an artistic, literary or scientific production or may be of a procedural or methodological nature."

The subjects were divided into creative and non-creative groups and into arts and science groups. Those subjects whose creativity ratings fell below the fiftieth percentile for the whole group were placed in the non-creative group. The correlation (Pearson) between different judges' ratings on all subjects was .71. The significance of the differences obtained between the various groups was determined by means of a 2 x 2 analysis of variance on each of the 30 factors under investigation. For each of the variables on which the groups showed or closely approached a significant difference, a biserial correlation coefficient was calculated in order to determine the degree of relationship between the scores on that variable and the creativity classification.

Results

Intellectual Factors

As can be seen in Table 1, there were no significant differences found between the creative and non-creative groups on a one-test estimate of Guilford's factors called redefinition, closure, ideational fluency,

spontaneous flexibility, associational fluency, or sensitivity to problems. There was a tendency, although not statistically significant, for the creative group to score higher on this latter factor. The creative group scored significantly higher than the non-creative group on the factor of originality, and although the difference between the groups on the factors of word fluency and adaptive flexibility was not statistically significant at the .05 level, as can be seen in Table 2, there appears to be a low, although significant, relationship between creativity and higher scores on these two factors. The science group scored significantly higher than did the arts group on the factor of redefinition, but there were no other significant differences between the arts and science groups on Guilford's factors. Inasmuch as redefining activity would seem to be common to both artists and scientists, some explanation might be considered at this point. Redefinition of the type required by this test involves the use of substitute objects for various purposes. This specific activity is quite common in the science laboratory where the construction of temporary and makeshift equipment is a continual necessity. On the other hand, artistic redefinition may involve, for the most part, an interpretative redefinition of an existent work without involving actual structural substitutions of the type required in the laboratory. This type of artistic redefinition is poorly measured, if at all, by the test used in this instance.

Table 1 also shows that the creative group scored significantly higher than the non-creative group on the factor of verbal meaning on Thurstone's Primary Mental Abilities Test. There were no other significant differences between the creative and non-creative groups on this test. There was a significant difference between the arts and science groups on the number factor, but also a significant interaction. Inspection of the data suggests that this difference is primarily attributable to the exceptionally high scores of the creative science group. Numerical facility (number) may be merely a symbolic counterpart of verbal facility, and inasmuch as the transformation of concepts and relationships, ordinarily dealt with in verbal symbols, into mathematical symbols, is more characteristic of the sciences than the arts, it might be expected that creative persons in science would display greater facility in handling such concepts than would creative persons in fields where verbal facility is sufficient. In view of this, perhaps number facility may be considered simply a special instance of verbal facility (word fluency, verbal meaning).

Some comment concerning the meanings of these factors and their interrelationships might justifiably be considered at this point. Word fluency and verbal meaning denote a wide knowledge of things, ideas, and concepts expressed in words. Adaptive flexibility is a characteristic that involves the ability to change set or approach to meet new requirements imposed by changing conditions or problems. It is a more restricted type of flexibility than most (e.g.: spontaneous flexibility), inasmuch as the direction of change is dictated by the situation or problem demanding solution. Associational fluency involves the ability to make relevant associations quickly and easily. It is somewhat similar to the preceding factor in its demand for relevancy. Originality involves the ability to produce uncommon, unusual, and "clever" responses. We might, therefore, define creative thought, in terms of the present findings, as the goal directed, easily flexible, manipulation of knowledge (concepts, relationships, etc.), in a

wide variety of novel or original ways. Such a process fulfills the specifications for creativity as proposed by Spearman (13), Ribot (9), or Hutchinson (5), or the specifications required by the given definition used in this study. The knowledge referred to here (arising from word fluency and verbal meaning) can be fostered by known means of education so what remains of critical importance appears to be the less educable factors of adaptive flexibility, associational fluency, and perhaps of greatest importance, originality. Evaluation of these three intellectual factors might be of considerable importance in the selection of potentially creative persons if these results can be substantiated in further investigations.

Although there does not appear to be a significant relationship between creativity and general intelligence in this population³, it would be erroneous to assume that general intelligence or the other nonsignificant intellectual factors studied are unimportant. It seems more likely that these factors may be necessary but insufficient characteristics for creativity. Also of interest is the finding that, for the most part, the creative artist possesses the same intellectual characteristics as the creative scientist.

Personality Factors

Table 1 shows that there were no significant differences between the creative and non-creative groups on the factors of intelligence vs. mental defect; ego strength vs. general neuroticism; ascendance vs. submission; super-ego strength vs. lack of internal standards; adventurous cyclothymia vs. withdrawn schizothymia; emotional sensitivity vs. maturity; bohemianism vs. practical concernedness; sophistication vs. simplicity; anxious insecurity vs. self confidence, will control and stability, or nervous tension. The creative group scored higher than the non-creative group on the factors of radicalism vs. conservatism, and self sufficiency vs. lack of resolution, and lower on the factors of cyclothymia vs. schizothymia, and surgency vs. desurgency. On the factors of radicalism vs. conservatism, and self sufficiency vs. lack of resolution, there was a significant interaction. Inspection of the data suggests that the creative art group was significantly more radical and self sufficient than the creative science group. In terms of these results we might characterize the creative group as somewhat withdrawn and quiescent, more concerned with ideas and things than with people. Creative artists we may further characterize as considerably more radical and self sufficient. These latter characteristics may reflect the creative artists' tendency to break away from the routinized and accepted patterns of work and behavior. A further question of interest concerns the creative individual's preoccupation with his work. Does this occur because the individual is unable to find gratifications in his relationships with people, or do they simply find sufficient gratification in their work and, therefore, have less need for interpersonal relationships?

There were also a number of significant differences between the art and science groups apart from their classification as creative or non-creative

³This does not seem to be completely attributable to the intellectual homogeneity of the group inasmuch as there was a range of over 50 IQ points within the total group.

⁴When factors are listed in bipolar terms, high scores indicate predominance of the first named characteristic.

(Table 1). The art group scored significantly higher than did the science group on the factors of emotional sensitivity vs. maturity, and bohemianism vs. practical concernedness; and the science group scored lower, although not significantly so, on the factors of adventurous cyclothymia vs. withdrawn schizothymia and nervous tension. There was a significant interaction on the factor of paranoid schizothymia vs. truthful accessibility, and the data indicate that the creative art and non-creative science groups scored high on this factor. Thus, it appears that suspiciousness and interest in the internal mental life, or possibly interoceptiveness, may be associated with creativity in the arts, but that trusting attitudes and interest in external things, or extroceptiveness, may be more associated with creativity in the sciences.

Discussion

Inspection of the original data suggests that the differences found in this study may be minimal estimates of true differences. The use of more highly loaded tests, or of subjects whose creativity has been demonstrated, might magnify the differences found here, as might the use of the upper and lower thirds rather than the upper and lower halves on the creativity ratings. It might be reasonable to expect, for example, that further refinement of techniques may demonstrate the existence of the factor "Sensitivity to Problems" that is shown to be of only doubtful significance in this study.

The results of this study provide considerable support for the contention that individuality and non-conformity are desirable for creative effort. Several of the intellectual factors are, to a great extent, measures of the degree to which the individual can avoid the usual, routine, conventional ways of doing and thinking of things. As one might expect, this ability, while common to all creative persons, may vary in its degrees of significance and inclusiveness according to its area of application. As far as the science fields are concerned, it may be necessary for the creative individual to be conventional in accepting knowledge, known methods and, perhaps, goals. Once these are accepted and internalized, the scientist's unconventionality (which is more intellectual than personal) can be expressed within this framework by means of his flexibility and fluency in approach, and in his originality. With respect to the art fields, on the other hand, the creative artist may be less dependent upon what has gone before, and may depend to a greater extent upon his personal unconventionality.

A further investigation of the personality factors associated with creativity in science, in a group whose creativity has been conclusively demonstrated, recently has been completed by Cattell and Drevdahl (2), and provides affirmation of some of the findings of this study. A similar study of creativity in the arts is under way.

Summary

An investigation was made into some of the relationships between certain objectively measured intellectual and personality characteristics and ratings of creativity in a population of advanced undergraduate and

graduate students at the University of Nebraska. The results of this study suggest the following conclusions:

1. Creative persons in this group appear to be superior to non-creative persons in their verbal facility, fluency, flexibility, and in their originality.
2. Creative persons in this group appear to be considerably more withdrawn and quiescent than non-creative persons. Creative artists were somewhat more radical and self sufficient than creative scientists or non-creative persons in either the sciences or the arts.
3. Apart from its classification as creative or non-creative, the art group was more sensitive emotionally, and more bohemian.
4. Individuality or non-conformity appear to be desirable for creativity.

