

1930

12/23

POLICIES

Administration

MEMBERS

Academic Personnel

GENERAL

Academic Organization

GENERAL

Academic Procedures

WEED, LEWIS H.

Biographical

Weed answers a letter of December 11 not in the file, apparently containing a number of questions as to the shape and nature of the Institute. His answers are as follows:

(1) I believe the Institute would do best to devote its efforts initially to some phase of the Humanities. History, the one subject to be undertaken immediately; History in the broadest possible interpretation as the story of mankind. Men should be chosen competent to deal not only with political aspects, but also with social, linguistic, ethnological and many other viewpoints. "...philosophy, science, and other apparently distantly related subjects should be brought into a harmonious discipline. I should be particularly keen to see the History of Science developed from this standpoint of biological hypotheses and concepts; it is a great field relatively unexplored.

"I should support also any effort towards the development of any particular phase of the Humanities, omitting for the time being any emphasis on archaeology...I place emphasis on the initial efforts of the Institute towards the Humanities largely because I believe the natural sciences are being well supported in American institutions, both academic and commercial; the Humanities are not fostered to the same extent. On the basis of scholarship, also, I believe that American science ranks on a higher plane than do American studies in the Humanities. In the intellectual well-being of the world, the Humanities will ultimately play as important a role as does strict science.

"I should not place any weight at all on the factor of 'timeliness of study'; the Institute should be free from any ~~inherent~~ leaning towards popularization or response to immediate demands."

(2) He hesitates to recommend anyone to start with in the Humanities, but does think that George Barton, Editor of Isis and Research Associate of the Carnegie Institution, ~~xxxx~~ working at Harvard, needs looking into. He also should suggest consulting Gordon Laing, Arthur Lovejoy, and others.

(3) Admission of students should be liberal, <sup>and</sup> departmental only. ~~xxxxxx~~ Acceptability should be according to the head of the department.

(4) "The completion of a specific research problem rather than the completion of a thesis in the ordinary sense should determine conferring of doctors' degrees." Evidence of scholarship to be the important factor with liberal technical requirements for a degree.

(5) The Institute should not concern itself with the conduct of students or with the eagerness with which they study. No paternalistic attitude of any kind should be taken towards the student. The department head should be allowed to encourage or discourage the students enrolled in his own field.

(6) I do not believe that design of buildings, living conditions, or other physical arrangements will produce anything but an artificial facilitation of contacts between faculty and students. He suggests free and informal seminars and a central luncheon place to facilitate meeting of Faculty and students.

(7) Space will depend upon the branches of learning upon which the Institute embarks at its inception. Ultimately, a library will be required, but it should be developed through a system of departmental needs.

(8) He suggests that the things covered by the word Administration should be in the hands of a first-class Business Manager who shall serve as an assistant to the Treasurer and as a Bursar.

(9) No absolute figures for salaries should be set, as much will depend on the exact location of the new Institute and the social requirements of the environment. Professors should be paid salaries sufficient for comfortable living, with some possibility of sunk saving, the range probably should be \$12,000 to \$18,000 a year; and no standard salary should be employed. Men in the lower grades should receive compensation in like manner according to the same principles, that is. No young assistant should be attracted to the field because of the financial return. "But after the assistant has proved his worth, he should be advanced in salary very rapidly."

(10) Tuition fees from \$250 to \$500. Arrangement for very extensive loan funds, administered on a most liberal basis. Remission of any fees or charging-off of loans should be possible on recommendation of the Director.

(11) Need would establish a number of fellowships paying from \$2,500 to \$3,000 a year, to be given serious workers whom the departmental head may wish to retain. Such fellows belong to the instructional staff and without any definite teaching duties. They should never in any case be candidate for a degree.

1931-1933

GENERAL	Academic Organization
GENERAL	Academic Activities
BEARD, CHARLES A.	Biographical
GENERAL (ALL SOULS)	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

Beard (New Milford, Conn.) to Flexner - 6/28/31: Excerpt

".... Those whom you justly whacked in your book on universities are, of course, preparing to laugh, but those who take the mission of the university seriously are hoping that you will start a big illumination in New Jersey.

"Here are my ideas mentioned above. First of all, there is a decided movement among educators (z. B., Counts at Columbia) in the direction of reorganizing education around some concept of a plan for American civilization as a part of a world civilization. In my opinion this can be advanced in two ways. It could be helped by organizing a strong school in the History of Civilization from primitive times to the latest hour, combining economics, politics, science, letters, and the arts. Within a few years a group of first rate scholars, each a specialist, working together around a common center could produce results of the highest significance. This would not call for expensive laboratories or libraries, although of course the outstanding secondary books would be needed at hand. Research could be done in New York. Dissertations could be grouped about the central problems. The same cause could be advanced by another process: by the organization of a school dealing with what I call the philosophy of the application of the arts and science to civilization. This would mean specialists in law, medicine, engineering, etc., engaged in exploring the potentialities of their disciplines in relation to the good life. For example, they would ask and report on the question: What are the ethical ends of medicine and how are they to be attained? If you are interested, we could go into details later.

"These suggested projects would fit, it seems to me, into the scheme of a university as you have outlined it. If some masterful group could impose them on the chaos now known as the American university, that would be good, but our institutions of higher learning are swirling and drifting with the currents under the direction of mediocrities or men of limited vision. So here lies an opportunity for you in starting afresh. You could hardly hope to compete with Harvard with her hundred and twentyfive millions for laboratories and libraries, but you could do something that Harvard cannot do in the way of thinking at the top."

Flexner to Beard (New Milford, Conn.) - 6/29/31:

"Thank you very much for your very kind and suggestive letter of June 28. I shall take it to Canada with me where it will be one of the documents that I shall want to think over. I hope by the end of the summer I shall have a second bulletin which I can put before you as a target when Mrs. Flexner and I will certainly be happy to spend the week-end with you and be very fortunate if we can meet you later at Pasadena.

"I may say at the outset that I have no intention of competing with any existing institution. If I can in the relatively short period at my command give congenial opportunities to a few fundamental thinkers at the top to work, each in his own way, and set a precedent which makes the thinker the heart of the university rather than the administrative

officers, I shall have done my bit.

"Let me tell you an amusing story: the secretary of a great American university - great meaning big in this connection - wrote me with pride after reading my book that he had not realized how the American university had developed on the administrative side. 'When I became secretary' - I am paraphrasing a long letter - 'I had the half time of one secretary. Now my office has forty-five.' Ergo, the university is great. I don't believe that there are forty-five secretaries in all the German universities put together. What would you do with them? I should play Blue Beard and murder them with one or two exceptions, whatever penalty I might have to suffer.

"The news from my brother is not good. The intense heat has complicated his condition. In the current Atlantic Monthly (July) he has an article entitled A Vanishing Profession, which has some social and scientific significance."

Beard (New Milford, Conn.) to Flexner 7/15/31 :

"Your story of the University Secretary is a marvel. It is difficult to believe that such animals exist, but you have certainly dug them up and exhibited them. By that act alone you have paid your debt to mankind and are entitled to depart in peace.

"If you can go on and prove that it is possible for an institution of higher learning to provide for a few top scholars and then let them alone to do their work you will make (or at least, start) an educational revolution. Yet scholars do not work in a vacuum; they are parts of a civilization (products of it); what is their fundamental relation to it? That question perplexes me a lot these later days when the whole world is in turmoil and uncertainty. What relation has thought to the continuing processes of a good life?

"Don't bother to announce this epistle, but pray remember that we are expecting you and Mrs. Flexner this autumn!"

Flexner (Ontario, Canada) to Beard (New Milford, Conn) - 7/18/31:

"I am spending part of each day in this lovely, quiet retreat preparing a second memorandum, which will I hope mark a step in advance towards the realization of the Institute, but I am in no hurry, for it is much more important that we start the thing soundly than that we start it either with a blare of trumpets or in haste.

"I am interested in your question and in your use of the phrase, 'a good life', which also occurs in a long and extraordinarily interesting memorandum on the subject of the Institute, prepared for me by Dr. Alfred Cohn of the Rockefeller Institute. Now I am wondering if it is necessary to answer in advance the interesting questions which you raise. Let us suppose that we find an agreeable site where life can be quietly lived in reasonably easy access of everything that a scholar and his family may rationally wish, and let us suppose further that simply and unostentatiously we bring together here under humane social conditions a group of men and women who have abundant leisure to work and think and talk and salaries such as will relieve them of care both for the present and the future. Do we really need to do anything else? Won't the rest just happen? If undesirable tendencies display themselves, we can snuff them out, but won't the good life and the proper relationship to society come about not only spontaneously but variously - variously in the sense that different individuals will want to work out their problems in different ways? If we try to answer these questions in advance of experience, we shall answer them in one way, and that way will be certain not to suit many of those who form the nucleus. Why not

let them alone and then very carefully in the light of experience decide any questions that may arise? If we keep out of the newspapers and create conditions favorable to intellectual, spiritual, and social intercourse at a high level, something will, I believe, happen as it has happened, for example, at a place like All Souls College, Oxford. Little did Archbishop Chichele think six hundred years ago of the details of the enterprise. The one thing he arranged for, namely, praying for the souls of those who died in the Hundred Years War, was the one thing that was of no importance and has fallen into what Mr. Cleveland called 'innocuous desuetude'. What makes All Souls are the thing that no one ever thought of planning."

