

1914-29

SCHOOL OF ECONOMICS & POLITICS

Academic Organization

✓ GENERAL (SOCIAL SCIENCES)

Academic Activities

SPELMAN MEMORIAL (GENERAL)

Foundations

ROCKEFELLER FOUNDATION

FOSDICK, RAYMOND B.

Biographical

FLEXNER, A.

Fosdick says Gates opposed studies in social sciences proposed by Edwin F. Gay (1914), and though through Greene's influence Rockefeller Foundation financed Institute of Government Research later merged with Brookings Institution, doors of Rockefeller Foundation by 1920 were closed to all fields but public health and medicine. "But by 1920 the Foundation had to all intents and purposes been captured by the ~~not~~ doctors, and while some grants were made in the following years for biology and cultural anthropology, the doors, although still ajar, were for the time being closed against practically everything except public health and medicine." (p. 193)

1922 Spelman Foundation looking for a field. Beardsley Ruml then in late 20's, associated with Dr. James R. Angell, President Carnegie Corporation who had been trained in psychology was appointed director of Memorial. Immediately submitted plan to trustees plan to enter social sciences. Twice propitious--World War I had raised many new problems of social control over physical developments. Rockefeller concentrated on money for research and men through university studies--in economics, sociology, and political science and for investigation only and its expenses--men, travel, etc.

Ruml tried to break down departmentalization of universities which hampered cross study--three Rockefeller boards spent \$6 million / on such things as Institute of Human Relations at Yale, the University's Institute of Psychology and its Psycho-Clinic for child study, etc.--did not realize goal. Failure due to inability to cross lines, merge conflicting personnel and policies into a working relationship. "A unified and integrated program of research does not develop automatically from physical propinquity under a single roof." (p. 196)

Memorial granted over \$20 million for development of major university centers of research--result--notable progress in recognizing need for research in social sciences; research is costly, and that non-academic world is eager to profit by the studies.

With this program 5 schools for social work were established: Atlanta, New York, Tulane University, University of Chicago, and National Catholic School of Social Science, valuable in developing personnel which government needed in the depression program. Ruml also promoted men cross-fertilized in ideas.

Ruml retired as Director 1929 on merger and Edmund E. Gay, professor of economics at Harvard, took over--had been associated with Ruml in Spelman.

Fosdick, Story of the Rockefeller Foundation, pp. 192-200

1930-50

ROCKEFELLER FOUNDATION

Foundations

SPELMAN MEMORIAL

NATIONAL BUREAU OF ECONOMIC RESEARCH

BROOKINGS INSTITUTE

POSDICK, RAYMOND

Biographical

✓ SOCIAL SCIENCES (GENERAL)

Academic Activities

DAY

Biographical

PLEXNER, A.

Flexner with Rose, Battrick and Vincent made a study of policy for trustees of the Memorial in view of the fear of venturing into studies of social science. They proposed a "charter"--universities were to do the work; Memorial not to handle research directly, etc. etc. (p. 201, 202) Determination that subjects of controversial nature cannot be avoided.

Day and crash. Followed Ruml's lead--said to Board of Trustees October, 1930: "Practically all the sciences have sprung initially from philosophy. The introduction of laboratory methods enabled the natural sciences to make a rather complete separation, and the medical sciences made the same break later. The social sciences are still in the process of establishing their independence...We have thus virtually to break an academic pattern. We have to establish a new academic mold." (p. 202)

Extensive use of fellowships and use of social science committees at universities to administer fluid research funds given by the foundations, determining then our fields and projects. [\$2 million from Foundation 1929-30] in this manner appropriated.

In addition 3 major fields laid out and intensively supported:

1. International Relations (p. 203)

2. Economic Stabilization (pp. 203-4)
 - a. Improvement of knowledge (statistical) of cycles and causes
 - b. Methods to ameliorate fluctuation.

3. Public administration (pp. 205-6)
(Public Administration Clearing House, 1313 N. 60th St., Chicago)
Rockefeller Foundation dropped parts of program involving direct cooperation with Council of State Governments and American Municipal Associations.