Table 1. Analysis of Variance Ratios and Significance Levels for Creative vs. Non-Creative (A) and Arts vs. Science (B) Groups on All Factors

Factor	Source of Variance	F
Word Fluency (Guilford)	A	3.52
	B	1.00
Redefinition	A	1.65
	B	5.33*
Adaptive Flexibility	A	3.62
	B	1.00
Associational Fluency	A	2.22
	B	1.00
Closure	A	1.46
	B	1.00
Originality	A	4.76*
	B	1.00
Ideational Fluency	A	1.00
	B	1.00
Sensitivity to Problems	A	1.52
	B	1.05
Spontaneous Flexibility	A	1.00
	B	1.00
Verbal Meaning	A	5.82*
	B	1.00
Space	A	1.00
	B	1.00
Reasoning	A	1.00
	B	1.00
Number	A	1.00
	B	9.40**
Word Fluency (Thurstone)	A	1.00
	B	1.00
General Intelligence	A	1.00
	B	2.25
Cyclothymia vs. Schizothymia	A	4.53*
	B	1.00

Table 1 continued

Factor	Source of Variance	F
General Intelligence vs. Mental Defect	A	1.00
	B	1.00
Ego Strength vs. General Neuroticism	A	1.29
	B	1.00
Ascendance vs. Submission	A	1.00
	B	1.00
Surgency vs. Desurgency	A	8.35**
	B	1.00
Super Ego Strength vs. Lack of Internal Standards	A	1.00
	B	1.00
Adventurous Cyclothymia vs. Withdrawn Schizothymia	A	1.00
	B	3.28
Emotional Sensitivity vs. Tough Maturity	A	1.00
	B	23.27**
Paranoid Schizothymia vs. Truthful Accessibility	A	1.00
	B	1.00
Bohemianism vs. Practical Concernedness	A	1.00
	B	21.52**
Sophistication vs. Rough Simplicity	A	2.13
	B	1.00
Anxious Insecurity vs. Self Confidence	A	1.00
	B	2.52
Radicalism vs. Conservatism	A	5.09*
	B	1.00
Self Sufficiency vs. Lack of Resolution	A	4.21*
	B	1.00
Will Control and Stability	A	1.00
	B	3.23
Nervous Tension	A	1.00
	B	1.68

Note: The probability of obtaining ten statistics significant at the .05 level for 62 calculated statistics is approximately .001 (12).

*Significant beyond the .05 level of confidence.

**Significant beyond the .01 level of confidence.

Significant interaction. See text for explanation.

Table 2. Biserial Correlations Between Creativity Classification and Factor Scores for All Subjects

Factor	r_{bis}
Word Fluency	.37**
Originality	.33**
Adaptive Flexibility	.29*
Verbal Meaning	.37**
Cyclothymia vs. Schizothymia	.36*
Surgency vs. Desurgency	.47**
Radicalism vs. Conservatism	.38**
Self Sufficiency vs. Lack of Resolution	.33

Significant beyond the .05 level.

Significant beyond the .01 level.

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Appendix A

TOPIC: A Study of the Etiology and Development of the
Creative Personality

DATE: December 1, 1959

Investigator: John E. Drevdahl
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Extension 2163

STUDY OUTLINED ON PGS 6-9

I. Title. A Study of the Etiology and Development of the
Creative Personality

II. Problem.

A. General

Brief: This study is designed to procure significant information concerning the family, environmental and educational background of creative persons. An appropriate experimental sample of creative persons will be compared with a group of persons with the intellectual and educational prerequisites for creativity but who have not shown any significant degree of creativity. Comparisons will be made in regard to social history and interview data, objective test data, and examiner Q-sorts. Information concerning the environmental conditions obtaining at the subject's periods of greater productivity and his periods of least productivity will be secured, in order to determine in an objective fashion those conditions favorable to creative productivity.

B. Objectives of the Proposed Research

Intellectual genius and creativity have long been considered, if not synonymous, at least very highly correlated. Studies by M. I. Stein, Catherine Cox, J. P. Guilford, Frank Barron, and Anne Roe have suggested that this may be a misapprehension and that creativity, given a certain minimum intellectual level, may be primarily dependent upon personality characteristics. Support of a significant degree for this thesis may be found in the investigations of R. B. Cattell and the present investigator. All of these investigations suggest that many of the most creative persons of both the past and present have been and are of only moderately superior intelligence. This thesis is of particular importance for the production of future creators, upon which the survival of this nation and, perhaps, even of Western civilization depends. Little or nothing as yet can be done to increase the intellectual capacity of the population but if, as the present investigator proposes, creativity is more dependent upon personality characteristics than upon intellectual characteristics, a great deal may be done to increase the creativity of the population for it is virtually axiomatic--among psychologists at least--that personality characteristics are learned and, personality-wise, the individual is a product of his environment. For this reason, it is of the utmost importance to gain a more thorough knowledge of the environmental (social and familial) background of creative persons as well as information concerning their attitudes, self concepts, ideals, and values and how they were organized. Once these are known, methods can be developed to produce, in persons with the basic minimum intellectual qualifications, a greater degree of creativity than our contemporary educational and social systems produce.

This is of particular and immediate importance to the general field of education. American educational institutions play a highly significant role in the development of an individual's personality inasmuch as they have a great deal of contact with an individual during most of his formative years. In addition to this direct contact and influence, the educational system is able to influence the adult population (through adult education courses and through public addresses as well as through contact with study groups, etc.). Therefore, if much is to be done in encouraging the development of creativity and an environment favorable for such development, a major portion of the responsibility will fall upon the public educational systems of the nation. In order to carry out this responsibility, educators must have information concerning the environmental conditions and influences that aid in the development of the creative personality. It is believed that this study will provide some of that information.

III. Other Related Research.

A. Background History

1. Studies by the Present Applicant: Studies by the present applicant, some in collaboration with R. B. Cattell of the University of Illinois, have suggested that creativity, given a certain minimum intellectual level, may be more dependent upon personality characteristics than upon intellectual characteristics. In an exploratory study, using measurements of personality characteristics, the commonly accepted intellectual characteristics and some of the more unique intellectual characteristics proposed by Guilford, the present investigator found that a creative population could be differentiated from a noncreative population with considerably greater assurance on the basis of personality characteristics than on the basis of intellectual characteristics. Correlations between general intelligence and creativity were not significant at the 5% level of confidence, while correlations between many of the personality characteristics and creativity were significant considerably beyond the 1% level of confidence. In two successive studies, one of creative scientists and one of creative artists and writers, it was found that the same relationships held among these groups--that moderately high intelligence was necessary for creativity, but that certain personality characteristics were of greater importance. It was also found that the personality characteristics of creative persons were largely the same, no matter what field of application of endeavor they followed. These findings are similar to many of Roe's findings and suggest that greater attention should be given to the investigation of the etiology of the creative personality than to the investigation of the intellectual characteristics of creators and creation.

2. Results Obtained by Others: Studies of creativity in the past have been largely of a speculative nature and these speculative studies have attributed wide differences in meaning to the term. It has been used interchangeably with such concepts as

originality (Chassell and Cleeton) creative imagination (Ribot), inventiveness (Rossman), and insight (Hutchinson). More contemporary definitions have been proposed by English and English, Barron, Stein, Warren, and Drevdahl. The sense in which it will be used in this proposal is as it is defined by Drevdahl--essentially an elaboration of Warren's definition.

Three general approaches to the study of creativity have been used in the past. The historical-anecdotal approach in which studies are made through the use of biographic material and no direct contact is made with the subject of the investigation. Kretchmer and Galton, and to some degree Cox, have made use of this approach. This approach is subject to considerable misunderstanding and misinterpretation inasmuch as the material on which it is based may be distorted, naive or inaccurate. The second type of approach might be called the introspective, personal approach. In this type of investigation called the introspective, personal report approach. In this type of investigation the subject is asked to specify the mental processes involved in creative effort as they observe these processes in themselves or others. Patrick, Heidebreder and Rossman have used this approach rather extensively but their findings suggest that there is little difference in the process involved in creative thinking and ordinary reasoning. The third approach to the problem of creativity, which might be called the testing approach has taken two directions. One, exemplified by the intelligence test movement which proposes that creativity is largely a matter of general intelligence combined with fortuitous circumstances. Guilford has pointed out that this movement has done little but emphasize the inadequacies of present day intelligence tests in providing any real understanding of creativity. The inadequacy of the intelligence test movement led to the second direction taken by the testing approach. Cleeton reviewed a number of tests of originality and came to the conclusion that this characteristic was not a separate trait but appeared to be related to a number of intellectual, social, and personality characteristics. His concept of originality was quite closely related to present day concepts of creativity, and many of the current studies of creativity have been based upon some of Cleeton's early speculations. In this area the studies by Guilford and his collaborators, and those of Stein and his colleagues, which are referred to in the following abstracts are of significant importance. Studies by Barron, on a group of 100 army captains, also bear out the indications that personality is of primary importance in creativity. Barron, after a three day intensive assessment of personality and intellectual characteristics found a group of personality characteristics similar to those found by Stein and by Cattell and Drevdahl. Kideson, in a projective study of creative artists similar in some respects to Roe's studies of scientists, came to similar conclusions as those cited above. Witty's extensive studies of 100 gifted children corroborated Terman's early results and his findings regarding the importance of personality and environmental factors are similar in many respects to Terman's comments regarding personality in his 25 year follow-up. Both Strang and Hollingworth in their studies of gifted children indicate the importance of environmental influences in bringing the intelligent youngster to the point of creative productivity. Visher, in his study of starring in "American Men of