Beard (New Milford, Conn.) to Flexner - 7/22/31:

"At the risk of boring you I am continuing our conversation, because I dissent from your fundamental proposition that if a group of scholars could be comfortably housed something of significance to thought and mankind will happen. Death, intellectual death, may happen, as it did in many a well-appointed monastery in the middle ages. You cite All Souls. Some special works of importance, displaying great technical competence, have been produced by members of that fellowship, but it would be an interesting exercise to catalogue all the works turned out by that fraternity during the past fifty years, let us say, and see how many of them betray an enlightened comprehension of the real world in which they appeared--the world that was becoming, if you will allow a Hegelian phrase. I took some courses offered there more than thirty years ago by Dicey and Edgeworth (whether they were then Fellows, I cannot recall), and I remember vividly how remote these cloistered scholars were from the substance of things that were making the England of their time and the England of today. A man can annotate texts, comment, and elucidate in a cloister, but can he really contribute to an understanding of the world unless he lives somewhere near the heart of it, unless he is enamoured of the best and noblest in it, unless he has fixed for himself some concept of the good life in it--the good life against which the gates of hell cannot prevail? I have my doubts. The more I study the more I am convinced of the unity of all things and the necessity of trying to see the complex steadily and as a whole in every effort to attain living truth. Specialization is necessary but its whole tendency is sterilizing. That is partly responsible for our present intellectual paralysis in the presence of a national and world crisis. Of course I agree with you that keeping out of the newspapers is imperative and I would not, were I in your shoes, announce any plan that might bewilder the timid educational saints, but I should drive at the heart of things in an effort to make an institution of learning that would draw fragmentary learnings together rather than encourage the intense specialization which produces sterility in thought and timidity in the presence of the prodigious. I should leave the highly specialized natural sciences to the institutions that have the great laboratories for research and concentrate on the study of civilization--the forces which drive it, its structure and forms, its national and world implications, its noblest ideals, its diseases and destructive tendencies. Politics is rubbish without economics; economics is futile without politics; literature that does not reflect immense movements of the human spirit is dead at birth; the applications of science without ethics are unthinkable. I should, therefore, gather scholars who are thinking outward in their specialties and inward toward the common center of unity. I should not announce a new heaven and new earth, of course, but I should choose scholars who are thinking centripally, encourage them to work individually and collectively.

"This is written in the spirit of a memorandum which I have prepared for the committee of the American Historical Association on Social Studies and has been adopted by it as the controlling philosophy. It is in line with the thinking of most of the young men with whom I have come into contact in recent years. It represents what I believe to be the present movement of the human spirit, if you will allow me to relapse into Hegel

again. I do not press it. I submit it. If you and Dr. Cohn\* think it is rubbish, I shall accept my sentence without a murmur."

\*"One of the wisest men I have ever known, of the salt of this earth."

Excerpt from Flexner ~~to Beard~~ (Ontario, Canada) to Beard (New Milford, Conn) - 7/27/31:

".... Just mark this: I want to avoid sterile specialization, of which I think Teachers College is perhaps the pre-eminent example in the United States, on the one hand, and premature generalization and synthesis, on the other. By way of avoiding it I wish to bring men of distinguished intellectual talent together and provide a forum where they can fight things out. That, as I see it, is the function of the Institute for Advanced Study."

Beard (New Milford, Conn.) to Flexner - 8/3/31:

"Here I come again, for I am profoundly moved by the significance of your enterprise and convinced of your capacity to make it count for something in modern life. I have read Doctor Cohn's memorandum with great interest. He has a clear and serene mind and writes in a style that reminds me of the limpidity of Anatole France.

"After studying it carefully and re-reading your chapter on The 'Idea of the Modern University,' especially pp 20 ff., I have come to the conclusion that we three are not pulling apart but are converging on the central problem of higher learning: how to develop a philosophic outlook upon our world and to supply accurate and disinterested thinking about its challenges.

"We can easily agree on a number of points: The Institute is not to foster applied science. Those connected with it ought not to be rushing into every 'practical conflict' of modern society with little emmollients in hand, but should be thinking fundamentally about them. They should avoid 'publicity' as they would poison. Natural science is already driving away with such rapidity that it needs no stimulus. The central issue is the development of the cultural or humanistic sciences with a view to preventing applied science from making a wreck of the world--in wars, industrial conflicts, and hideous cities. But the humanistic sciences do not revolve in a vacuum; they must have a center in a concept of the good life for otherwise they merely flap in the wind.

"If this is true, then, if you will allow me to say so, I think that you, as the spiritual founder of the Institute, should lay down clearly and boldly in your founding prospectus the ideals you have in mind. Of course, you have done this in your chapter or Part I, but I believe that you should firmly fix this confession of faith in the constitution of your Institute. You say that beliefs are temporary. Expressed too concretely, yes, but I do not know a single great humanistic thinker from Plato to Marx, who has not placed a concept of the good life at the center of his system. You have done this admirably in your book. Reassert it in your sailing chart for the Institute with all the noble force that you can command, so that it will stand in letters of fire to be read by the generations to come, centuries after those of us now living have crumbled to dust. Don't shrink from it. It is your prime obligation.

"About specialization. I shall not quarrel with you. I agree that hard, bed-rock, rigid thinking is necessary if we are to make headway. Though not a scientist I can appreciate dimly what Darwin, Morgan, Carrel, Einstein, and Millikan have done for modern thought. Darwin I understand better than any of the others. He has exerted a powerful influence on humanistic thinking. Why? Because, though a severe specialist, he attacked the central problem of his age: the origins of diversified life forms. It is because he brought rigid specialism to bear on this theme that he effected his great work. Yet in

details it is challenged. Buckle was superficial, viewed from our standpoint, but he has rightly exerted a profound influence and can be read with profit today by every historian in the world. I wish more of them would read him. Spencer was superficial, from our standpoint, but he also started an avalanche by applying the evolutionary concept to human institutions. So I should rate Buckle and Spencer among the most fruitful thinkers of the nineteenth century. They attacked fundamental problems. They were defeated but not dishonored. Would to high heaven we had more men like them--with greater capacity for exerting the control of specialization.

"What you say about Teachers College is sound. It is a center of dry rot and intellectual death. Why? Because it has no organic connections with basic humanistic thinking. It has no roots in life.

"There is one more point on which we agree, that is, the importance of giving the scholar a status other than that of the day laborer. Now I have learned something about this through my skin. We should have had no trouble at Columbia in 1917 if the scholars of the humanistic departments had been in control. The men in applied science were mainly bigots; they supplied Butler all the support he got for his policy of expulsion and execution. Thinking must be done. The right to think must be defined and safeguarded. That you propose to do, and I hope that I shall live to see your beacon burning high on the horizon of an intolerant age.

"Accordingly, you should define with all the knowledge and fire that you can command the principle of academic freedom. It cannot be absolute, of course, Scholarship has its ethics, no less than medicine (Read Ruskin's *Unto This Last*.) After definition must come machinery of adjudication. There must be rules of the game and they must be applied by the scholar's peers. This will not produce perfection (such are our frailties) but it will set a standard which our rotarian boards of trustees will have to take note of for all time. Crises will come and learning must be prepared to go down to death is necessary to safeguard its jewels.

"In all this, I realize, there is nothing new to you. I am re-stating these propositions to clarify my own mind with respect to your undertaking and to drive them again into the center of your thinking about it.

"By the way, George S. Counts is one man at Teachers College who has fire and brains. Read his *School and Society* in Chicago and keep your eye on him."

Flexner (Ontario, Canada) to Beard (New Milford, Conn.) - 8/11/31:

"I find a summer correspondence with you so stimulating that after having read your inspiring letter half a dozen times I am venturing to reply to it. If you find correspondence a nuisance, tell me so, with a view to postponing further discussion until we meet, but the advantage of correspondence is that I can keep your letter on my desk, as I might keep a butterfly pinned to a piece of wood, returning to it, watching it, observing it, whenever I am in its vicinity.

"I will waste no words in telling you that your interest, encouragement, and frank criticism are among the things that make this new enterprise worth while to me. I have no use for 'Yes' men. They bore me. While I think I am not naturally cantankerous, I like fearless give-and-take in writing and in speaking, and, as I look back, I can see how fortunate my life has been, for all my contacts practically throughout my life have been with persons who were no respecters of persons - great men like Mr. Gates and Dr. Buttrick, who thought, and told you what they thought, and then left you free to do as you darned pleased.



"If there are defects of omission in anything I say about the new Institute, it is, I think, due to the fact that, first, I take it for granted that I have made certain points in the book on Universities, and that is indeed the cornerstone on which this new enterprise rests; second, that certain things seem to me obvious when one brings good minds together. Perhaps for the sake of the future and the benefit of the rest of the world these things should in our next publication be made explicit. If so, I have no objection in the world to a few ringing sentences which will show more clearly what I mean. As to shrinking, never fear. I have no more hesitation about the Institute than I had when I wrote the book.

"I am sending you herewith a tentative draft of a report which I am to read to the Board at its next meeting. There is nothing in it to which I am committed even tentatively. If you find anything timid or wrong, ~~however it seemed to me~~ tell me so with the utmost candor. I have not used the phrase, 'the good life', because it seemed to me that if the Institute brought together a group of really first-rate scholars in one field after another and let them alone in perfect freedom to do what they pleased, each of them would realize what he would consider the good life to be. I put the question last night to Jean and Paul, and that was the answer that I got from both.

"The business of trustees and director or president is, as I conceive it, that of producing for this group of individuals that which each of them wants. 'Scholarship has its ethics', as you say. I have put it somewhat differently, namely, that such groups will in course of time work out their own code. Would it not be presumptuous in me to try in advance to lay down rules or to formulate anything? What do you and Dewey and Morris Cohen and Frankfurter and Laski want over and above association with one another and with others and absolute freedom to follow your own lines to the end? I have tried in this document to state this point of view. If it is wrong or if I have not done it, now is the time to modify it, so won't you write me a letter or write on the back of each sheet anything you think, whether it is a matter of mere words or ideas or of omission and commission? Note that the institution cannot possibly have a rotarian board of trustees. There are a few men of affairs, a group of absolutely academic outsiders and a group from the faculty. In addition the several schools shall conduct their own affairs as they please. Do American scholars want anything different or anything more? Are there any models anywhere in the world except perhaps the Collège de France which would be an improvement or from which we are capable of deriving some help which I have failed to draw?

"I knew Counts in the years before he went to Russia. At that time he was writing on secondary education on the basis of very inadequate experience, in my judgment. His recent work I have not seen nor have I seen him, but I have made a note of him and I shall get hold of him in the fall. Thank you for the suggestion."

"P.S. If I can find a Spencer or a Buckle, I would take him in a minute even though I knew his generalizations would ultimately perish, for such will also be the fate of the ideas of Millikan and Einstein."