In 1934 a special committee (Fosdick chairman) set out to examine the Foundation's program. "It seems to your committee, that we now have the opportunity to see whether we cannot assist in applying to concrete problems of our social, political and industrial life some of the ideas and data which research all over the world is rapidly developing. This would not mean, of course, the relinquishment of research as a method. It would mean that we have no interest in the promotion of research as an end in itself. We are interested in it as a mask means to

an end, and the end is the advancement of human welfare...The mere accumulation of facts, untested by practical application, is in danger of becoming a substitute rather than a basis for collective action." (Report of Committee on Appraisal and Plans, Rockefeller Foundation, December 11, 1934. Quoted by Raymond Fosdick, p. 207)

The committee found that academic politics interfered with most fruitful application of funds for fluid research in some cases (208). But progress has stimulated and promoted research in universities.

Report resulted in general abandonment of general university research program for more specific programs.

Ray resigned to take presidency of Cornell University 1937--summary of decade of Rockefeller Foundation (and Memorial) (p. 209)--changes in institutional centers of research in social sciences. Willits took over on threshold World War II. 1939.

His approach in broad outline was that of Ruesl and Day (p. 212), mainly in fields of international relations and economic stability.

Wesley Mitchell leading spirit in foundation National Bureau of Economic Research about 1920--to lay a better basis for objective thinking and research in economics. Began with investigations of amount and distribution of national income. Broadened to include economic cycles, employment, wages, prices, next two decades, production and productivity trends, finance and fiscal policy.

Mitchell's basic thinking sometimes unpopular:

1. The rich capacity of economists to produce imaginative hypotheses not adequately balanced by efforts at verification and inductive research

2. With facilities at hand, it should be possible to supplement theoretical conjecture with scientifically measured fact and relation, thereby, to work toward substitution of tested conclusion and definitely measured knowledge for guesswork and dogmatic hypotheses.

Two criteria guided N. B. S. S.:

1. Subject must be socially significant (to promote social welfare)
 2. Subject must be susceptible of scientific treatment.
- (pp. 212-13)

Throughout N. B. S. S.'s history Rockefeller Foundation has been its largest single contributor to work which is objective and authoritative and used increasingly by government and business bodies (p. 213). Foundation's appropriations \$5 million (1920-51)

Social Science Research Council (pp. 213 ff.) Problems of social behavior--cuts across many fields. Studies--International Relations, Social Security, T. V. A., Government Statistics and Information, Nationalism and Internationalism, Population, Public Administration, Public Opinion Measurement, Housing, Economic History. Rockefeller Foundation and Spelman \$8 millions.

Brookings Institute created by merger in 1927 of 3 agencies: the Institute of Government Research, the Institute of Economics, and the Robert Brookings Graduate School of Economics and Government. Fields particularly of economics, government and international relations. Rockefeller Foundation \$2,300,000 XIERTEX (1927-51)

Stanford University Food Research Institute.

Institute for Advanced Study. "Scholars from this country and abroad sought out this institution because they felt that it presented perhaps the best combination of stimulus and freedom for truly advanced work that existed anywhere in the world. That the Institute thus served as such a powerful magnet was due to the quality of insight, wisdom, and experience represented in its staff." (p. 216)

Rockefeller Foundation also continued to support graduate school research in economics.

Oxford, (England) funds to aid Institute for Statistics and to develop additional research facilities at Haffield College

(p. 217). At Cambridge (England) funds went to support applied economics which gained great recognition of government.
"Cambridge influences teaching and policy on economic questions in Britain more than any other university." (Quote from Minutes Rockefeller Foundation, January 18, 1946, quoted by Fosdick, p. 217)

University of Manchester work unsurpassed / "either in tradition or in promise." (Minutes Rockefeller Foundation, September 28, 1946, quoted by Fosdick, p. 217)

American universities economic research (pp. 217-18)

International relations and institutions (pp. 220-21)

Fosdick, Raymond, The Story of the Rockefeller Foundation

1931-1933

GENERAL

✓ GENERAL

BEARD, CHARLES A.