Science". Clark, in his study of American Psychologists, and Lehman in his studies of Age and Creativity, have investigated the relationships of a number of objective personal characteristics to creativity and productivity, but none of them have investigated the more personal characteristics that might be related to creativity. Adams, in another study of age and creativity takes issue with some of Lehman's conclusions and emphasizes the importance of environmental circumstances in determining the age at which creators produce their more significant work. There have been a number of psychoanalytic studies--by Horney, Jones, Freud, Bergler, and Abrahamson to mention a few, but these have been largely speculative and hypothesis producing, rather than of a factually informative or statistical nature. Maslow in a number of recent studies has agreed with Rogers that superior personal adjustment or self-fulfillment is a prerequisite for creativity but Maslow has gone beyond Rogers in suggesting that this creative fulfillment requires social deviation. Maslow is supported in this contention by the studies of the present investigator and by the studies of the social factors necessary for creativity made by Tumin. Mooney has done a considerable amount of work on the personal characteristics necessary for creativity and has found such things as progressive-ness, openness, a readiness for personal experiencing necessary for creative productivity. He has dealt also with the moral and social conditions necessary for creativity. A rather novel comment on creativity is made by Pacifico in his suggestion that a certain degree of ignorance is desirable for creativity. What he seems to propose, however, is not in actuality ignorance per se, but something more closely akin to Mooney's openness.

It is quite impossible to adequately summarize the literature in the limited space tolerated by a research proposal such as this and I made no pretense of being thorough. I have omitted as many important studies as I have included, but I believe the preceding summary and the specific abstracts which follow are at least a representative sample of the previous work done in the area of creativity. The following abstracts are some of the more important studies that led to the approach taken by the present applicant.

a. Roe, Anne, A Psychological Study of Eminent Psychologists and Anthropologists, and A Comparison with Biological and Physical Scientists. Psychological Monographs, 1953, No. 342, 67, 2.

This monograph summarizes several of Roe's studies of eminent scientists. Roe collected Rorschach and TAT protocols, and estimate of verbal and quantitative intelligence, and some life history information on 14 psychologists and 8 anthropologists and compared this data with similar data gathered previously on 20 biologists and 19 physicists. Her findings were as follows: Her subjects came largely from professional and business families, were Protestant or professed no religious preference. There was intellectual stimulation in the home, and among the biologists and physicists, a good deal of freedom from parental ties and from social groups (peer). Psychologists and anthropologists showed less of this independence and more concern over interpersonal relationships than did the

biologists and physicists. She also found that her subjects, while of superior intelligence, were not of the "highest intelligence" although their accomplishments would lead one to suspect that they would be of extraordinarily high intelligence. She also found that they showed a significant degree of insecurity that may have served, to some degree, as a motivating factor. She suggests that our educational system needs some revision in the direction of teaching independence if we expect to turn out a greater number of eminent scientists.

b. Terman, Lewis M., Scientists and Nonscientists in a Group of 800 Gifted Men, Psychological Monographs, 1954, No.378, 68,7.

Terman's monograph summarized his findings regarding the personality characteristics and vocational interest factors in scientists (physical) as opposed to nonscientists in his gifted children group who were studied at several different periods between 1921 and 1951. (Terman's findings regarding scientists were similar to Roe's cited above, and Cattell and Drevdahl's cited in Section III.) He found that scientists could be differentiated on the basis of 30 characteristics - most of them relating to sociability, social adjustment and interest in people. Some family background factors were found to be significantly differentiating, but too few to allow much light to be thrown on the family background influences. Terman suggested that although his highly intelligent group showed many more instances of superior achievement than would be expected from a randomly selected group, if it were not for adverse environmental circumstances, it might have been even higher than it was.

c. Guilford, J.P., et al., A Factor-Analytic Study of Creative Thinking I and II, Reports From the Psychological Laboratory Nos. 4 and 8, Los Angeles, University of Southern California, 1951, 1952.

Guilford's studies describe the development, administration, and analysis of tests of unique intellectual characteristics thought to be important in creative thinking. He developed tests to measure eight hypothesized factors involved in creative thinking, and administered the tests to a large group of air cadets and student officers. In analyzing the results, he found the five usual intellectual factors plus 10 relatively unique factors, factors he called Closure, Word Fluency, Associational Fluency, Ideational Fluency, Originality, Adaptive Flexibility, Spontaneous Flexibility, Redefinition, Sensitivity to Problems, and an unlabeled doublet.

d. Stein, M.I., Creativity and Culture, J. Psychol., 1953, 36, 311, 322.

In this article Stein presents a definition of creativity as the production of a novel and original work useful or satisfying to a group in time. He also presents hypotheses regarding the personality of the creator. He characterizes the creator as being sensitive to gaps in the cultural knowledge, having a high toleration for ambiguity, and as having a favorable cultural surrounding, permitting freedom toward the self and toward the environment. Stein has followed up

this original article in the area of creativity with several other studies of intellectual and personality characteristics of creative persons, using as his subjects industrial chemists. In all of these studies he has emphasized the need for freedom and toleration on the part of the creative person, and has emphasized in his study of intelligence and creativity the importance of studying the environmental factors in the life of the creative person. He comments in this article that "IQ has little significance for creative work as compared to personality and social factors".

e. Cox, C.L., The Early Mental Traits of Three Hundred Geniuses, Genetic Studies of Genius, Vol. II, L.H. Terman, Ed., Stanford, California, 1926, Stanford University Press.

By means of biographical data Cox studied the childhood activities and mental characteristics of creative geniuses of the past. Through the use of qualified judges she was able to make fairly reliable intelligence estimates on the basis of this data and she was able also to draw some conclusions concerning personality or character traits of these persons. She found that the estimated intellectual levels of outstanding creative geniuses ranged from 100 to 200 with by far the largest portion of them falling within the medium high ranges of 120 to 150. She concluded that genius depended upon superior background in both heredity and environment, high intelligence (but not necessarily the highest), persistence of motivation, confidence in selves, and superior force of character (ego strength). She suggests that adequate training of the intellectually superior may make them creative and that insufficient and inadequate training may prevent the development of their creativity.

f. Mention should also be made of studies in progress at The Institute for Personality and Ability Research at the University of California, the General Motors Corporation, and the Survey Research Center at the University of Michigan, even though at this time few results are available.

IV. Questions and/or Hypotheses.

A. Specific Aims

1. To investigate possible etiological factors in the educational, environmental, and social backgrounds of creative population--the source and type of educational, environmental, and social conditions conducive to creative productivity.

This proposed study goes beyond work previously done in this area in several respects. Through the use of a control group with intellectual and educational qualifications similar to that of the experimental group. Through the use of recorded clinical interviews that can be evaluated and interpreted independently by trained clinicians and by objective document analysis techniques. Through the investigation of conditions surrounding variations in the quality and quantity of creative productivity.

The following areas will be investigated:

- a. Educational, environmental, and family background
- b. Personality characteristics
- c. Relationship of environmental circumstances to creative productivity.

V. Procedure.

This present investigation embodies only the first phase of the following plan of investigation. The first phase is discussed in detail in the last paragraph of this section.

An appropriate experimental sample will be selected by a committee from each of several areas of occupational interest. The committees will submit a list of the most outstanding creative and productive persons in their fields. Those persons listed by a majority of the committee members will be included (with their permission) in the experimental population. The selection committee will also attempt to evaluate the quality of the subject's work at various periods of his career. If necessary, this process will be repeated until the required number of subjects have agreed to participate. The control group will consist of persons who demonstrate at least minimum intellectual and educational prerequisites for creativity but who have not in their professional activities demonstrated any significant degree of creative productivity. These persons will be selected from persons in the aforementioned occupational interest group who hold a responsible academic position (assistant professor or above), who are designated as "undistinguished" by the aforementioned committees and/or who have produced fewer than three works per five-year period throughout their professional life. A second control group will consist of a smaller sample of the normal population.

A control for respondents vs. nonrespondents is a difficult problem. In dealing with a creative population one cannot insist upon participation or cooperation. If some method of force is available, it may be more likely to produce antagonism and uncooperativeness than to produce an inclusive and harmonious experimental group. It is for this reason that the subjects to be included in this study are of necessity--volunteers and therefore "self-selected" to a certain degree. However, to provide some measure of control for this bias, the present applicant proposes to make personal contact with a number of subjects who refused participation and endeavor to persuade them to participate--on at least a partial basis, in order to control for self-selection. It is hoped that this procedure will enable the investigator to clarify the differences (if such exist) between respondents and nonrespondents and enable the results of this study to be more generally applicable than might otherwise be the case.

The required information will be procured in each case in the following fashion, unless more appropriate techniques are developed

and demonstrated during the pilot study or first phase of this project.