Beard (New Milford, Conn.) to Flexner - 8/15/31:

"Here I come again, bearing in mind your invitation for a few hard knocks. First of all I dissent from your proposition that since your book makes certain declarations it is not necessary to build the same principles into your Institute. Of course I realize that some of my confusion is due to the fact that I have been thinking primarily about your ideal of a university instead of the narrower limits of the Institute; but still I am of the opinion that if the Institute is to do anything for higher learning it must incorporate in its foundation documents the fundamental doctrines of your book. It is one thing to

throw off ideas in a book and something else to make them live in an institution. I believe that you should serve notice through the organization of your Institute on the other institutions of the country that new principles are being established. You are making precedents. To be sure you may say that you do not care a button about the others, but those of us on the outside are expecting you to set an example.

"In the second place I do not think that it is enough to pick a few first rate scholars and then expect something important to happen. First rate scholars can be as narrow-minded as any Babbits. That I know from bitter experience on the inside of University life. There must be initial leadership on your part and a formulation of broad ruling principles. You may say that you are going to pick first rate scholars who are more than scholars but unless your men are drawn together around some common standard of understanding respecting the function of higher learning, they may be specialists only and vegetate.

"In the third place, you say that the scholars would work out their code. My answer is that they will not. When the storm broke at Columbia and the trustees were firing men without notice or hearing, what did the good men, like Dewey, Robinson, Morgan, and others, really do? They scurried around like bewildered rabbits, talking, protesting privately, and cursing the trustees. If scholars ever had a chance to work out a code they did and they were utterly unequal to the occasion. So I just jumped out and told Butler to go to the devil. If higher learning is ever to have any dignity and standing in America, it must have a code of law and procedure, describing the principles of academic freedom, indicating the relations of the scholar and the authority of the institution, and prescribing the procedure to be followed in concrete cases. The American Association of Professors has worked out some principles but university trustees simply flout them. If you do not go into this firmly and squarely in your statement of principles and organization of authority, you will, to my mind, fail to rise to the supreme challenge and I shall be unhappy to the end of my days. (cancel the personal note, for that is not germane to the issue). You say that your trustees will be all right. Wise men insist on law as well as spirit, for the spirit often fails.

"Now we come to your memorandum. My first minor objection is that it is too long. The story of creation is told in six hundred words. My second minor objection is that it is too general in terms. If I were doing it I should give 'em brass tacks under the following heads: Law of academic relations, Scholar's remuneration (one paragraph or less, namely, enough to live on decently), buildings (a dining hall with attachments or buildings for business like old J.H.U.), subject to be taught first, teaching and research, and publications. I would not leave as much as you do to the wandering minds of the busy trustees.

"To major objections. You propose to start with mathematics. I object to that largely for the reasons you urge in favor of it and others besides. One of your arguments is that it is the easiest way, in effect--only a few men, a blackboard, and some chalk. My answer is that this is an admission of defeatism at the outset. Mathematics can be taught 'safely' in Moscow, Berlin, Rome, and Washington. In urging that mathematics stimulates philosophy, poetry, music, and the other humanities, you strain your hand. Bertrand Russell gave up mathematics on account of its intellectual futility with respect to everything else, save applications. My main objection is to the mathematicians themselves. I saw a lot of them at Columbia. Every man who signed the document supporting Butler was a scientist, trained in mathematics. Mathematical training has absolutely no proveable relation to any other kind of intelligence. Look at the nonsense that Jeans, Eddington, and Whitehead write on subjects outside their field. Look at Jeans' Mathematical God and other rubbish on biological and economic matters.

"Take an example. You say Jeans says that we are living in a mathematical age.

Now how does he know it? What is an age anyway? Is it a time area filled with something that we can measure quantitatively? Where are his data? Considering what the millions of the earth are principally engaged in doing, I should say that it is an economic age using [sic] mathematics in applied science. The so-called mathematical philosophy of Einstein, Jeans, and Eddington (see Living Philosophies) does not rise about the obvious (where it is not nonsense). The attempts of Eddington, Jeans, and Co. to make theology out of mathematics is absurd and merely raises a claque among the superstitious who are always looking for gods and scapegoats. If there is a thing outside of mathematics that mathematicians know by virtue of their mathematics I fail to find it important.

"Chuck mathematics and take economics. Then you begin with the hardest subject. It is as mathematical and statistical as anyone wants to make it, but it is more, It is a far more 'severe' discipline than mathematics, because it deals with the inexact. In teaching it you come smack up against the whole business of academic freedom and propriety. We have no good school of higher economics in this land of business schools, and you could make a ten strike for learning by establishing one. There are good men to get or borrow, like Schumpeter, Jostock, Viner, Keynes, Paul Douglas.

"You told me to hand it to you. Well, here it is, good and hot, with the full understanding that you do me no psychic injury by chucking it into the waste basket. One more blast, if you start with mathematics, all the boys will give you the big laugh and accuse you (falsely) of dodging the real job.

"When we have the council of war here I shall tell you about Columbia and give you a few pointers on scholars, managers, office boys, yes-men, and trustees."

Beard (New Milford, Conn.) to Flexner - 8/29/31:

"You take the blows of friends with more calm than anybody I know. I should not trouble you with another letter, but Mrs. Beard, judging by some chance remarks of mine, thinks that I have been muddying your clear waters, and I suspect that I have been doing that very thing. So I want to explain.

"Naturally I consider this whole business of higher learning from the point of view of rather bitter experience and want to see some things done because I think they ought to be done. The establishment of ideas and precedents is of vital importance in the history of civilization. <sup>At</sup> Columbia a crisis burst upon us and we were unprepared intellectually and institutionally to deal with it. A friend from Ohio State University was here last week and told me about the horrible mess there, right now. So I want to unload some of my burden on you. You are naturally thinking in terms of what you have in hand, I in terms of the total university situation. I am eager to see you formulate and incorporate into your institutions certain fundamental principles, as a beacon and guide on the coast of a fog laden sea. You may right<sup>ly</sup> say: 'I want to do my job well and let the world learn if it will.' I want you to be a kind of teacher to the academicians. You have faith in men; I do too but think that this is not enough; there must also be fundamental ideas agreed upon and institutions of practice and restraint.

"If you will allow me, I venture to suggest that your brother's experience is all right for pure science, but is not enough to guide us in dealing with subjects that are explosive--especially in times of war, crisis, and revolution (which come in human affairs). Other procedures are necessary here.

"I understand why you shrink from leadership. You do not want to boss anybody. But you are taking leadership when you want to collect scholars and let them alone. I

would go a step further by institutionalizing certain principles of liberty and procedure. You ask me to formulate more narrowly what I have in mind. I shall later, but for the present I enclose an outline.

"You quote Goethe's beautiful line: 'Ein talent bildet sich in der Stille.' But remember the next line. When you teach social subjects the world thrusts itself upon you. You cannot escape it and must be prepared to deal with it. In social science you are not in der Stille, but in the stream of the world. But no more till we meet in person."

#### OUTLINE OF FOUNDATION DOCUMENT

##### I. The ideal of higher learning

As you have put it in your book--summarized.

##### II. Organization

Management of property requires organization. Two kinds possible: faculty as corporation and board of lay trustees.

Theoretically functions of management and learning can be separated; practically, not. Unless clearly defined in constitution, trustees will (or may) exercise powers over teaching, or will be subjected to outside pressure to do so. As inevitable as fate.

Power to employ and discharge must be located somewhere. The right to hold a job irrespective of conduct is impossible.

So procedure must be devised with respect to removals to assure: definition of issues, open hearing, judgment by peers, and responsibility.

##### III. Centralized leadership and control

Otherwise budget cannot be made and specialism will run riot (I know how scholars can fight and log roll for their departments and disciples (and nephews, horrible thought)).

Best form perhaps a committee of schools (one from each)

##### IV. Academic finance

Your ideas on providing decent living conditions for scholars. If they are not written into your constitution, they will be defeated by scholars who will devise assistantships and various ways for splitting and reducing funds in the interest of expansion. Yea, verily. I have seen it done.

##### V. Physical plant

An absolute limitation on the proportion to be invested here and a limit on the receipt of gifts for buildings. I have seen teachers salaries cut to provide heat, light, and power for unnecessary buildings. Yea, verily.

(Perhaps you think I am a Tammany politician. Well, I have been educated in

a realistic school of politics (academic) and am sore from the buffets of  
cruel experience)

If on reading this you say: "Well, I think otherwise and am going to experiment  
in my own way," then I shall say, "I am glad to have any kind of an honest  
experiment made and shall hope to live to see it defeat my fears."

Beard (Caltech, Pasadena) to Flexner - 3/7/32:

"Glad to hear that the paper arrived safely. Do not worry about the people.  
Get some good men and go ahead with your School of Political Economy. There is no agree-  
ment on the ten best economists in America because of their fundamental divergence of  
views as to what is actually taking place on this mundane sphere. But you would make no  
mistake with Viner, Paul Douglas (good balancing team), Edward Earle, Harold Laski, and  
Schumpeter. Then invite a few of the other fellows to conduct seminars, without com-  
mitting yourself further. Let your three or four good men get under weigh. If you take  
the advice of men like Taussig and Seligman, you are lost. They are versenkt, spurlos.  
They were in the beginning and never found it out. They never emerged from the Victorian  
era. The world, my dear Sir, is in a hell of a state and historic incantations will work  
no longer."

Beard (New Milford, Conn.) to Flexner - 10/12/32:

"Hearty congratulations on the achievement of your purpose in grand style. In  
Einstein you have not only an unquestioned master but also a rare human spirit. It's  
perfect - You may be right in starting with a man and a subject beyond controversy -  
Anyway, though I argued for the humanities (despite the impossibility of the thing) I  
cannot withhold my admiration for a perfect job, perfectly done."

Flexner to Beard (New Milford, Conn.) - 10/18/32:

"Thank you for your generous and encouraging letter. There is really no differ-  
ence of opinion between us. I should have been happy if Einstein had been a humanist,  
though he is a good deal of one despite his mathematical physics, but for me it was im-  
portant to begin with genuine intellectual eminence and with somebody and something that  
could not be cheapened. We have in Einstein, as you say, a great master and a rare spirit,  
and in Veblen a mathematician of genuine distinction. When we have somewhat more fully  
rounded out this group, I want to attack the humanities, but the mathematical group will  
have set a standard to which all the rest of the institution must live. Your approbation  
and appreciation have heartened me at every step."