GENERAL (ALL SOULS)

Academic Organization

Academic Activities

Biographical

Educational Institutions

Flexner resisted impulse to re-create All Souls of which he was an honorary member, though it was his ideal in atmosphere??

But was not his conviction that programs left to themselves would produce? Beard to contrary!

Difference in concepts--the understanding of men--spurs.

1931-1933

GENERAL

Academic Organization

✓ GENERAL

Academic Activities

BEARD, CHARLES A.

Biographical

GENERAL (ALL SOULS)

Educational Institutions

Re: Correspondence between Beard and Flexner concerning organization of IAS.
File I-11.

See: GENERAL - Academic Organization

1931

2/6

~~MISXWXX~~ ✓ GENERAL

Academic Activities

TOYNBEE, ARNOLD

Biographical

POLICIES

Administration

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

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

D Institute--Organization

1933-1946



GENERAL

Academic Activities

See Bulletins for work of various schools.

Bulletins

1933

3/30
4/4

MATHEMATICS

Academic Activities *orig*

ECONOMICS

✓ POLITICS

MITCHELL, BRADUS

Biographical

Mitchell (Johns Hopkins Univ.) to Fleener (IAS, New York): 3/30/33

"My dear Dr. Fleener: Thank you for sending me a copy of your Bulletin No. 2 of the Institute. I am sure there have been the best of reasons for your choosing to begin with mathematics, instead of with the social sciences. But when I saw you, it was the latter which were in your mind, and I recall that you said science had been much more attended to, and medicine was on the road to improvement, but that the social sciences were in an uncertain and undeveloped state, and cried out for study in such an Institute as yours.

"Here we are in the fourth year of a depression, feeling our way with many stumbles, and your highly advantaged men give their time to 'Differential Geometry in its relation on one side to Topology and on another to Theoretical Physics,' and 'the theory of spinors, conformal geometry,' etc.

"Your people are to be economically independent, and are to have only the best of students to work with, and are seated at a great university; what better opportunity for candid inquiry into our social system--its mental pre-occupations, its lags, its methods of change? You will not have such a chance again, and you have lost it.

"Was it that your income was reduced to the point where you could support mathematics but could not support expensive inquiry in the social sciences?

"The Technocrats, in a blundering way, and with incompleteness, have done what your men ought to have done! There is an old idea--precisely a Marsian idea--but they brightened it up and held it before the American people in a way to get attention; meantime, your Institute, with many times their opportunities, augments technology which has already far outrun social contrivance! In my mind, you have done exactly the wrong thing. I instance the Technocrats, because they are at the extreme from university equipment--a few devoted laymen working with discharged engineers and architects. And I think their contribution is in contrast to the unoccupied opportunities of the Institute for Advanced Study.

"The usual university teacher of Political Economy is dull, lethargic, prejudiced, with little time or inclination to think for himself, let alone make new inquiries. This is perfectly apparent at meetings of the American Economic Association. It took that Association two years to know there was a depression, judged by the progress of the annual meetings. Your Institute was a bold ray in the darkness. But what you actually explore, when you start, is theoretical mathematics! I am disappointed, not only for the Institute, but for American economic life. I hope you don't mind my showing my feelings."

Fleener to Mitchell (Johns Hopkins Univ.): *4/4/33*

"Dear Dr. Mitchell: Thank you for your candid comment of March 30. The reasons

which led us to begin with mathematics were very simple. You cannot get away with anything that is not first-rate. It is possible to bring together a group who are first-rate. The subject cannot be cheapened. I hoped in this way to set up a standard which would be followed in every other field into which we might enter.

"Fortunately, our income has practically remained unaffected by the depression, but mathematics was a new subject to me, and it has taken me a good deal of time and thought and travel to get together a small and what, I hope, is a really first-rate group.

"I am going to attack economics and politics next. Can I make them as good as mathematics? I shall proceed in the same way and explore the ramifications with all the industry and intelligence that I possess, so don't be disappointed, but just wait, as I am myself having to wait, though I have less time in which to do it."