A. The educational, environmental, and family background of the subjects will be investigated by means of a dynamically oriented, open ended interview, carried out by a trained clinical interviewer, following the form outlined in the M-B History Record (a standard social case history outline). Areas of emotional involvement, as indicated by the interviewer's opinion will be emphasized during the interview. Interviews will be recorded to be analyzed later by objective document analysis techniques and by trained clinical judges working independently.

B. Personality characteristics will be investigated by means of an objective personality inventory of demonstrated utility (Sixteen Personality Factor Questionnaire) and Q-sorts carried out by the interviewer, using Gough's pool of Q-sort items with about fifty items added from Meehl's 'phenotypic' Q-sort pool.

C. The relationship of environmental factors related to greater or lesser creative productivity will be investigated by means of interviews regarding environmental circumstances obtaining at times of greater productivity as opposed to circumstances obtaining at periods of lesser productivity. The periods to be investigated will be determined by examination of the subject's publication or productivity record. The subject's opinions concerning the factors contributing to variability in his performance will be recorded for later analysis.

~~Although the scope of this investigation is admittedly of ambitious proportions and a coverage of this area in any complete degree would take, perhaps, decades, the applicant feels that a program of lesser scope would be less likely to provide adequate information for practical utilization and a larger project would be virtually impossible to complete. The success of the study depends largely on securing the cooperation of the subjects, inasmuch as the greatest proportion of the data to be collected will be of a self-administering nature. Experience in dealing with subjects of this sort in previous investigations suggests that despite the difficulties involved, it is an accomplishable task. Reasonable completion of the various phases of this study during each given period of support will be accomplished as follows:~~

The first phase of this project will be devoted to the acquisition of supplies and equipment, the development of instruments and criteria, the selection of subjects, interview arrangements, and some actual interviewing of a small appropriate sample of subjects and an equivalent control group, as outlined above. Interviews will be conducted during the summer of the first year and at periods throughout the second year. The subjects will be selected, insofar as possible, from large metropolitan areas and from points on a direct line of travel between these areas. The spring of 1961 will be devoted to the statistical analysis of the data and a report on the major findings of the study. Statistical analysis will involve appropriate tests of the significance of differences found between the experimental and

control groups. It is expected that most of the data can be collected and arranged in a form appropriate for the use of a simple "t" test technique. It is also likely that some of the data will be appropriate for the use of a biserial correlation coefficient. If the results of the first phase of this study are positive and promising the investigator anticipates a request for further funds to allow the investigation of a larger and more varied sample in order to confirm the results of the first phase or pilot study portion of this proposal.

VI. Principal Investigator

Principal Investigator: Drevdahl, John E.

Education: B.A. University of Michigan, 1949
Clinical Psychologist Trainee,
Veterans Administration, 1949-1954
Ph.D. University of Nebraska, 1954

Professional Experience: Clinical Instructor of Psychology,
University of Minnesota Medical School,
1954-1956
Staff Psychologist, Veterans Adminis-
tration Hospital, Minneapolis, Minne-
sota, 1954-1956
Assistant Professor of Psychology,
University of Arkansas, 1956-1957
Assistant Professor of Clinical Psy-
chology, Oklahoma State University,
1957-1959
Assistant Professor of Psychology,
University of Miami, 1959 to present

Member: American Psychological Association
Midwestern Psychological Association
Oklahoma State Psychological Association
American Association for the Advancement
of Science
American Association of University
Professors
Sigma Xi
Psi Chi
Phi Delta Kappa

Personal Publications: CATTELL, R.B. and DREVD AHL, J.E., A
Comparison of the Personality Profiles
of Eminent Researchers with Those of
Eminent Teachers and Administrators
and the General Population. Brit. J.
Psychol., November, 1956, XLVI, No.4

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Creativity in Artists and Writers.
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LEVINE, V., LOFFAL, J., BURKOWITZ, M., LINDEMAN, J., and DREVD AHL, J.E., Conforming Behavior of Psychiatric and Medical Patients. J. of Ab. and Soc. Psych., 49, 2, April, 1954.

PURCELL, C.K., DREVD AHL, J.E., PURCELL, K., The Relationship Between Attitude-I.Q. Discrepancy and Anxiety. J. of Clin. Psych., VIII, No. 1, January, 1952

DREVD AHL, J.E., Personality and Creativity (A Review), Review of Neurology and Psychiatry, No.4, December, 1958.

Publications in
Preparation and Papers
Presented but not
Published:

Three publications in the field of Creativity in preparation.

One publication in the field of Clinical Techniques in Psychology in preparation.

One publication in the area of Professional Problems in Psychology in preparation.

One publication on Personality Differences Among Clinically Oriented and Experimentally Oriented Psychologists, in preparation.

One paper on Group Therapy presented to the Connecticut Valley Psychological Association, 1952.

Two papers presented to the Oklahoma State Psychological Association, 1957, 1958.

Nominated for President Elect, Division 10, American Psychological Association, 1958.

Listed: American Men of Science.

Listed: Directory of the American Psychological Association

The Chief Investigator, Dr. John E. Drevdahl, will be relieved of teaching duties one-half time during the academic year and full-time during the summer months. This percentage of his time will be devoted to this research project.

VII. Facilities

A. Facilities Available:

Office and filing space
Monromatic calculators
Recorder and transcriber
Statistical Consultation
Subjects secured through the cooperation of previous participants in the applicant's researches and through the cooperation of the staff and administration of the University of Miami.
Duplicating and printing services for test materials.
All necessary office equipment
Administrative service through the University Division of Research and Industry.

VIII. Other Support

At the present time no other contract or grant research program is in progress.

IX. Duration

Total amount of time required: 18 months

Beginning: January 1, 1960 Ending: June 30, 1961

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Drew, Robert W.

Waterford, Connecticut
August 27, 1944

Robert W. Drew
First Lieutenant, AC
O-669566
Forest Glen Convalescent Center
Ward 55
Walter Reed Hospital
Washington, D. C.

Dear Lieutenant Drew:

Many thanks for your letter of August 21st. When you are released from the hospital I should be most happy to see you at Princeton at any time and to give you any advice and help in my power in the resumption of your studies. I am delighted that you have your career so definitely mapped out. That is the first condition for making a success.

With warmest good wishes, I am

Yours sincerely,

Frank Aydelotte

FA:jsr

Forest Glen Convalescent
Center

Ward 55
Walter Reed Hospital
Washington, D.C.
August 21, 1944

Dr. Frank Aydelotte
Institute for Advanced Study
Princeton, N.J.

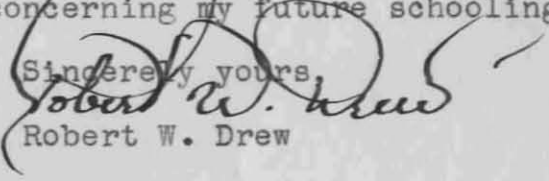
Dear Sir:

Several weeks ago Captain Lesley wrote to you concerning my interest in the Institute. It is my hope that his kindness to me has not intruded upon your own privacy. For the moment, these letters I must realize only as a prologue, for I am still intellectually in short trousers. I shall be back again I believe in future time, and then, if you find me ready, I shall go on with the play.

Perhaps I am assuming too much, however. "I am going to be a writer". In truth, Dr. Aydelotte, that is the work I have decided upon to provide my bread and butter. The Gods may be kind enough to change my mind presently, but as yet they haven't even spoken to me. There are many stories to write -- and it is not necessary that they all be dreadfully serious or immense in their wisdom. However, as always, there are many problems confronting us today. I want to go on with my studies for the moment so that when the time comes that the "answer" is found for me, I shall at least have a little factual knowledge to base my conclusions upon. I have been in the Army as a pilot for two and a half years, and I am firmly convinced that the first study I should take up is spelling and vocabulary -- beginning with the third grade! That finished I want to go on with economics, history philosophy, geopolitics, and studies pertaining to the minds, ways of life, and general characteristics of the peoples of different countries and races.

Later on in the Fall I shall be released from the Hospital. At that time, if it is convenient for you, I should like to visit the Institute and talk with you concerning my future schooling.

Sincerely yours,


Robert W. Drew

1st St, AC
0-669566

Robert W. Drew

Waterford, Conn.
13 August 1944

Dear Lee:

I had a letter from Captain Lesley about Lt. Drew and have replied to him asking for some kind of statement as to Drew's academic record. Captain Lesley said that Drew wanted to specialize in Economics, but Mrs. Drew says literature, creative writing, and history. I am not clear whether Drew has completed his course at Columbia. If he needs ordinary undergraduate or graduate teaching the Institute would not be the place for him, but if he is ready for research we should, of course, be glad to consider his application.

Yours sincerely,

Rensselaer W. Lee, Esq.
Edgartown, Mass.