Flexner to Beard (New Milford, Conn.) - 11/17/32:

"Here is a letter which I have had from Professor Salvemini. You will catch  
his point if you read the letter, and perhaps you could dictate me five or ten lines giving  
me very concisely your view of his suggestion. You historians and social scientists are  
bothering me a lot."

Beard (New Milford, Conn.) to Flexner - 11/20/32:

"Thanks for sending me Professor Salvemini's letter. I have read it carefully  
and have been glad of the opportunity to get his ideas respecting sociological research.

As I shall be in New York in December, perhaps I can have a chance to talk with you about it. Meanwhile I shall content myself with a few reflections.

"First, for two years or more the Social Science Research Council issued under its auspices a periodical called Social Science Abstracts containing digests of articles in all the leading social science journals. What result? The project has been ordered discontinued because so little use was made of the Digest by scholars. A huge sum was spent without accomplishing any visible results.

"Second, a great bibliography would be useful, no doubt, but it is my opinion that we need brains more than catalogues, that brains will dig up materials, and that the job should be left to learned societies that can do nothing else.

"Third, the importance of bridging historical and social studies cannot be denied. Riezler, Jostock, Mueller-Armack, Mannheim, and other German scholars whom I have been reading with avidity for the past two years are doing it. About 1950 Americans will find it out, perhaps. But I doubt the utility of attempting to do it by the co-operative method. The particular project which Salvemini suggests is interesting and worth doing as such, but whether you should tackle projects rather than get men together and at work is a point for you to decide." ~~SMIX~~

Flexner to Beard (New Milford, Conn.) - 11/22/32:

"You are a darling to write me so helpfully in regard to Salvemini's letter. As to the choice between institute and projects, I feel sure that your judgment and mine coincide. Bring the right people together, and let them alone. I thoroughly disapprove and have long disapproved of the policy of doling out projects to men not primarily interested in them."

Beard (New Milford, Conn.) to Flexner - 7/18/33:

"Here is an idea. You know I have always wanted to see you start a school of the humanities in connection with your Institute. Now the crisis in Germany has led to the close of the great Warburg Library of the Humanities in Hamburg--the marvellous collection showing the transition of ancient civilization to modern. Why don't you get that Library, bring it over here, and put a small group of scholars at work in the field of the humanities? That would be an immortal service to learning in America. Think it over, and let me have your views, if you are not too busy to bother with me."

Flexner to Beard (New Milford, Conn.) - 7/25/33:

"Yours of July 18 has just reached me here.

"I had not heard of the closing of the wonderful Warburg Library. Are these people all lunatics and ignoramuses, or, if not, what? I shall write Felix Warburg and ask him as to the possibility of moving the Library, but my guess is that the Nazis won't use it themselves and won't let anybody else touch it."

1931

2/11

FOUNDERS

Corporation

POLICIES

*Administration*  
~~Academic Personnel~~

✓ GENERAL

Academic Organization

FLEXNER, A.

Biographical

Flexner to Mr. Bamberger and Mrs. Fuld, February 11, 1931, who are again in Phoenix, Arizona.

He has been ill, lost his voice; regained it, and is conducting interviews. "I am keeping careful notes of the suggestions which I receive, and those whom I have consulted-- and they range from archaeologists to pure mathematicians-- everywhere give me the same congratulatory reception... Tomorrow I go to Chicago for four or five days, then to Harvard for a week, and then if I have time to Yale for a day or two. From time to time I have also been seeing such of the Columbia professors as are likely to be helpful..."

He informs them he has had a long talk with Paul Warburg regarding a new manner of treating the subject of economics

in universities and institutions for advanced learning. I also discussed the same topic with Justice Brandeis in Washington. Both thought the idea a good one and promised to cooperate with us in procuring practical experience for men who up to this time had dabbled in economics from a purely theoretical point of view."

He plans to leave for Europe the end of the month.

D, Banberger, Louis, 1930-1936



1931

2/18

✓GENERAL

Academic organization

GENERAL

Facilities

LEFSCHETZ, S.

Biographical

WEYL, H.

Lefschetz (Dept. of Mathematics, Princeton University. written from Taormina, Italy) to Flexner

"This is an attempt to answer the two questions which you proposed to me in Princeton:

- I. How would I go about organizing the I.A.S. if this fell to my lot.
- II. How would I organize its mathematical department if asked to do so.

.....

"There are or have been in the U.S. many Institutions of higher learning and they fall into two main groups:

- Group A. Large Universities (Harvard, Wisconsin...)
- Group B. Very small Institutions (Clark, Wistar, R. I. M. R., ...)

"The two groups differ not so much in the matter of size as in the nature of the support (moral or financial). For group A. it is diffused among a large number of men (the more intelligent alumni and friends of the institution) whereas in group B we have essentially one-man affairs.

"I hold that it is due to the nature of the support that Institutions of group A alone have exhibited continuous and steady growth qua Institutions of higher learning, while those of group B have failed to do so. The latter appear to last at best as long as the Founder or first Director (vide Clark, the old Hopkins). When a certain central personality is gone things go wrong and the initial purpose is forgotten. I do not see in fact how it could normally be otherwise.

"The problem facing the I.A.S. is then that of creating a small Institution with the permanency and vitality characteristic of group A. I see only two ways of accomplishing it. The first would be to make the Institution play a significant part in the life of a fairly large and heterogeneous group of intelligent people such as offered by only two or three of our largest cities: New York, Chicago, perhaps Philadelphia. This is the case I think for the New School for Social Research. I fear that this is ruled out by the deed of gift.

"The second way offers more promise: Since Washington D. C. is the joint property of the 48 states it might be considered as an extension of New Jersey. Granting this the deed of gift might make it possible to locate the I.A.S. there. As you know there has been for a long time an insistent demand for a Federal University to be founded in Washington. Such an Institution would hold a central place in our intellectual life. It would immediately cater to the large number of intelligent government employees eager to carry on advanced study but unable to do so properly at present.

"I like to think of a future Federal University consisting of a number of separate autonomous groups, à la Oxford and Cambridge, with the I.A.S. comprising one or more of them. The donor of the I.A.S. would have the lasting honor of having made possible what would rapidly become our most important Institution of higher learning.

"I will now examine some secondary, yet highly important, matters regarding the I.A.S. as I am contemplating it. There is at the present time in the U.S. ample, not to say excessive, provision for experimental sciences or rather for experimentation in science. At the outset, and for some time to come, experimental physics, chemistry, etc., should therefore be excluded from the I.A.S. Other groups of the Federal University might later be established for them by the same or by other donors as the case may be.

"I need not dwell upon the fact that the Congressional Library, the Smithsonian and National Academy collections, also others not known to me, would make it possible to postpone for a while the outright purchase of necessary but very expensive equipment. Later no doubt the Congress would make special appropriations for providing this equipment, also buildings, particularly if the value of the Institution to the whole nation becomes clear. The Congress can be depended upon for that but not for the steady and unrelenting support of a high grade Faculty, such as you contemplate.

"While Washington is a large city it has about it an atmosphere of repose and quiet eminently suitable for the pursuit of scholarly work. At the same time it offers most of the usual advantages of a large city. Owing however to its climate I would recommend that the formal activities of the I.A.S. last only from late October to mid May. I would also attach to the I.A.S. a Northern Summer Camp where the Faculty would have the privilege of residing from mid May to late October and where there would be facilities for students to come and stay for work in common. I am convinced that the Camp would soon become an important summer center à la Woods Hole.

"Question II. My reply to it is in substance that I would annex the members of the scientific group to which I have the honor to belong -- the younger group of geometers. It is the most vital and promising of mathematical groups in the U.S., the one with the highest national and international standing. It includes Veblen and Alexander of Princeton, Birckhoff and Morse of Harvard and also myself. The possibilities

from abroad are not exciting, but I would at all events consider H. Hopf of Zürich, H. A. Newman of Cambridge, J. Nielsen of Copenhagen. There are other very worthy mathematicians but as the group in question has done the most brilliant work in the U.S. so far it should be encouraged in every way. Moreover its influence will be felt as long as there are geometers, that is as long as there is a mathematical science.

"As a matter of fact Hermann Weyl is the only mathematician anywhere definitely above those names. But as he occupies the most distinguished mathematical chair in the world (in Göttingen) I do not see him giving it up. We had him for one year at Princeton when he was still in Zürich (1928-29) and apparently nothing could make him stay with us permanently with the Göttingen chair in the offing."

1931

9/26

✓GENERAL

Academic Organization

GENERAL

Academic Personnel

Director Flexner reported in part:

"...

If I may endeavor to visualize the Institute tentatively, I should think of a circle, called the Institute for Advanced Study. Within this, I should, one by one, as men and funds are available - and only then - create a series of schools or groups - a school of mathematics, a school of economics, a school of history, a school of philosophy, etc. The 'schools' may change from time to time; in any event, the designations are so broad that they may readily cover one group of activities today, quite another group, as time goes on. Thus, from the outset the school of mathematics may well contain the history or philosophy of science; the school of economics, a chair of law or political theory. Each school should conduct its affairs in its own way; for neither the subjects nor the scholars will all fit into one mould. An annually changing chairman would perhaps be the only officer requisite. There should be complete academic freedom as there is in England, France, and Germany. We are, let it be remembered, dealing with seasoned and, I hope, eminent scholars, who must not be seriously or long diverted from creative work. These men know their own minds; they have their own ways; the men who have, throughout human history, meant most to themselves and to human progress have usually followed their own

inner light; no organizer, no administrator, no institution can do more than furnish conditions favorable to the restless prowling of an enlightened and informed human spirit, seeking its intellectual and spiritual prey. Standardization and organization do not aid; they are simply irksome.

..."

1931

10/19

HEAD, SIR HENRY

Biographical

✓GENERAL

Academic Organization

Head (Hartley Court, England) to Flexner:

"I am extremely grateful to you for letting me see your memorandum, setting forth the sort of things you have in mind to do and the spirit in which they ought to be done.