1936

1/27

✓GENERAL

Academic Activities

GENERAL

Academic Personnel

The Director:

"The Institute has no ordinary teaching duties and is therefore under no obligations to fill a vacant post. In the event that a chair becomes vacant several courses are open.

(1) It may be filled in case there is a person of sufficient eminence and the subject itself is still a living one.

(2) The amount expended can revert to the treasury to be used for any other legitimate purpose of the Institute.

(3) A new professorship in an entirely different subject can be established, provided a person of sufficient eminence and productivity is available.

...The central fact which we must never lose sight of is men, men, men.

"In principle full time prevails throughout the Institution. Any departure from it would be made only in a particular case and after the most careful scrutiny. In no ~~an~~ instance should any exception be cited as a precedent."

Minutes 1/27/36, p. 5, Vol. 2, No. 5.

1938

4/1

GENERAL

Academic Personnel

4/9

LANGER, William L.

Biographical

FLEXNER, A.

✓POLITICS

Academic Activities

~~See GENERAL (Academic Personnel)~~

Re: Flexner and Langer letters from File III-10

See: GENERAL - Academic Personnel

~~FILE XXXXX~~

1942

12/8

GREAT ORIENTAL LIBRARY

Facilities

SCHOOL OF HUMANISTIC STUDIES

Academic Organization

COMMITTEES

Corporation

ORIGINAL

Academic Activities

(ENGLISH LITERATURE)

(LATIN AMERICAN STUDIES)

SINOLOGY

Original of letter Aydelette to Bamberger suggesting
development of in Chinese studies and Latin American Studies.

(Letter is original; Aydelette mentions he is ~~carrying~~
carrying the letter to Bamberger that day. It is present in
his files indicating either he didn't take it or that it may
have not with a cold reception).

See ~~Index~~. Chrono., 1942, 12/8.

PA (Elsa Jenkins) 3/19/57, File No. 1.

1943-1944

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

✓ AMERICAN CIVILIZATION (GENERAL)

Academic Activities

Correspondence and prospectus.

See file PA (Elsa Jenkins), 3/19/57, File No. 2.

1943

HUMANISM

Academic Activities

CANBY, HENRY SEIDEL

Biographical

✓ GENERAL (LITERARY CRITICISM)

Academic Activities

Quote from Editorial Saturday Review of Literature,
"The American Scholar and the War," January 16, 1943, p. 10
Of the humanist--"Unconsciously he has left the difficult and
doubtful ranges of interpretation, of appreciation, of valuation,
all involving the never-to-be-entirely-calculable human spirit,
and has thrown the emphasis more and more on fact-finding, on
the material background of human experience, upon the search
for the last detail of accurate knowledge...He has become more
accurate and more knowledgeable than his predecessors, and
this is good, but somehow, somewhere, the precious and nourishing
liquid of literature has been spilled from the ever more
carefully moulded goblet."

Quoted from Story of the Rockefeller Foundation by Fosdick, p. 261

1943

1/25

GENERAL

Government Relations

GENERAL

Relations WOAI

ROCKEFELLER

Foundations

✓ GENERAL (POSTWAR SETTLEMENT PROJECT)

Academic Activities

For memo on above headings see Chronological File under
1943, 1/25.

Minutes of the Trustees, January 25, 1943, Appendix A

1943

12/22
12/30

✓ GENERAL (AMERICAN CIVILIZATION STUDY)

Academic Activities

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

PRINCETON UNIVERSITY

Relations WOAI

DODDS, HAROLD W.

Biographical

Dodds to Aydelotte, December 22, 1943, and Aydelotte to
Dodds, December 30, 1943, regarding seminar on American
Civilization Study project.

See Source.

FA (Elsa Jenkins) 3/19/57, File No. 2.

1964

1/5
1/13

PRINCETON/UNIVERSITY

RELATIONS W/AAI

SCHOOL OF ECONOMICS AND POLITICS

ACADEMIC ORGANIZATION

✓ GENERAL (AMERICAN CIVILIZATION STUDY)

ACADEMIC ACTIVITIES

DODDS, HAROLD W.