THE ART BULLETIN

EDITORIAL OFFICE
THE INSTITUTE FOR ADVANCED STUDY
PRINCETON, NEW JERSEY

EDITOR-IN-CHIEF
RENSSELAER W. LEE
ASSISTANT EDITOR
JANE MULL

EDITOR FOR BOOK REVIEWS
GEORGE A. KUBLER
YALE UNIVERSITY
NEW HAVEN, CONN.

Edgartown, Mass.
August 8, 1944

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

Dear Dr. Aydelotte:

Captain Parker Lesley has sent me a copy which I have just now received of a letter which he wrote you on August 1, concerning Lieutenant Robert W. Drew, and the possibility that he might study at the Institute for Advanced Study. Captain Lesley has also asked me whether I would mind writing you a note to tell you that I can vouch for him as a man whose opinions are respectable.

I am very glad to do this. Captain Lesley was a brilliant student in Archaeology at Princeton, and was, before he entered the Armed Forces, Assistant Professor of Art at the University of Minnesota. I can assure you that he is in every way a man of seriousness and good judgement. With kindest regards,

Sincerely yours,

Rensselaer W. Lee

August 8, 1944

Lieutenant Robert W. Drew
60 Strawberry Hill
Stamford, Connecticut

Dear Lieutenant Drew:

I understand you are interested in securing information regarding work at the Institute for Advanced Study. I am glad to send you under separate cover a copy of Bulletin No. 10 describing the work of the Institute and conditions of membership and a copy of our most recent Directory.

Very truly yours,

Jane S. Richardson
Secretary to Dr. Aydelotte

Sep. cov. 1

Sixty Strawberry Hill
Stamford, Connecticut

August 7, 1944

INSTITUTE OF ADVANCED LEARNING
Princeton
N. J.

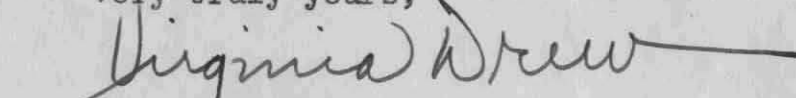
Gentlemen,

I am not at all sure that I have the right title, but we are eager to have a booklet concerning your organization.

Lieutenant Robert W. Drew, 60 Strawberry Hill, Stamford, Connecticut, is interested in finding college work, specializing in literature, creative writing, history. He has heard of the Institute of Advanced Learning, and of the great minds directing courses there.

May we have a booklet, giving requirements for entrance, courses, etc. Please address your reply to Lt. Drew.

Very truly yours,


(Mrs. Virginia Drew)

5 August 1944
Waterford, Conn.

Dear Captain Lesley:-

I am very much interested in your letter about Lt. Drew. Could you tell me just how far advanced he is in his work? The Institute is so organized that we have practically nothing to offer to the man who needs instruction at the graduate school level. The men who come to us are already prepared for independent research and we are able to offer them practically unlimited amount of individual counsel and advice. But the plan, as you can see, works only for men who are able to go forward under their own power. We are very careful not to encourage people to come to the Institute expecting what they will not find, but very glad to have people who can profit by the facilities which we offer. If you can give me an exact statement of just how far Lt. Drew has advanced in his studies, I can readily give you an answer.

Yours sincerely,

Captain Everett P. Lesley, Jr.
Office of the Chief of Staff
Civil Affairs Division
War Department
Washington 25, D.C.

WAR DEPARTMENT
OFFICE OF THE CHIEF OF STAFF
CIVIL AFFAIRS DIVISION
WASHINGTON 25

August 1, 1944

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

Dear Dr. Aydelotte:

I am writing to you directly, rather than to the Registrar of the Institute, because the information desired is not, I believe, to be had from the prospectuses. After the case is outlined, it will be seen that it presents rather unusual precedents, and to the best of my knowledge, the Institute has not, before now, been approached in a similar way.

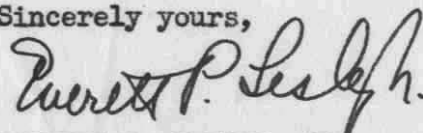
A friend of mine, Lieutenant Robert W. Drew, AC, O-669566, is currently stationed in Washington at the Forest Glen Convalescent Center of Walter Reed Hospital. Lieutenant Drew, who was severely injured in the European campaign, will shortly be discharged from the Army. Prior to enlistment, he was a student in Columbia University, specializing in economics and philosophy. His present desire is to return to the study of these subjects, in a concentrated but informal way, in order to prepare himself eventually for a literary career. Since he is financially independent, he has no interest in or need for an orthodox academic curriculum, but wishes, for an indefinite period, to study unobstructedly with the best authorities available.

During my own stay at Princeton (I received a Master of Fine Arts degree there in 1937, and was subsequently Advanced Fellow in Art and Archaeology), I understood that the facilities of the Institute were for post-graduate scholars of major rank only, whose research projects were sufficiently important to warrant subsidy, and this limitation may still maintain as a policy. However, Lieutenant Drew does not solicit a fellowship or stipend of any kind. His interest is simply to be able to serve an apprenticeship under authorities of renown in an environment that will do much to redirect and develop capacities interrupted by the war.

I realize that the Institute may not be inclined to receive students on this basis, on the ground that it would lead to a departure from the original plan and standards. However, it seems to me that in this case, especially after a young, and I believe talented person has given of himself so much, that special consideration might be warranted.

Lieutenant Drew is of a patrician family, a person of sensitivity and address, who would, I am sure, make the most of a period of study at the Institute. I should appreciate it if you would be kind enough to let me know whether it might be possible for him to enroll, either as a regular student, or as a resident auditor for the instruction and criticism he desires.

Sincerely yours,

A handwritten signature in cursive script that reads "Everett P. Lesley, Jr." The signature is written in dark ink and is positioned above the typed name.

EVERETT P. LESLEY, JR.
Captain, QMC

Drexel Inst. of Tech.



Drexel Institute of Technology
requests the honour of your presence
at the celebration of Founder's Day on the
Fiftieth Anniversary of its Foundation
Wednesday, December, seventeenth
at eleven o'clock
Speaker of the Day
Honorable Roland S. Morris

Driscoll, Alfred E.

COPY

STATE OF NEW JERSEY
Office of the Governor
Trenton

See: Princeton Battlefield
Park
also Trustee minutes
August 11, 1950 index.

Alfred E. Driscoll
Governor

Dr. Robert Oppenheimer
The Institute for Advanced Studies
Princeton, New Jersey

Dear Dr. Oppenheimer:

I have been for some time pondering over your letter of April 24th, advising me that the Trustees of the Institute for Advanced Study "are without power or authority to make gifts of institute property" and, therefore, presumably not in a position to convey to the State of New Jersey a small tract of land to be incorporated in the Princeton Battlefield Park, formally established by the Legislature of this State in 1946.

Frankly, the decision of your Board of Trustees is as unsatisfactory as it is disappointing. A year or two ago, I was beseeched by representatives of the Institute to request the Legislature to adopt amendments to our laws, designed to make it possible for your Institute to enjoy certain tax-exempt privileges. After careful consideration of the problem, I recommended that the Legislature adopt the requested legislation. This was done and the legislation was approved by me and is now part of the laws of our State. At that time, I was assured that the Institute for Advanced Studies would at an appropriate time indicate its appreciation for the action taken by the State. Thus far, there has been little evidence of any real appreciation on the part of the Institute. Perhaps the whole subject should be reconsidered again.

The request for a conveyance of a small piece of property of great historic value to the State and nation is certainly not to be placed in the same category with a gift to an individual, or even to a private or charitable organization. Assuming that your Trustees are anxious to cooperate with the State, I am confident that a way can be found to accomplish our purpose. I am sure that the Legislature would be happy to adopt any enabling legislation that may be required or; if necessary, for a nominal consideration the land may be leased to the State for 999 years.

Accordingly, may I ask that you ask your Trustees to reconsider the request of the State at the earliest possible moment.

With kindest personal regards, I am

Very truly yours,

(s) Alfred E. Driscoll
Governor

7008-18 av.
Brooklyn, N.Y.
Aug 20, 1945

Institute for Advanced Study
Princeton, N.J.

Gentlemen:

I am interested in receiving information about your courses of study and grants for research offered by your organization in the social science fields. I would also like to know if you make any special dispensations for servicemen or veterans.

Thank you for an immediate reply.

Yours truly,
Pauline Drucker

Drucker, Pauline

August 21, 1945

Miss Pauline Drucker
7008 18th Avenue
Brooklyn, New York

Dear Miss Drucker:

Thank you for your letter of August 20th. I take pleasure in sending you under separate cover a copy of our latest Bulletin which describes the work of the Institute for Advanced Study. As you will see upon reading the Bulletin, the Institute offers individuals an opportunity to do postdoctorate research in subjects closely related to the work being pursued by the members of the Faculty. In each case, applicants for membership in the Institute are asked to submit an outline of the project they have in mind, together with a curriculum vitae and a list of their publications. This material is then presented to the Faculty for consideration and action. The same procedure is followed in the case of veterans.

I hope this will give you the information you need. Chapter III of the Bulletin describes the work of the School of Economics and Politics.