"Through your kindness I am already familiar with the greater number of your aims, but I am much interested to see that you now include Economics in your scheme, for I imagine that it will be much more difficult to obtain the right kind of men for this subject than for Mathematics.

"I was much interested also in your account of how the right kind of students are to be obtained, and I think you might be able to amplify what you say on P.6 for the sake of those who, like myself, are not familiar with the conditions of student-life in America.

"I imagine that at first and for many years the number of men capable of studying Higher Mathematics will be scanty.

"I have absolutely no criticisms to make, but there is one sentence on P.7

which I have marked with a                      which I do not understand. You mention a voluntary commission composed of scholars and laymen which has undertaken the study of the problems insufficiently dealt with by the last Royal Commission. I presume this alludes to those members of the University of Oxford who under the leadership of the Master of Balliol are pushing for further reforms.

"I must thank you again for your kindness know the various steps in your <sup>most</sup> ~~next~~ remarkable ~~fear~~ of action. You know how much you have my sympathy in your life-long efforts to <sup>plan</sup> improve higher teaching."



1931

12/20

POLICIES

Administration

✓GENERAL

Academic Organization

BUILDINGS & GROUNDS

Facilities

Letter from Charles A. Beard to Dr. Flexner - 12/20/31

"Doubtless the answers you receive will vary according to the experience, temper, and intellectual interests of the scholars who make them. What a student of history would require will naturally differ from the necessities of a physicist.

"Speaking for myself, I will say that all I have ever wanted consists of sufficient compensation to remove worry and uncertainty, access to library facilities, a few students really interested in the pursuit of learning, and work rooms for them and for seminar discussions. Nothing more. I have never looked to an institution to provide social life in any form. The fact that I happen to be in an institution with a chemist or a mathematician does not seem to me to be any reason at all why I should ever see him except at faculty meetings. I have been more interested in learning from the world of experience outside than from the learning of academicians. But that is a matter of temper and will, perhaps. If an academic colleague and I happen to strike fire together, well and good. If not, that is that. Why try to force social life?

"Still, I know from experience that most academicians enjoy community life of a kind, more or less. Therefore I imagine that your Institute will do well to establish a central institution for social life. The best example of such a thing that I know is the Athenaeum at the California Institute of Technology. It provides a comfortable center for the men who care for it, especially for the younger scholars, and makes possible a certain communion of scholars and apprentices. It is a god-send to the wives of the community for it makes entertaining easy and a pleasure. Therefore, I commend it to your consideration.

"O ther facilities will depend upon what you have to spend. The great farce in American education is the expenditure of millions for buildings while scholars live around them on starvation wages. If you start your Institute near New York and include instruction in history (with which I am somewhat familiar), I should say that your scholar in charge would want to have at hand a small library of working materials and then exploit the library resources within reach by motor or train. It is not the number of books he has that counts but his competence in making use of his resources. Unless you have enormous resources you cannot compete with established libraries. There is not point in it anyway. Each scholar will know what general works he should have for his students and will want a special collection in some field for intensive work."

Vol. 1, appendix to minutes of 4/11/32 (first set of minutes in Vol. 1)

✓GENERAL

Academic Organization

MEMBERS OF HUMANISTIC STUDIES  
SCHOOL OF MONEY, C.R. (Princeton Univ.) to Fleyner (N.Y.)

Publications  
Academic Organization

"...so far as work in the humanities is concerned, by the desideratum of easy access to an adequate library by student and teacher, and of these two to each other.

"The word 'adequate,' however, should be interpreted in its fullest meaning. An adequate library for advanced study is, in my opinion, not only the result of sufficient expenditure of money, but also the result of care and thought extending over years of accumulation. Its adequacy in the matter of the titles it includes will be determined by its completeness in the matter of periodicals, its possession of all source material that has been reproduced in printed form, and the necessary monographs and handbooks. It should include, at least for archaeology, a comprehensive collection of photographs, and if this is not immediately available, it should have funds for the free purchase of photographs required for research. In almost any branch of the humanities, such a library should be equipped with a modern photostat, with an operator. For archaeology, a photographer is also desirable.

"In my opinion, a great deal of the most valuable part of graduate teaching is the informal kind which is administered by the graduate students to each other, and by their teachers in casual conferences. To facilitate this, I believe that graduate students

do their best work together in a large study room, convenient to the library, and that the office or offices of their teacher or teachers should be near this room, and near the library, and situated in such a way that the activities of both are inextricably mixed up.

"As to personnel, beside a photostat operator, and the librarian, if there be one, an ideally constituted seminar for advanced study should include a person in the capacity of a research indexer, competent to perform odd jobs of bibliography and the simpler kinds of primary investigation, and sufficiently trained in library methods to be able to conceive and carry out a card index of the data that accumulate in research work.

"It seems to me that advanced study in the humanities is quite different in its dependence on a library from the sciences. Roughly speaking, the humanities are retrospective, and the sciences, prospective; at least my scientific friends tell me that anything published longer ago than the last twenty years is really not needed in a working library for a scientific seminar. On the other hand, the purpose of research in the humanities is to gain a clearer and clearer knowledge of the past, wherewith to get a better perspective on the future, and the library needs and library systems of record are correspondingly greater.

"In my experience, I have found that the greatest stimulus to graduate students' work is the prospect of publication, and while I do not know whether the provision for publication should be included in the physical needs on which you were kind enough to ask advice, I should so include them, and I think that a teacher in advanced study who can hold out to his students the prospect of immediate publication of good work has in his hands all that is necessary, beside his own personality, for getting the best there is out of a pupil.

"I am of two minds as to the living conditions for advanced students. We have, as you know, at Princeton the Graduate College, which is a dormitory for graduate students, and in which the attempt to keep the graduate students in different fields in close social contact with one another has been carried out with elaborate care. But I am not sure that it has been an unqualified success, and I believe that to allow the students to live where they please and eat where they please may be quite as good a solution. To me, the essential thing is that they should have a place where they can work together, and a place where they can work with their teachers, not in the formal and sometimes stiff relations established by a class or a seminar meeting only for reports, but in the intimate contact established by mutual assistance in the search for information and material."

1931

12/23

✓ GENERAL

Academic Organization

MOREY

Morey to Flexner, 12/23/31.

"Roughly speaking, the humanities are retrospective, and the sciences, prospective...My scientific friends tell me that anything published longer ago than the last 20 years is really not needed in a working library for a scientific seminar. On the other hand, purpose of research in the humanities is to gain a clearer and clearer knowledge of the past, wherewith to get a better perspective of the future..."

Source Unknown

1932-1939

PRINCETON UNIVERSITY

GENERAL

✓ GENERAL

FLEXNER, A.

EINSTEIN, A.

VEBLEN, O.

Relations WQAI

Public Relations

Academic Organization

Biographical

For notes taken on material in the Princeton Alumni Weekly  
see vertical file under "p" for Princeton University.

1932

4/27

✓GENERAL

Academic Organization

MERRIAM, JOHN O.

Biographical

Excerpts from letter of John O. Merriam (President Carnegie Institute of Washington, D. C.)  
to Flexner with requested suggestions for IAS

"...

"As you know, I have been tending to use as one classification of institutions concerned with knowledge the following, namely, those devoted primarily to production of knowledge, those concerned primarily with interpretation, and those devoted to application, ~~and those devoted to education~~ There will, I am sure, be all manner of combinations and modifications of these types. But for purposes of discussion of your problem I have started with the assumption that you are concerned with development of an institution the primary function of which will be interpretation. I have used the word interpretation rather than education believing that the term education tends to relate itself to a rather sharply circumscribed routine.

"...

"I do not believe that an educational institution of the type which you have in mind could exist without the foundation of constructive scholarship. One of the most important things which the university or interpreting institution has to give is the idea



of growth or of construction. If the staff does not have first-hand knowledge relative to the problem of constructive scholarship, it is not in a position to discuss the subject or attempt its interpretation. I would therefore assume that the type of institution which you have in mind must have such a situation as to give the best possible opportunity for constructive work by those who will be included in the staff. This is both for the sake of the continuing activity of the staff and by reason of the influence which the central group will exert upon those who are associated with it.

"The point just mentioned leads to a second, namely, that in discussion of location I have the feeling that among other places which you will naturally consider Washington is a point at which you can secure an exceptional opportunity for contacts of importance both on the side of science and of the humanities. Perhaps you will think of me as stretching the point with reference to the humanities, but I have in mind not merely the considerable resources available here and the development of these special resources, but more particularly do I think of the opportunities for studies of government and for the reflection of economics and other related subjects by way of governmental activities.

"...I believe that we need quality more than anything else in America at the present time. I do not know well enough from first-hand knowledge the influence of Clark University at the time of its founding. I have the impression from study of various institutions that a great uplift is given to thought by any agency which represents the highest type of effort, the clearest vision, and the evidence that intellectual and spiritual vision of the institution ranges widely over the field of knowledge, even though the special activities represented may cover only a part of the field."

File III-21

1933-1939

PARTICIPATION IN ADMINISTRATION

Academic Personnel

GENERAL

Academic Organization

of

Up to the time/the extension of the School of Humanistic Studies and the School of Economics and Politics, the Mathematics Department School was satisfied with school autonomy. In fact, in about 1934, Veblen at one time wrote Flexner that it was time for Flexner to make a beginning in these other schools. But it was the fact that after the initial appointments, further appointments were made that set Veblen out on his a constructive fight to make the Faculty self-conscious qua faculty. Throughout this part of the history, the School of Mathematics was autonomous and selected its own members and its own assistants, although Flexner did the appointing. There was a time when the members and the assistants were referred to the Board of Trustees for approval (Check on that date and note the difference afterwards).

The collision was, evidently, a collision on the total budget, therefore.

(Dictated: No source needed)

1933

2/16

✓ GENERAL

Academic Organization

WOODWARD, E. L.

Biographical

Letter of above date from Woodward to Flexner attached  
herewith.

D, Woodward, E. L.

Feb. 16, 1933

ALL SOULS COLLEGE,  
OXFORD.