BIOGRAPHICAL

WRIGHT, LOUIS B.

See Dodds' memorandum on Louis B. Wright's plan for study of American Civilization type of seminar--seminar to choose projects or a seminar to discuss projects.

See source.

FA (Elsa Jenkins) 3/19/57, File No. 2.

1944

February

✓ GENERAL (AMERICAN CIVILIZATION STUDY) Academic Activities
PRINCETON UNIVERSITY Relations WOAI

See Princeton University's syllabus and outline course
in American Civilization, 1944.

See Source.

FA (Elsa Jenkins) 3/19/57, File No. 2.

1944

March and April

| | |
|---|-----------------------|
| ✓ GENERAL (AMERICAN CIVILIZATION STUDY) | Academic Activities |
| SCHOOL OF ECONOMICS AND POLITICS | Academic Organization |
| GUGGENHEIM | Foundations |
| WARREN, R. | Biographical |
| BLACKMUR | |

Copy of memoranda on the project.

Another memorandum--Warren to Aydelotte on arrangements for study or seminar April 10, 1944.

FA (Elsa Jenkins) 3/19/47, File No. 2)

1944

10/13

✓GENERAL

Academic Activities

GENERAL

Academic Standards

MOE, HENRY ALLAN

Biographical

AYDELOTTE, F.

From Aydelotte to Moe, October 13, 1944.

"There are certain aspects of my plans for the Institute which I have not been quite prepared to put into my report because they are still in the dream stage, and premature discussion of them might have the same effect as digging up seeds to see whether they are growing." He characterizes much research done in the United States as similar to busy work done in the kindergarten. Small footnotes to histories Ph. D. subjects assigned for the mental exercise and not for the usefulness.

"Scholars of superior ability ^{effort} have ^{have} impatient of such ethic, and a certain number of men who come here ^{to} be persuaded that what they are doing is not worth while, and that they should undertake something ^{with} of greater significance in the world of scholarship. The result is that

residence at the Institute sometimes prevents men from publishing these little footnotes to history and to science of which our learned publications are so full and which applicants for Guggenheim Fellowships often list at such great length."

Orthodox scholars and plodders hate these larger problems.

He discusses a number of such ideas which he says he has been discussing with various members of the Faculty for several years: (1) A Seminar on democracy and planning, or perhaps on philosophical aspects of economics which would include question of profit vs. power as an economic motive. (2) Seminar on economic and political phenomena of classical times having a bearing on today. Nothing sensational, but a discussion of many problems, social, political, and economic of the ancient world which are "as Bob Warren says, as modern as Walter Lippmann. (3) American civilization study concerning economics, classics, history, politics and the history of science with application to the teaching problem which all colleges and universities will face immediately after the war.

File A., Henry Allen Moe

1946

10/18

/ GENERAL (Oriental Studies)

GEST ORIENTAL LIBRARY

Director's Report on Duyvendak's report.

Activities
Academic ~~Organization~~

Facilities

Tr. Min. 10/18/46 Appendix I pp. 4-5

1947

4/18

GEST ORIENTAL LIBRARY

Facilities

✓ ORIENTAL STUDIES

ACTIVITIES:
Academic Organization

As Chairman of the Committee on the Gest Library Mr. Fulton reported on the results of a conference held to discuss the question of the importance and possible future development of centers for advanced research in the field of Chinese studies. Discussion of the report was tabled until the next meeting of Board.

Tr. Min. 2/18/47 pp. 5-6

1947

4/30

✓ SOCIAL SCIENCES

Academic Activities

PHILOSOPHY

WARREN, R.

Biographical

Warren Memorandum, "Toward a Social Philosophy."