Yours very truly,

Jane S. Richardson
Assistant Secretary

Sep. cov. 1

Dublin Institute

June 3, 1952

The Chairman of the Council
Dublin Institute for Advanced Studies
64-5 Merrion Square
Dublin, Ireland

My dear Sir:

Miss Judith Sachs, the Librarian of the Institute for Advanced Study, has informed me that the gift copies of the publications of the Dublin Institute have now been received and are on file in our Library. In Professor Veblen's absence from Princeton, I should like to acknowledge and thank you for your generosity in sending us the publications, and to give you an expression of our warm thanks and appreciation.

Yours sincerely,

Robert Oppenheimer

Copy to Miss Sachs

THE INSTITUTE FOR ADVANCED STUDY
PRINCETON, NEW JERSEY

SCHOOL OF MATHEMATICS

April 4, 1952

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

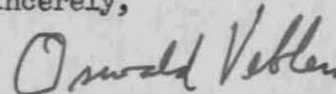
Dear Oppenheimer:

During my visit last year to the Dublin Institute for Advanced Studies I was promised a collection of some of their publications and of documents about their organization, which I undertood to turn over to our institute.

It appears that this material is now on the way and I have arranged with Miss Sachs that they shall be properly received and taken care of. They will, presumably, arrive about the time that I am leaving. From the second paragraph of the letter, of which I enclose a copy herewith, I draw the inference that it would be tactful for you to send a short letter of acknowledgment to the Chairman of their council. Would you mind doing this?

It is even possible that there might be something in the shipment which would interest you.

Yours sincerely,



Oswald Veblen

OVcdu
Enclosure

CC: Miss Sachs

Dublin Institute for Advanced Studies,
64-5, Merrion Square,
Dublin.

Registrar:
D. MacGrianna, M.A., B.L.

1st April, 1952.

Professor Oswald Veblen,
The Institute for Advanced Study,
Princeton,
NEW JERSEY.

Dear Professor Veblen,

I send you herewith the original Bill of Lading for one case of books shipped to you last month. The case contains copies of this Institute's publications, of the establishing Act and Orders, the Superannuation Scheme and the statutory Annual Reports.

A formal letter from the Chairman of our Council asking you to accept the books on behalf of the Princeton Institute will follow.

I wish to apologise for the long delay in forwarding the books and documents. It does take quite some time now to complete all the necessary formalities required by Exchange Control and other regulations.

A duplicate of this original Bill of Lading is being sent to you by surface mail to-day.

Yours sincerely,

/s/ Patricia O'Neill

Acting for REGISTRAR.

MD

March 5, 1946

Mr. D. MacGrianna, Registrar
Dublin Institute for Advanced Studies
64-5 Merrion Square
Dublin, Ireland

Dear Mr. MacGrianna:

I have your letter of February 28th and take pleasure in sending you under separate cover a set of the Bulletins of the Institute for Advanced Study in Princeton. Unfortunately Bulletin No. 4 is out of print and we have no extra copies on hand. With this exception, however, the set of Bulletins is complete. Bulletin No. 12 will probably be published in the fall. I have placed your name on our permanent mailing list so that you will receive a copy when the new Bulletin is ready for distribution. At the present time the Bulletin is the only publication issued by the Institute giving an overall picture of its administration and the work pursued in the different Schools. If in the future any additional material of this nature is printed, we shall be glad to see that you receive a copy.

We shall be very pleased to receive a copy of the Act of Parliament and the Establishment Orders establishing the Dublin Institute and the Schools of Celtic Studies and Theoretical Physics. Thank you for your kindness in sending it.

Yours sincerely,

Jane S. Richardson
Secretary to the Director

Telephone 64746.

Registrar:

D. MACGRIANNA, M.A., B.L.

INSTITIUID ARD-LEIGHINN BHAILE ATHA CLIATH
(DUBLIN INSTITUTE FOR ADVANCED STUDIES),

64-5. CEARNOG MHUIRBHTHEANN
(64-5, MERRION SQUARE),

BAILE ATHA CLIATH
(DUBLIN).

28th February, 1946.

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

Dear Sir,

As you are probably aware the Irish Government have established in Dublin in 1940 an Institute of higher learning known as "The Dublin Institute for Advanced Studies". I have the honour to send to you for your information under separate cover a copy of the Act of Parliament establishing the Institute and also copies of the Establishment Orders establishing the two original Constituent Schools of the Institute, viz. the School of Celtic Studies and the School of Theoretical Physics.

I should be grateful if you would kindly send me at your earliest convenience a complete set up to date of the Bulletins which I understand you publish annually. I should also be grateful if you would be so good as to send me copies of any other publications or reports dealing with the administration of your Institute or dealing with the regulations made from time to time for its government. It is to be understood, of course, that I am not including in my request copies of the scientific publications of the Institute. These (or some of them) are, I understand, being sent by an exchange arrangement between our School of Theoretical Physics and your School of Mathematics. I am concerned with reports of the activities of your different schools and publications or reports dealing with the administration and good government of your Institute.

Please let me have an invoice showing the cost of any publications you may wish to send, and I shall let you have a cheque by return.

I am, dear Sir,
Yours faithfully,

D. MacGianna

REGISTRAR.

2nd Gen - Dumbarton Oaks

26 February 1957

Dear Dr. Kitzinger:

Thank you for your good note. It would be fine to see you here next month. I am going out to California for a little while, but shall be available after the 12th of March, and shall not be leaving again until the 6th of April. When you know your own schedule, perhaps you will telephone to fix the exact time.

Very sincerely,

Robert Oppenheimer

Wanted on

Dr. Ernst Kitzinger
Director of Studies
Dumbarton Oaks Research Library
and Collection
1703 Thirty-second Street
Washington 7, D. C.

TRUSTEES FOR HARVARD UNIVERSITY
THE DUMBARTON OAKS RESEARCH LIBRARY AND COLLECTION
1703 THIRTY-SECOND STREET, WASHINGTON 7, D. C.

February 25, 1957

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

Dear Dr. Oppenheimer,

I still remember your visit to Dumbarton Oaks some years ago when I had the pleasure of meeting you briefly.

My purpose in writing today is to ask you whether you could give me an opportunity for a conversation sometime in the not too distant future. In recent months a good deal of thought has been given here at Dumbarton Oaks to our more long term problems as a research institution. Some of these problems are of a general nature and I feel that it would be a great help to me if I could have your advice and the benefit of your wide experience.

I could come to Princeton almost any time during the latter half of March or in early April. Alternatively, should you happen to be planning to come to Washington I should be delighted to welcome you here if you could spare the time.

Yours sincerely,



Ernst Kitzinger
Director of Studies

March 11, 1947

To: Dr. Frank Adelotte:

The attached answer to
Mr. Murray's letter is self-
explanatory.

Sincerely,

P. K. Leidesdorf

from the desk of SAMUEL D. LEIDESDORF

Dun & Bradstreet, Inc.

March 12, 1947

Mr. G.E. Murray
Country Department
Dun & Bradstreet, Inc.
12 South 18th Street
Box 7229
Philadelphia 1, Pa.

Dear Mr. Murray:

In reply to your letter of the third,
I beg to inform you we have an endowment fund in excess
of \$15,000,000, which is in cash, government bonds or
marketable securities. Our only liabilities are a few
current bills which we pay either weekly or monthly.

Trusting that this is the information
you desire, I am

Sincerely,

Sgd) S. D. Kiederer

March 5, 1947

G. E. Murray, Esq.
Dun and Bradstreet, Inc.
P. O. Box 7229
Philadelphia 1, Pennsylvania

Dear Mr. Murray:

I have your inquiry and hope before long to have a financial statement for publication which will answer all your questions. The fact is that the Institute for Advanced Study is a young institution and the whole of its endowment amounting to eighteen or twenty million dollars was given by Mr. Bamberger and Mrs. Fuld, partly during their lifetime and partly by wills at the time of their death. It has taken a long time to settle up the estates and we are only now coming to the point where a definite financial statement will be possible. I am making a note to send this to you as soon as it is ready.

Yours sincerely,

Frank Aydelotte
Director

Copy to Miss Miller
Placed on permanent mailing list

March 5, 1947

Samuel B. Leidesdorf, Esq.
125 Park Avenue
New York 17, New York

Dear Mr. Leidesdorf:

I enclose an inquiry from Dun and Bradstreet, together with a draft of my reply. If you think it all right, please mail it but if you want to make some other kind of statement, tear this up and substitute your own. It would, of course, be possible to send them a copy of the current auditor's report but it seemed to me that it would be more dignified to make our first public financial statement in the Institute Bulletin and I had rather planned that for Bulletin No. 13. If, however, you think it important to keep Dun and Bradstreet informed and care to send them the auditor's report, please do so.

With kindest regards, I am

Yours sincerely,

Frank Aydelotte

copy to Miss Miller

Dist. Misc. - Dupree

4 September 1957

Dear Dr. Dupree:

Thank you for your letter of August 22nd which I am answering in Dr. Oppenheimer's absence. The Institute for Advanced Study does not have any permanent research positions; I judge, from your letter, that you are interested in permanent employment. It is a rule of the School of Historical Studies not to appoint to temporary membership, scholars who do not have an academic job to which to return at the end of their membership.