My dear Flexner,

I have just had your most kind--characteristically kind--letter, and I am just overwhelmed by it. Of course I should like immensely to think out a scheme on the lines you suggest--the pleasure of doing it, especially in times like these when we seem to be slipping back into the pre-war anarchy of the world without the pre-war material prosperity. The pleasure of thinking out a constructive scheme for an actual institution and not merely for a Bodleian which won't be built--is sufficient in itself (more than sufficient for me to break the rules of syntax in an interminable sentence) but I really think that the of dollars you propose is far too great. I imagine that you would want something of 60 pages--I should say 60 as a minimum--probably at least 100. I have benefited so much from the endowments given to the English-speaking peoples by past generations--by Henry Chickole, Richard Foxe, Thomas White--to mention only those names--that I should without question think it only a small repayment of a debt to do all I could to enlarge the purpose of present . Therefore, may I--with my many thanks--leave it to you to give me what you will be giving the other people whom you may consult.

As for the names of those others. I should feel inclined to suggest André Siegfried and Mendelsohn-Bartholdy. I do not know M. B. But from all I have heard about him he is a very good man. I do not think you would get a better man in France than Siegfried--he is a little superficial but his mind is more alert, "realist", and well-trained. If F. Meinecke were younger and specialized I should suggest him but I think M. B. would be better. Siegfried's experience at the Ecolé des sciences politiques would be of value and it would be useful to have the ideas of a man who knows England and America as well as France.

Now for my own memorandum: on first thought--and for my own reflections if not for my final draft. I should divide the subject into two parts: part 1--a discussion on ends and methods-- what we want to discover--to keep on discovering--and what are the best means for making our discoveries? 2. In a work of this kind how much can be assigned to any one institute? If one were thinking about a star map one could divide the heavens by the number of observatories, and then--making adjustments for the situation, staff and instruments of observatory, allot the tasks with almost

mathematical fairness. But man is more elusive than Orion, and the study of man can't be allocated so neatly! I can evoke part 1 out of my own inner consciousness, like the German and the camel, by various methods--such as observing the kind of mistakes made by lack of knowledge--but! Should like more information for part 2. In the first place how many men would the Institute employ? (There is of course a limit beyond which--even if one had unlimited funds--one would not wish to go. This limit is reached very soon). Then there is the question of apparatus--I mean books and documents. I imagine from what you have told me that a working library can be provided at the Institute and that elsewhere within easy distance--using if necessary train or car--there are unlimited library facilities. I should also take for granted such expert research assistants (e. g. for statistical work).

3. Would you think it profitable to have--together with a resident nucleus--a certain number of non-resident members--or rather of members who would come to the Institute for some months in the year, but whose work would take them--for most part of the time--to places other than the neighborhood of New York? I think this is an important point. (One might take the analogy of field botanists). I have noticed--in the case of one English professor of international relations (Webster)--that a man's point of view has been noticeably widened by his spending part of the year in this country and part at Harvard and I should think that in the study of present-day political and economic phenomena one must be for most of one's time near to the phenomena which one is studying--near for the purpose of analysis.) I am assuming that one is working to analyse and not to attempt forecasts). One would not want people to be roving about vaguely, but whereas Einstein can--given certain apparatus and sufficient and income do his work anywhere, I am inclined to think that a man who was e. g. enquiring into the relation between the law and opinion in England would want to live mainly in England--though it would be most important that--for certain periods he should come to the Institute--as to a place which he knew and where he was at home--for certain periods he should come to the Institute--and meet other people working on the same subject in relation to other countries, and that for an enquiry upon law and opinion generally on the whole world you would begin with local enquiries.

Then to go to a different point--would you allow me to show my draft to other people such as Beveridge, or J. L. Stocks, or Zimmerman, or Ernst Barker? I should get a good many copies typed and ask for their comments. I think a good many points which occur to me will settle themselves as I go along--I mean I will find that one branch of enquiry is already being done at such a place, or that another branch should be done somewhere else; but the main thing to keep in mind from the first will be to avoid (a) attempting to cover all knowledge (b) to avoid becoming

no more than a clearing house, a bibliographical or statistical institute, or--a mere home of rest. (This latter danger is very real--give a learned man the most perfect surroundings--remove jars, anxieties, drudgery, slights, and--if you don't take the utmost care he will go quickly to sleep and sleep for years and years!)

This letter is becoming a preface to a report. So I had better bring it to an end.

Once again my many thanks both for your kindness and for the thing-in-itself. We shall go and come home, via Canada. We shall arrive at Montreal by the Empress of Britain leaving England on June 23 and we shall leave Vancouver on July 15. It will be delightful to come to you.

Most grateful again for the enquiries you have made about lectures, but with this proposal of yours--scaled down financially as it should be--I will not now think of anything else. I should not want to give the time in Canada or U. S. A. and I shall also want all my time here to draft the memorandum, and would not want to write any new lectures (still less to fob off old seminars, as it were, upon an audience). I have done about 300 pp. of rough draft of Vol I of my magnum opus on civilization between 1871 and 1914--I expect to get another 100 pp. done this term--I'm 'trying it on the dog' by giving the draft as lectures!--I must now get tomorrow's dose into shape.

Our good wishes.

Yours

/s/ E. L. Woodward

This letter--as the last three words show!--is from my wife as well as myself and we thank Mrs. Flexner and Eleanor for asking us to break into your lake solitude.

1933

4/1  
4/3  
4/4

✓ GENERAL

Academic Organization

GREENSLET, FERRIS

Biography

Greenslet (Houghton Mifflin Co., Boston) to Flexner 4/1/33

"...Congratulations on a most impressive beginning. I should suppose that you had got together the most distinguished group of mathematicians to be found anywhere in the world.

"Speaking as a humanist, I should have admired to see you beginning with one of the humanities. But Mathematics is the mother, or at least the grandmother, of all the Muses, and I imagine her progeny will presently begin to appear. Good luck to you!"

Flexner answers 4/3/33

"...We began with mathematics for a very simple reason, namely, that there was no human possibility of doing anything second-rate and getting away with it. The humanities will come in due course. Indeed, if I had consulted my own taste, I should have begun with them, but, if you were in my place and were going to do the humanities, what would you do?"

File II-25

Greenslet to Flexner 4/4:

"Here's a snap reply to a deep question!

"If I were going to make a set-up for humanities in an Institute for Advanced Study, I think I should lay out a plan for the Study of 'Comparative Literature' (Kultur-Geschichte, if you prefer) not unlike that which Woodberry carried on so brilliantly in his prime at Columbia but with perhaps less 'idealism' and more exact scholarship.

"As to the men, that is indeed a sticker. John Lowes of Harvard occurs at once as a possibility. Gilbert Murray if he were not quite so old and out of favor with certain Hellenists might be one, but I am sure Oxford and Cambridge between them could turn up a worthy substitute. The Sorbonne could unquestionably give you one or two, though I cannot at the moment name them; Legouis, for one, perhaps. These with associates already known for a knowledge of the brass tacks of their subjects would give you something pretty imposing even to minds of those disposed to be critical of all new enterprises.

"The above submitted without charge."

File II-25



1933

4/3  
4/4

✓ GENERAL

Academic Organization

SCHOOL OF MATHEMATICS

JOHNS HOPKINS UNIVERSITY

Relations WOAI

Geoffrey May (Johns Hopkins) to Flexner (NYC):

"Your second bulletin for The Institute for Advanced Study has just reached me. Its directness and simplicity aroused my admiration. Unfortunately, my admiration is tinged with regret. I am sorry that the natural sciences must again widen their pre-eminence over the social sciences.

"I realize, of course, that social studies require more outlay than do mathematical. I realize also that there may be no social scientists comparable to the natural scientists whom you have selected, and that their findings, no matter how extensive, may be less 'dependable.' To the degree that these situations must dominate your decision, the more necessary is it that social studies should have not only financial but scholarly support."

Flexner to May (Johns Hopkins):

"You were very kind to write me under date of April 3. I have no intention

whatsoever of diverting the Institute into the field of the natural sciences. On the contrary, I want to get into the sciences of society, but there are good reasons for beginning with mathematics, namely, 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."

File III-17

1933

5/3  
5/6

GENERAL

Public Relations

FLEXNER, A.

Biography

MALONE, KEMP

✓GENERAL

Academic Organization

from

Malone (Johns Hopkins Univ.) to Flexner 5/3/33

"Miss Melville was good enough to send me a copy of the March number of The American Scholar containing your very interesting comment on the Institute for Advanced Study. You have certainly grasped clearly and expressed admirably the idea which was in my mind and historically too you are correct, namely, that this new development is only a small step forward along the line of what Mr. Gilman had in mind as long ago as 1876, but for Mr. Gilman and my own accidental presence there in 1884-1886 there would have been no Institute for Advanced Study. I am glad that you approve a total omission of undergraduate work. As a matter of fact, it looks as if we were going also to omit graduate work in the ordinary sense of the term, since thus far we have accepted no one who has not received his Ph.D. degree. This can be secured just as well at the Johns Hopkins or Harvard or Yale as at the Institute for Advanced Study. Why duplicate?

"There are one or two minor points, which I should like to bring to your

attention, though they do not require any public corrections:

- "1. The proposal to turn the Johns Hopkins into a university by doing away with the undergraduate work did not fail simply for the lack of money. In fact, in my opinion, the money could have been secured. Why did it fail? That is something that I will some day explain to you. I prefer not to put it in black and white.
- "2. The resources of the Institute are 'comparatively limited' now at my own suggestion. I believed it would be better for me and better for the Institute to do one thing at a time, and I therefore deliberately asked for a modest sum which would enable me to do one or two things.
- "3. I gave very thoughtful consideration to Washington as a location and decided against it for several reasons. While the Institute is to be at Princeton, there is no reason in the world why persons who wish to work in the Library of Congress should not do exactly what the Cambridge and Oxford dons do when they go to London to do their work at the Public Record Office or the British Museum. They can spend their week-ends in Princeton and their working time in Washington. Washington is almost as bad as New York as a place in which to live quietly and think. We are not going to be set in the midst of undergraduate Princeton. We shall be within reach of the library and of such of the graduate departments as have attained actual eminence like the Department of Mathematics. The fact is that with the whole country to choose from my real choice lay between Princeton and Baltimore. Harvard,

Yale, Columbia were all impossible on account of ~~their~~ their size. There is something to be said for Baltimore, but on the whole - and I am viewing the matter objectively - I think we have made the best choice possible, for we can get at Princeton not only the use of the library and the collaboration of the small graduate school but all the land we want close enough to the University and far enough away to prevent confusion.