A File - (On shelf among "No Date" files--entitled "Institute")

1947

12/16

GENERAL

Academic Organization

✓GENERAL

Academic Activities

BUDGET

Financial

DIRECTOR'S FUND

"The Director said he found the School of Mathematics a healthy and flourishing concern. With the very generous help already given to physics, he expressed the hope that that too will flourish. But in the other Schools, perhaps because of a certain insularity in their efforts, the Director felt that there are troubles. Very eminent scholars feel that their work is not appreciated; no one seems able to answer the question of why what is going on is going on. The Director saw no solution in blanket rules. He expressed doubt that all members of the School of Economics were in any strict sense interested in or qualified for 'advanced study'. And in the case of the School of Humanistic Studies there are obviously areas of great fruitfulness beyond the Hellenistic studies to which the Institute is already committed. He was not of the opinion that to found a new professorship was the right thing to do; such a solution to the problem is one of the reasons why the past has so seriously committed the future."

"...The Director outlined no specific program for such efforts. His suggestion was that there be opportunity for exploring new fields outside and beyond the specific areas of the Schools, which in some cases have narrow interests. For this purpose the Director asked that there be members who are not members of the Schools. To accomplish his plan, he asked the Trustees to establish a General Fund of \$120,000 on a five-year basis. This should be used for stipends, memberships and work net at present part of the activities pursued at the Institute. He suggested an Advisory Committee for the use of the fund. The Director expressed the hope that in this way the Institute may carry out its functions in a more experimental way; and thus a coordinate community of scholars may be created.

"This plan was strongly commended and Dr. Fulton suggested that the motion of acceptance of the Director's plan be a vote of confidence in the new Director. On Dr. Weed's suggestion, the fund was designated the Director's Fund.

"The motion was unanimously carried that \$120,000 be appropriated to the Director's Fund from surplus over the next five years; that \$20,000 be made available for the year 1948; that the Fund be used as the Director sees fit."

1948

DIRECTOR (Fund)

Administration

GENERAL

Academic Organization

~~GENERAL~~

Academic Activities

GENERAL

Foundations

PRINCETON UNIVERSITY

Relations WOI

See Directors' Report (1948-53) for use of Directors' Fund to
extend field of studies beyond those represented on Faculty (P. 24 ff)

Report of the Director on I.A.S. (1948-53) Publ. 1954 Pamphlet

around 1949

✓ GENERAL

STEWART, W. W.

Academic Activities

Biographical

Sent to Oppenheimer by Stewart, a quote he first heard of through Nock of Harvard. Translation is by Cherniss.

"The world cannot endure without adjusting its differences, but scholarship perishes if it does not give problems a clear-cut definition and consents to abate anything of their contrasts. Scholarship does not offer peace as preachers do or heart's-ease as do poets. Yet the few who take upon themselves the yoke of contemplation (dewpets) are providing for the continuance of life and activity in the spirit of mankind and are keeping awake the endless aspiration and endless yearning for knowledge. This is not everything; but it is nevertheless so much that those few must not complain if the stake that they pledge for it is a life full of doubt and restlessness, of renunciation and loneliness."

by Edward Schwartz

1949

10/3

SCHOOL OF HISTORICAL STUDIES

Academic Organisation

POLICIES

Administration

✓ GENERAL

Academic Activities

MEMBERS

Academic Personnel

Earle reported on principles in appointing members, stated that all applications are rejected that do not contemplate residence at the Institute. Also members will be recommended only who plan work in the general field of interest of one or more of the permanent staff of the School, but, an application from any outstanding scholar, no matter what the field of interest, will be referred not only to the School but to the office of the Director.

It was generally agreed that no literary critics should be appointed permanent professor, but they may be accepted as temporary members if they fit well into the program of the Institute or of the University.

Faculty Minutes, School of Historical Studies, 10/3/49

1949

11/15

✓ PSYCHOLOGY

Academic Activities

Ten psychologists were invited to attend a conference at the Institute over the Thanksgiving holidays. The purpose was to discuss informally some of the current methodological problems. The Director thought that perhaps we should have a few individuals at the Institute working on psychological problems.

1950

2/21

✓ PSYCHOLOGY

Academic Activities

OPPENHEIMER, R.