I believe, therefore, that we can not be of any help to you. However, I am holding your letter for Dr. Oppenheimer's attention on his return to Princeton next week; and if he should have any helpful suggestions, I am sure he will write to you.

Sincerely yours,

(Mrs. Wilder Hobson)
Secretary to the
Director

Dr. Louis Dupree
302 Truett Drive
Montgomery 5, Alabama

*written after
consultation
with Prof. Thompson*

302 Truett Drive
Montgomery 5, Ala.
22 Aug 1957

Dear Dr. Oppenheimer,

Yesterday at 10 minutes to five the Arctic, Desert, Tropic Information Center, one of the few Air Force agencies dedicated to saving lives, ceased to exist. Three anthropologists, two geographers, a meteorologist, botanist, ~~like~~ biologist, and oceanographer were unemployed. No ~~defense~~ defense. And all this is the face of ~~unparalleled~~ unparalleled though artificial prosperity. We had been given no warning, no preliminaries. As you realize this is the worst possible time of the year for such a riff, and it is happening in the Dept. of Defense all over the States. I liked my job and so did my cohorts, but now I wish to leave the unstability of govt. research and return to the instability of the academic world. I hope you will forgive my forwardness, but I have to find a job and I'm leaving no academic ear unbended. I am a total stranger, and not a well-known scholar, but -and I do not use the word loosely- struggling. Inclosed is a brief autobiographical sketch and a lengthy list of references can be sent on request. I would appreciate any suggestions you may have to offer. I would die with joy if I could have a small research position or grant with the Institute. I do so want to continue my archaeological still. I still have three sites to write up (two in Afghanistan, one in Iran) as well as a Libyan surface collection and two ethnographies to write.

Again, forgive my impertinence in writing,

Hopefully,

Louis Dupree
Louis Dupree

NAME: Louis Dupree

DATE AND PLACE OF BIRTH: 23 Aug 1925, Greenville, N.C.

MARITAL STATUS: Wife, Ann K. Dupree; one daughter (20 mos)
one son (2 mos)

MILITARY SERVICE: Cadet-Midshipman, Merchant Marine Reserve, USNR
March, 1943 to Sept., 1944, 11 mos. sea duty
US Army Paratroopers
Oct., 1944 to Jan., 1947, Philippines, Japan.
Discharged as 1st Lt., Parachute Infantry

EDUCATIONAL BACKGROUND: BA(cum laude) 1950, MA 1953, PhD 1954-
all Harvard University, Cambridge, Mass.
Specialized in Asiatic Archaeology and
Ethnology.

PROFESSIONAL EXPERIENCE:

Field Trips

Massachusetts (Pilgrim and Indian archaeology), Summer, 1947

Mexico (archaeological reconnaissance), Dec., 1947

France (archaeological excavations in eastern France under Prof.
Hallam Movius), Summer, 1948. A Peabody Museum-Harvard exped.

West Pakistan, Afghanistan (archaeological-anthropological recon-
naissance), Summer, 1949.

West Pakistan, Afghanistan (archaeology-ethnology), June, 1950 to
March, 1951. Both the above sponsored by the American Museum
of Natural History.

Iran (archaeology-ethnology), March, 1951 to July, 1951, U. Mus., U. of Pa.

Panama (ethnography, USAF survival small group studies), Jan.-Feb., 56.

Libya (ethnography, USAF survival small group studies), June-July, 56.

Puerto Rico (ethnography, USAF survival small group studies), Nov., 56.

Puerto Rico (ethnography, USAF survival small group studies), March, 57.

Academic Experience and Honors

General MacNider Scholarship for a Pacific Veteran, 1950.

Thaw Fellow in Anthropology, 1951.

Anthropologist, Facometer Project, Forsyth Dental Clinic for Children,
July, 1952.

Teaching Fellow in Anthropology, Harvard, 1952-53.

Asst. to the Dean of Freshman Scholarships, Harvard College, Jan.-
Sept., 1953.

Asst. Prof. of Middle Eastern Studies, Air University, Maxwell AFB, Ala.,
1955-57.

Assoc. Prof. of Middle Eastern Studies, Air University, Maxwell AFB, Ala.
appointed in June, 1957. Taught course in Current Problems in the
Middle East.

Government Experience

USAF contract to write monographs on Afghanistan, Iran, West Pakistan and Kashmir, Sept., 1953 to October, 1954.
 Research and Editorial Specialist, Arctic, Desert, Tropic Information Center, Research Studies Institute, Air University, Maxwell AFB, Ala., October, 1954 to date (20 Aug 1957). The ADTIC has been abolished in the new government economy drive.
 See enclosed job description. I was GS-12 (\$7500/year).

Recently I was awarded the following citation:

"Commendation for Meritorious Civilian Service

Louis Dupree

Has received official commendation for outstanding performance of duty.

CITATION: In recognition of meritorious service as author of Project AU-387-54, Research Studies Institute, Desert Phase. As field observer on a 40-mile trek in the Libyan Sahara while making detailed records which contributed significantly to the USAF Survival Training Program, he endured great physical hardship. His high performance and professional accomplishments have reflected great credit on the Air University and the United States Air Force."

Signed by D.C. Strother, Lt. Gen.

Commander, Air University

GOVERNMENT BIBLIOGRAPHY:

1953. Cultural study of Afghanistan. 332 pp.
 1954. Cultural study of Iran. 462 pp.
 1954. Cultural study of West Pakistan and Kashmir. 250 pp.
 1955. Physiology of man in the jungle. 4 pp.
 1955. Cultural study of Iran (short version). 104 pp.
 1956. Cultural study of West Pakistan and Kashmir (short version). 106 pp.
 1956. THE JUNGLE SURVIVAL FIELD TEST: PRELIMINARY REPORT. 63 pp.
 1956. THE JUNGLE SURVIVAL FIELD TEST. 75 pp.
 1956. (with Dr. G.A. Llano). Preliminary report of the water survival field test. 41 pp.
 1956. THE DESERT SURVIVAL FIELD TEST. 83 pp.
 1957. Cultural study of North India, Nepal, Bhutan, and Sikkim. 140 pp.
 1954-57. ETHNIC CARD STUDY: A DESCRIPTION OF THE PEOPLES OF THE WORLD.
 I was Project Officer from Sept., 1955 to now. I personally did research on the following cards: Baktiari, Druze, Hawaitat, Kurds, Lurs, Qashqai, Persian Villagers, Sayyad, Yezidi, Mandeans, Shahsavans, Barbari, Hazara, Baluchi, Brahui, Sindhi Moslems, Punjabi Moslems, Pathans, Kafirs, Chehar Aimak, Kashmiris, Sikhs, Chin (Kuki), Mishmi, Chitralis, Baltis, Gilgitis, Ladakhis, Nisu (Dafla-Miri), Apa Tanis, Lepchas, Gurkhas, Lushais, Naga Tribes.

PROFESSIONAL BIBLIOGRAPHY

1950. A typological study of the lithic and bone implements from La Colombiere (Ain), France, and their relationship to the Upper Paleolithic sequences of Western Europe. 2 vols. Thesis for undergraduate honors, Dept. of Anthropology, Harvard. Now in Peabody Museum Library, Harvard.
1951. Preliminary report on excavations at Shamshir Ghar, Koh-i-Duzd, and Deh Morasi Ghundai, Afghanistan, Part I. AFGHANISTAN 6-2: 21-31. Kabul.
1951. Preliminary report on excavations at Shamshir Ghar, Koh-i-Duzd, and Deh Morasi Ghundai, Part II. AFGHANISTAN 6-3: 30-35.
1952. The Pleistocene artifacts of Hotu Cave, Mazandaran, Iran. PROC. AM. PHILOSOPHICAL SOC. 96-3: 250-257. Philadelphia.
1953. The Neolithic Pottery of Hotu Cave and its relationship to the origin of painted pottery in Iran. Listed by title in ASIA AND NORTH AMERICA*TRANSPACIFIC CONTACTS, assembled by Marian Smith, MEM. SOC. AM. ARCHAEOLOGISTS # 9.
1954. Review of ISRAEL BETWEEN EAST AND WEST by Raphael Patai, in the MIDDLE EAST JOURNAL 8-1: 105-106. Washington.
1954. Shamshir Ghar: Historic Cave Site In Kandahar Province, Afghanistan, 2 vols. PhD thesis for Dept. of Anthropology, Harvard U. Copies in Peabody Museum and Widener Libraries.
1954. A survey of the geography and geology of the Philippines, with emphasis on the Pleistocene. JOUR. EAST ASIATIC STUDIES 3-2: 183-198. Manila.
1954. The disintegration of the clan village in Badwan, a Pathan farming village in southwestern Afghanistan. JOUR. ALA. ACAD. SCI. 26: 98. Montevallo.
1955. The artificial small group study and archaeological excavation. AM. ANTIQUITY 20-3: 271. Salt Lake City.
1955. Review of THE TLLADEGA STORY by Solon T. Kimball and Marian Pearsall, in AM. ANTHROPOLOGIST 57-5: 1105-1106. Menasha.
1955. The Middle East and You. CONTACT 9-6: 3-8. Dayton.