"4. Finally, the choice of Einstein had nothing to do with the front page. Poor Einstein is himself not responsible for the publicity which he has received. He is an unworldly man whom the newspapers have exploited. I had one reason in taking him, namely, his acknowledged eminence, precisely the same reason which has guided me in other selections. If you will look at Bulletin No. 2, I think you will agree that there is not an educational institution in the country which has been so careful to state facts simply as the Institute, and, if you know the pressure to which I have been subjected by newspaper to give them front page stuff, you would appreciate this fact even more fully.

"You are quite right when you say that the appointments made in mathematics tell us what he is about. The preceding paragraph ought to have been omitted."

W alone (Johns Hopkins Univ.) to Flexner 5/6/33

"...

"Of your four comments on 'minor points' I need say nothing about (1) and (2), except to express my interest and look forward to the time when we can have the personal chat you speak of (do let it be the next time you are in Baltimore). As regards (3), the

location of your Institute, I am afraid I cannot agree with you. The Oxford and Cambridge dons who go to London from time to time to work in the British Museum and the Record Office make their trips at a heavy cost in time, money and energy. In practice, these difficulties result in their not using Museum and Record Office as much as they ought to; in other words, their scholarly activities are seriously curtailed because of the inconvenience involved in so much traveling. The picture you paint of your own professors oscillating to and fro between Princeton and Washington is to me a most depressing one. No scholar likes to live a long way from the materials he must work with. The ideal (to have everything in one's own private library or laboratory) cannot be made a reality, of course, but certainly home and workshop ought to be as close together as is humanly possible. As regards Princeton itself (where I spent a year once, and a pleasant year it was), I can't make out how you expect to evade the undergraduate atmosphere which dominates the place. The fact is, I have the feeling that atmosphere means little to you, and that this peculiarity of yours lies at the root of your otherwise inexplicable failure to appreciate the Hopkins of today. In any case it strikes me as ironical indeed that you, who have said so much about the desirability of doing away with the relatively unimportant undergraduate school at Hopkins, have set up your own graduate work in Princeton of all places!"

"As regards (4), let me say that I ~~defended~~ you against a charge of publicity-seeking, a charge widely made and widely believed. I might, of course, have ignored this talk as unworthy of serious notice. I thought it best, however, to be frank and face the issue - that is my way! I agree with you in what you say about Einstein, who has been victimized by our stunt-loving public. But enough of this. It was good to hear from you, and I hope we shall soon have that chat."

File III-17

1936

1/27

CARNEGIE INSTITUTION OF WASHINGTON

Relations W.C.A.I.

MORGAN LIBRARY

✓ GENERAL

Academic Organization

See memo of Flexner's report to Board on importance of Elias Lowe's appointment by I.A.S. Also relations in finance of the schools.

Filed GENERAL - Finance 1/27/36

POLICIES

Administration

✓ GENERAL

Academic Organization

SCHOOL OF ECONOMICS AND POLITICS

SALARIES

Academic Personnel

Flexner repeats the need for expansion in the School of Economics and Politics.

He repeats the need of equalization of salaries by raising moderately the salaries of a few persons.

Other subjects which might be pursued are history, literature, languages, and all the natural sciences, which may be touched in the future "provided they retain their fundamental importance," but not on the scale of mathematics.

He repeats that certain fields lie permanently outside the Institute; professional education, for instance.

Instead of American scholars setting a tide for Europe, this is no longer true. The tide is turned. Europeans are coming to



America. This is in medicine owing to the Rockefeller  
Institute for Medical Research.

Trustees' Minutes, 10/11/37, pp. 6-8

1938

1/24

GIFTS

Budget

✓ GENERAL

Academic Organization

Flexner says that gifts will have to continue to increase, "but meanwhile I feel that I shall have to devote a considerable part of the remainder of this year to procuring the funds needed to bring the School of Humanistic Studies and the School of Economics and Politics up to the level of the School of Mathematics, for under no circumstances should we take any steps to help the two later schools at the expense of the first school through which the Institute really made its initial reputation; the School of Mathematics must remain the model towards which the Institute must strive in everything it undertakes."

Tr. Min. - 1/24/38/ - pp. 9-10

1940

11/18

POLICIES

✓ GENERAL (EXPANSION ON  
EXPERIMENTAL BASIS)

FOUNDERS

AYDELOTTE, F.

Administration

Academic Organization

Corporation

Biographical

Aydelotte to Founders on plans for development of IAS.

Math - application

Economics

Latin American Studies

Oriental Studies (translations of the Chinese masters)

History of science.

Filed in Vertical File under "A".

A, 10/11/56, Future dev. of Inst.

1941

5/19

/GENERAL

Academic Organization

SCHOOL OF HUMANISTIC STUDIES

See Appendix 2 for relative services to IAS, basic purposes (p. 1 and p. 11) and full report on Humanistic Studies.

k Tr. Min. - 5/19/41 - /appendix 2 pp.1-11-

1944

11/30

POLICIES

FOUNDERS

✓ GENERAL

AYDELOTTE, F.

Administration

Corporation

Academic Organization

Biographical

Aydelot to founders--plans for development of IAS.

Filed in Vertical File under "A".

A, 10/18/56 - Home Retirement of F. A.

1943

2/22

✓ GENERAL (FULL-TIME)

Academic Organization

FLEXNER, A.

Biographical

AYDELOTTE, F.

Handwritten note Flexner to Aydelotte.

He is sorry to be compelled to call Aydelotte's attention to something unpleasant. One of the foundation people has asked him if the Institute's high purpose for full-time connection and no outside activities for pay is still being observed. And when Flexner said yes he thought it was true that there had only been two instances during his administration when it was violated (1. a foreign member wrote in a popular magazine an article which he promised he would not do again, and 2. a book review was written which Flexner deplored). The foundation member pointed out an article in the Ladies' Home Journal of September, 1940, written by a full professor of the Institute. It was not above the usual Ladies' Home Journal journalism in character. Flexner expressed himself as shocked.

FA Confidential Files, March 7, 1957

1944

10/11

✓ GENERAL	Academic Organization
DIRECTOR	Administration
BENEFITS	Academic Personnel
AYDELOTTE, F.	Biographical

Part of missing draft of Aydelotte's proposed report of October 11, 1944 which was never given - October meeting of Trustees deferred to December 5, 1944.

Filed in Chronological file under 1944, 10/11.

A Report of Director October, 1944 (Attic) Vertical

1944

11/28

COMMITTEES (INSTITUTE POLICY)

✓ GENERAL

BENEFITS

AYDELOTTE, P.

Corporation

Academic Organization

Academic Personnel

Biographical

Handwritten notes Aydelotte of a ~~XXXX~~ meeting above date of Maass Committee attended by A. & V.

Committee to rec. retirement A in 1946. Cordial. Pension \$12,000. Offices Fuld Hall. Member Board of Fellows\* if and when organized.

Maass' whole idea of the Committee due to Flexner.-----  
Panofsky-deTolnay-snooping around Princeton--agitation among Trustees and faculty.

Veblen's point--my retirement would make Flexner's agitation a ~~XXXX~~ success--Flexner taking M & L for a ride.

Committee to meet Princeton Friday, Dec. 1.



F. A. to Committee--retirement alluring. But for debt of loyalty to faculty Committee must see them. Faculty disturbed. Real question is whether Trustees will lose confidence of faculty.

\* Fellows--use term for emeritus still active? And outsiders like McIlwain?

A, 10/18/56, File #9

1946

12/17

✓GENERAL (SABBATICAL LEAVE)

Academic Organization

COMMITTEES (EXECUTIVE)

Corporation

AYDELOTTE, F.

Biographical

MAASS, H. H.

Aydelotte to Maass. Copies to members Executive Committee.

Maass has cancelled meeting of Executive Committee scheduled for 17th by a message through Leidesdorf sent December 16. Aydelotte has wired members. Takes up matters on agenda; formal confirmation of Professor Thompson's appointment, which was already agreed to; leave for Alexander calendar year 1947 at half salary (Principle of Sabbatical leave approved by Trustees early, he said); and to say he announced at last meeting of faculty for the term his definite intention to retire on October 16, 1947. Informs Maass he and Mrs. Aydelotte last summer bought 88 Battle Road "...it seemed to me much more dignified and clear-cut to make this announcement which will soon doubtless become public property." Informed faculty of

Maass' Com. invitation to continge to keep offices at Fuld  
Hall extended two years ago and is moving in with Dr. Lowe.

# V-6

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 not 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."

1978  
DIRECTOR (Fund)

✓ GENERAL

GENERAL

GENERAL

PRINCETON UNIVERSITY

Administration

Academic Organization

Academic Activities

Foundations

Relations WOAI

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

1948

12/17

/GENERAL

Academic Organization

CHERNISS

Biographical

WEYL, HERMANN

Cherniss to Weyl, December 17, 1948.

He informs Weyl that next term there will be a seminar on the Politics of Aristotle meeting on Fridays in February, March, and April. "Such a subject is probably far from the interests of mathematicians, who in any case may have no time to give to such matters; but I want you to know that, if you or any of the members of the School of Mathematics are interested in participating, I shall be most happy to have them and you join the group. The work will be planned primarily for advanced students of Greek, but I am inviting the participation of persons who without Greek are specially equipped in philosophy, history, or politics."

W (Weyl) File, EHM Che-

✓ GENERAL

Academic Organization

SCHOOL OF ECONOMICS AND POLITICS

SCHOOL OF HUMANISTIC STUDIES

SCHOOL OF HISTORICAL STUDIES

The Director reported on a proposed unification of the School of Economics and Politics and the School of Humanistic Studies; the results of preliminary discussions leading to this were given the Board at its November 16, 1948, meeting.