Biographical

STIPENDS (DIRECTOR'S FUND)

Academic Personnel

Director reported the conference on Psychological Studies was held in November to ascertain whether there are any problems in methodology which would yield to study. Director concluded study not feasible at this time, but the Director found that two of the members of the conference (of approximately 10), sound thinkers, wanted to come to the Institute in the future.

Executive Committee Minutes, Feb. 21, 1950

186

4/a

STIPENDS (DIRECTOR'S FUND)

Academic Personnel

STUDIES IN LITERATURE

Academic Activities

✓ STUDIES IN PSYCHOLOGY

STUDIES IN LAW

STUDIES IN GOVERNMENT

See Minutes of April 21, 1950.

Trustees' Minutes, 4/21/50 pp. 2 ff.

1951

SCHOOL OF ECONOMICS + POLITICS

Academic Organization

✓ GENERAL (SOCIAL SCIENCES)

Academic Activities

FOSDICK, RAYMOND

Biographical

Appraisal and criticism, Chapter XVIII.

Justification and comparison with natural sciences.

The Story of the Rockefeller Foundation, Fosdick, pp. 229 ff.

1953

9/29
4/2

PARTICIPATION IN ADMINISTRATION

Academic Personnel

✓ PSYCHOLOGY

Academic Activities

Director noted formation of a panel on psychology for conference to explore possibilities of work in the general field of psychology: Bruner of Harvard, Meehl of Univ. of Minnesota, Miller of M. I. T., Tolman of Berkeley, Tolman of Los Angeles, Boring of Harvard, September 29, 1952.

April 2, he announced that the meeting had been held, and it considered about 50 names for possible year memberships in psychology. Considered were Edward C. Tolman, of California, Leo Postman of California, Hans Wallach of Swarthmore, S. Smith Stevens of Harvard, Jean Piaget of Switzerland. This was the advisory panel on psychology.

Faculty Minutes, 9/29/52 and 4/2/53

1953

✓ LITERATURE

Academic Activities

MATHEMATICS

MORSE, MARSTON

Biographical

PANOFSKY, ERWIN

OPPENHEIMER, R.

Morse said Panofsky ^{dis} approved T. S. Eliot who was sponsored by Robert Oppenheimer. Creativity not I. A. S. field--but mathematics pretends to be creative.

Interview with Morse, 12/13/55

1954

3/25

PARTICIPATION IN ADMINISTRATION

Academic Personnel

STIPENDS (DIRECTOR'S FUND)

✓ GENERAL

Academic Activities

Director asked about proper procedure when considering permanent or Faculty appointments in fields where no established tradition or policy exists in the Institute. He asked whether ad hoc advisors would be an improvement, and invited statements or suggestions from the Faculty. More ^e said that where entering a new field was being considered, a faculty committee ought to be appointed which could collaborate with the Director. Von Neumann thought that for the purpose of deciding whom to consult, a discussion within the Faculty of the School with which the field has closer relation, would suffice, so that the formation of a committee was not needed. Montgomery stressed the final power of decision, regardless of procedures adopted at the gathering of information and advice, should be reserved for the Faculty.

Faculty Minutes, 3/25/54

1956

4/3

GENERAL

Academic Procedures

✓ GENERAL

Academic Activities

SILVERSTEIN, THEODORE

Biographical

Dinner table conversation with Theodore Silverstein,
April 3, 1956.

Filed in Vertical File under Silverstein interviews.

Dinner table conversation with T. Silverstein, 4/3/56

1956

6/13

THEORETICAL ~~XXXXXXXX~~ PHYSICS

Academic Activities

MATHEMATICS

✓ GENERAL

Academic Procedures

PRINCETON UNIVERSITY

Relations WDAI

SMYTHE, HENRY DEWOLFE

Biographical

DODDS

FLEISHER

EINSTEIN

BOHR

Interview with Dr. Henry DeWolfe Smythe, June 13, 1956.

Filed in Vertical File under Smythe Interviews.

Interview with Smythe, 6/13/56