PROFESSIONAL BIBLIOGRAPHY-2

1955. Who saw the soh'goon? NATURAL HISTORY 64-10: 525-527. New York.
1956. Afghanistan between east and west: Second Century B.C. to 1222 A.D. JOUR. ROYAL CENT. ASIAN SOC. 43-1: 52-60. London.
1956. RSI representatives participate in jungle survival field tests. AIR UNIVERSITY RESERVE NEWSLETTER 3-3: 8-13.
1956. Review of STONE WORKER'S PROGRESS by Sir Francis H.S. Knowles, in AM. ANTIQUITY 21-4: 426-427. Salt Lake City.
1956. Note on the distribution of the Indian Crested Porcupine, Hystrix indica. JOUR. OF MAMMALOGY 37-2: 299-300. Baltimore.
1956. Set a seal to catch a thief-, a porcupine. Illustrated London News 228-6164: 661. 2 June. London.
1956. Shamsir Ghar, a historic cave site in Afghanistan. ORIENTALISTISCHE LITERATURZEITUNG 7/8: 293-296. Leipzig.
1956. The changing character of South-Central Afghanistan villages. HUMAN ORGANIZATION 14-4: 26-29.
1956. Afghan profile. NATURAL HISTORY 65-10: 537-541. New York.
1956. Review of CRESCENT AND GREEN: A MISCELLANY OF WRITINGS ON PAKISTAN, in AM. ANTHROPOLOGIST 58-6: 1169-1170. Menasha.
1956. Shamsir Ghar: A historic cave site in Kandahar Province (Afghanistan). ARTS ASIATIQUES 3-3: 195-206. Paris.
1957. Review of NEASIAN BELIEFS AND CUSTOMS by Henri Masse, trans. by Charles A. Messner, in AM. ANTHROPOLOGIST 59-2: 364-365.
1957. Review of ARCHAEOLOGY AND ITS PROBLEMS by Sigfried J. De Laet, in NATURAL HISTORY 66-4: 175, 221. New York.
1957. Medieval European Feudalism and the contemporary Middle East, REPORT ON CURRENT RESEARCH, SPRING, 1957, pp. 47-55, published by the Middle East Institute, Washington.
1957. Shamsir Ghar- a cave in Afghanistan. ARCHAEOLOGY 10-2: 108-116.
- Three reviews and two articles now in print. One monograph in print, one in preparation. A book on Afghanistan being written for Harpers, NY.

POSITION DESCRIPTION

Maxwell Air Force Base, Alabama
AU, Research Studies Institute
ADT Information Center
Tropic Section Branch

Research and Editorial Specialist
(ADT Regions)
GS-101-12

(1) NATURE AND PURPOSE OF WORK

(a) INTRODUCTION: The function of the Desert Tropic Branch is to collect, evaluate and disseminate information pertaining to the Tropic environments. Close liaison and coordination is maintained with those Agencies engaged in Desert Tropic research. The purpose of this position is to conduct research projects on subjects pertaining to the Desert Tropics, but is not limited or restricted to this particular subject area. The position is directly related to the position of Section Chief by virtue of supervision received. It is directly and indirectly related to other positions within the Center by virtue of supervision exercised and the common objective of collecting information on non-temperate environments.

(b) DUTIES

1. Receives general assignments on a regional basis and plans, develops and completes detailed studies and research projects which relate to specialized conditions in non-temperate areas, including information on such items as equipment, shelter, food, medicine, clothing, etc., which are pertinent to USAF operations in those regions. Such studies are research work which ultimately take the form of syntheses, summaries, monographs, tech manuals, digests, etc. Makes specific assignments involving certain phases of above studies in the broader study of research projects. Serves as technical specialist and consultant on matters pertaining to Arctic, Desert or Tropical Regions to which assigned. Personally specializes in anthropology and cultural geography and utilizes a comprehensive knowledge of the geography of tropic areas. In addition, utilizes knowledge from related fields, particularly physiology and ethnology. Establishes and maintains contacts with outside Agencies in completing general assignments requiring the collecting, evaluation, recording, preparation and dissemination, in appropriate form, of pertinent data bearing upon USAF operations in non-temperate regions. Coordinates research with other units or Sections. Determines type of presentation best suited to specific problems. Performs research in library reference material and determines material needed outside of library resources and individuals or Agencies who might be contacted for pertinent information. Integrates conflicting records and reports, develops and presents factual data in various forms pertaining to assigned regions. Compiles bibliographies, annotations and appendices. Ascertain that format of studies is in accordance with research techniques. Devises and maintains reference files and forms. Initiates correspondence to or otherwise contacts individuals and Agencies providing research materials. Performs related duties of similar responsibility.

POSITION DESCRIPTION
(continued)

2. Outline major objectives to Research and Editorial Specialist of lower grade and furnishes general overall suggestions to facilitate location of sources of data and to improve techniques for procuring such data. Supervises editorial, clerical and stenographic work required in the accomplishment of the purpose of the position.

(2) SCOPE AND EFFECT OF WORK: On basis of wide field experience in the non-temperate areas and extensive formal education in the natural and social sciences, is an authority on matters pertaining to the Arctic, Desert and Tropic, with particular emphasis on the Tropics. Successful completion of research studies on the Tropics are dependent upon his actions, decisions, recommendations, and tactful dealing with those Agencies which the ADTIC draws upon for information. Results of such programs are used in ascertaining future requirements and in the education of AF Officers.

(3) SUPERVISION AND GUIDANCE RECEIVED: Under supervision of Research and Editorial Specialist of higher grade, receives general assignments pertaining to a particular geographical region and exercises in this assignment independence of action in planning and developing detailed studies and research projects relating to USAF operations in that particular region. Consults with Supervisor on matters concerning type of presentation best suited to problems, use of material in the collection and evaluation of conflicting records and data.

(4) MENTAL DEMANDS: Keeps abreast of all research in the non-temperate areas with special emphasis on the Tropics; through contacts and coordination with AF Agencies and civilian Agencies must be cognizant of current and proposed testing, field experiments, expeditions, etc. Uses available pertinent information on the Tropics, such as roster of Tropic Specialists, subject and areal bibliographies, location of installations, training schools, training aids, etc.

(5) PERSONAL WORK CONTACTS: Has personal contacts, telephone contacts through correspondence with high ranking military personnel and civilian Specialist in the receipt and exchange of information.

(6) OTHER: Knowledge of maps and cartography, photography, and the logistic problems present in non-temperate areas. Experience in dealing with native peoples. Familiarity with health problems in the Tropics and marginal areas. Training in survival and survival techniques.

Dutton, William S.

William S. Dutton + Heatherly Dutton

"LANESTURN" • AVONDALE • PENNSYLVANIA • PHONE 2631

November 9, 1950

Dear Dr. Oppenheimer:

Make it Tuesday, November 21st, around early
afternoon, following a good lunch when you are at peace
with the world.

Sincerely

W. S. Dutton

Dr. Robert Oppenheimer

The Institute for Advance Learning

7
4 11/20 or 21

November 6, 1950

Dear Mr. Dutton:

Thank you for your very good note of November 4th. The undertaking you have in mind is surely not an easy one, and I would be the last to encourage you. But if you would like to come here for a brief talk, I could be available on the 20th or 21st. I will probably not be available the days following.

With every good wish,

Robert Oppenheimer

Mr. William S. Dutton
Lanesturn
Avondale, Pa.

William S. Dutton + Heatherly Dutton

"LANESTURN" • AVONDALE • PENNSYLVANIA • PHONE 2631

November 4, 1950

Dear Dr. Oppenheimer:

The Saturday Evening Post has asked me to look into "the human side" of the Institute for Advanced Learning. Some earlier efforts to develop an article of wide popular interest, based on the Institute, have not turned out well, so that mine will be a new approach.

You may see little point in inviting such publicity, but on second thought I believe that you will. All of our academic institutions are becoming more and more dependent on public support, which should be sympathetic and understanding. The tendency to shut up our scholars in "ivory towers", followed pretty generally up to now, certainly has not added to public confidence. On the contrary, much misunderstanding and suspicion have arisen.

At any rate, I should like to discuss the matter with you before getting further into the subject. I have made some preliminary inquiries, which have turned up promising leads. It happens that I used your name recently in LOOK without consulting you, and am doing so again in an article on the Rockefeller Foundation which will appear in COLLIER'S sometime this winter. Perhaps we had better get acquainted before I take your name in vain a third time.

How would a day between the 20th and 30th of November suit you? I could come to Princeton at any time you say, if the project seems worthwhile to you.

Very sincerely



Dr. J. R. Oppenheimer, President
Institute for Advanced Learning
Princeton, New Jersey