"Talks within the School of Economics and Politics had led to a number of alternative developments; one was the creation of panels to which members would be invited for a semester or a year. The Director thought that there would be times and themes for which this method would be appropriate. But the negative result of the discussions pointed strongly to the fact that no member of the School faculty was drawn to modern techniques of economics."

The School of Humanistic Studies in consultation concluded the School was not adequate in scope to its title,



and its use of the historical method linked it with the interests of the School of Economics and politics.

These talks, said the Director raised two points he had been considering for some time. The two Schools are small; "and it became increasingly clear that the academic bonds between the professors in one School were no stronger than those connecting a professor of one faculty and the other. One of the most important gains in unification would be an administrative improvement in the handling of applications to membership. At present, many of these fall between the two Schools; consultation in this area could only be helpful.

"That both Faculties welcomed the change the Director felt to be the best argument for it. No budgetary problem would be immediately involved; commitments of each School for the next year would remain unchanged."

Discussion of the name of the new school had been had. The Director thought the best two were the School of Historical Studies and the School of Humanities. The name

of the School would become a matter of public record, and should, as nearly as possible, describe the scope of the School's work. The Director thought it was important. The Trustees were asked for suggestions. The selection was not made at that meeting.

"In conclusion the Director stated that the unification of the two Schools would bring closer an administrative balance with the School of Mathematics; and that the Institute's interest in the historical method and in the humanities would be better served.

"The Trustees expressed their hearty endorsement of the proposed change in the academic set-up."

Executive Committee Meeting, February 15, 1949 (Ed. of Trustees)

1949

2/24

POLICIES

Administration

GENERAL

Academic Organization

Earle to Oppenheimer, inveighs strongly calling the merged schools School of Historical Studies which would not reflect the term Politics which he says he has been working at for the last ten years. He would like his activities reflected in the title. He cites the prestige of the term "politics" as in good standing among scholars and some of our greatest historians, William A. Dunning and Woodrow Wilson, Charles McIlwain, are proud to call themselves students of politics and were presidents of the American Political Science Association. Another reason why he wants the title to be the School of Historical and Political Studies is the importance of Harold Sprout of the Department of Politics at Princeton who has collaborated well, and does not consider himself an historian. He mentions that Viner may not be enthusiastic about remaining a permanent member if the term "economics" is dropped, and suggests that everything should be done to keep him with the Institute in his present connection. He says also that other economists of broad interests, notably Lionel Robbins and Sir Henry Clay are men who think of economics in the same terms

as Adam Smith and John Stuart Mill.

He also suggests that some prospective donors might be less interested if we alter our policy ~~saxkiderkax~~ concerning the study of politics and statecraft. Furthermore, if the Institute contemplates bringing a man in jurisprudence, the title he suggests would be more reflective.

D, Historical Studies, Recommendations of Faculty

1949

2/24

✓ GENERAL

Academic Organization

EARLE, E. M.

Biographical

OPPENHEIMER, ROBERT

Earle suggests title for new school: "School of History & Politics" or "School of Historical and Political Studies."

Letter from Earle to Oppenheimer of February 24, 1949, filed in Chronological file under 1949, 2/24.

School of Humanistic Studies IV, Vertical file

1949

3/8

PARTICIPATION IN ADMINISTRATION

Academic Personnel

✓ GENERAL

Academic Organization

SCHOOL OF HISTORICAL STUDIES

EARLE, E. M.

Biographical

The Director reported that since the School of Economics and Politics and the School of Humanistic Studies had already held two joint meetings, the reorganization was in fact established. The name had not yet been selected. No formal action required.

Earle was appointed Executive Officer of the new School.

Faculty Minutes, 3/8/49

1949

10/21

✓GENERAL

Academic Organization

SCHOOL OF ECONOMICS AND POLITICS

SCHOOL OF HUMANISTIC STUDIES

SCHOOL OF HISTORICAL STUDIES

The Director reported on a proposed unification of the School of Economics and Politics and the School of Humanistic Studies. The results of preliminary discussions leading to this were given to the Board at its November 16, 1948, meeting. New title approved.

Trustees' Minutes, 11/16/48

1950

9/18°

✓GENERAL

Academic Organization

GENERAL

Relations W.O.A.I.

Letter from the resident professors and professors-emeriti of the Institute for Advanced Study to the Academic Senate of the University of California regarding dismissal of members of the faculty at the University.

Filed in Chronological file under 1950, 9/18.



1954

✓ GENERAL

Academic Organization

SCHOOL OF HISTORICAL STUDIES

SCHOOL OF ECONOMICS AND POLITICS

See Report of the Director published 1954 for  
1948-53, p. 23 for reasons for academic reorganization.

Report of the Director, 1954

1955

10/31

GENERAL  
FOREIGN  
SITE (Buildings & Grounds)  
FOUNDERS  
GEST ORIENTAL LIBRARY  
PRINCETON UNIVERSITY  
✓ GENERAL  
REPORTS  
FLEXNER, A.  
STEIN  
MAASS, HERBERT  
VEBLEN, OSWALD  
BPPENHEIMER, ROBERT  
GOTTMANN, JEAN  
LEIDESDORF, SAMUEL D.  
ELLIOT, T. S.  
TOYNBEE, ARNOLD  
LEVY, DAVID M.  
BIRKHOFF, D  
EICKELSER  
WEYL, HERMAN

Academic Personnel

Facilities  
Cjorporation  
Facilities  
Relations WOAI  
Academic Organization  
Corporation  
Biographical

(See FLEXNER, A., Biographical - Interview of 10/31/55)

1955

11/7  
11/8

SALARIES

✓GENERAL

PRINCETON UNIVERSITY

SCHOOL OF MATHEMATICS

PLEKNER, A.

BIRTCHOFF, GEORGE D.

BAMBERGER, LEWIS

EINSTEIN, A.

WEYL, HERMANN

Academic Personnel

Academic Organization

Relations WOA1

Academic Organization

Biographical

Interviews with Prof. Oswald Veblen, 11/7/55, and 11/8/55.

Filed in Vertical File under Interviews.

Interviews with Prof. Veblen 11/7/55, and 11/8/55

1955

11/28

✓ GENERAL

Academic Organization

SCHOOL OF ECONOMICS AND POLITICS

GENERAL

Publications

MEMBERS

ROCKEFELLER

Foundations

FLEXNER, A.

Biographical

RIEFLER, W.

AYDELOTTE, F.

Interview with Dr. Aydelotte, November 28, 1955.

Filed in Chronological File under 11/28/55.

*vertical*

*Interviews*

Interview with Dr. Aydelotte, 11/28/55

1955

12/13

GENERAL

Administration

✓GENERAL

Academic Organisation

VEBLEN, C.

Biographical

OPPENHEIMER, R.

Notes of a conference with Robert Oppenheimer.

Filed in Vertical File under Interviews.

Conference with Robert Oppenheimer, 12/13/55

1955

12/16

PARTICIPATION IN ADMINISTRATION

Academic Personnel

STIPENDS

PRINCETON UNIVERSITY

Relations WOA

BUDGET

Finance

POLICIES

Administration

✓GENERAL

Academic Organization

CHERNISS H.

Biographical

Interview with Harold Cherniss, December 16, 1955.

Filed in Vertical File under Interviews.

Interview with Harold Cherniss, 12/16/55

1955

12/27

GENERAL

Academic Organization

SCHOOL OF ECONOMICS AND POLITICS

VON NEUMANN

Biographical

FLEXNER, A.

STEWART, W. W.

WARREN

Interview with Dr. von Neumann, December 27, 1955.

Filed in Vertical File under Interviews.

Interview with Dr. von Neumann, 12/27/55

1956

2/10

FACULTY PARTICIPATION

✓ GENERAL

AYDELOTTE, F.

PLEXNER, A.

MOREY, C. R.

PANOFSKY

Academic Personnel

Academic Organization

Biographical

Interview with Professor Panofsky, February 10, 1956.

Filed in Vertical File under Panofsky Interviews.

Interview/ with Professor Panofsky, February 10, 1956



1956

April

POLICIES

Finance Administration.

GENERAL

Finance

✓ GENERAL

Academic Organization

Draft Report of the Joint Faculty - Trustee Study  
Committee.

Filed in Vertical File under ~~XXXXXX~~ <sup>File</sup> "p" for Policies.

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

1956

6/6

✓GENERAL  
ECONOMICS  
PHILOSOPHY  
PRINCETON UNIVERSITY  
POLICIES  
PARTICIPATION IN ADMINISTRATION  
GUGGENHEIM  
VINER, J.  
FLEXNER, A.  
RIEFLER, W. W.  
STEWART, WARREN  
WARREN, ROBERT  
VEBLEN, O.  
EINSTEIN, ALBERT  
EARLE, EDWARD M.  
PROFESSORS

Academic Organization  
Academic Activities

Relations WOAI  
Administration  
Academic Personnel  
Foundations  
Biographical

Academic Personnel

Interview with Jacob Viner, June 6, 1956

Filed in Vertical File under Viner Interviews.

Interview with Viner, 6/6/56

1956

6/15

✓ GENERAL

Academic Organization

ELECTRONIC COMPUTER PROJECT

Academic Activities

FELLOWSHIPS

Academic Personnel

APPOINTMENTS

MEMBERS

PARTICIPATION IN ADMINISTRATION

MONTGOMERY, DEAN

Biographical

VEBLEN, O.

LEFSCHETZ

OPPENHEIMER

KENNAN

Interview with Dean Montgomery, June 15, 1956.

Filed in Vertical File under Montgomery Interviews.

1956

8/12

E. C. P.

✓ GENERAL

APPOINTMENTS

SALARIES

PROFESSORS

MONTGOMERY

VON NEUMANN

PAULI

Academic Activities

Academic Organization

Academic Personnel

Biographical

Interview with Professor Montgomery, August 12, 1956.

Filed in Vertical File under Montgomery Interviews.

1957

3/8

POLICIES

Administration

SCHOOL OF MATHEMATICS

Academic Organization

SCHOOL OF HISTORICAL STUDIES

✓GENERAL

Academic Organization

WEINBERG, BERNARD

Biographical

Interview with Bernard Weinberg, March 8, 1957.

Filed in Vertical File under Weinberg Interviews.

1957

4/15

ALL SOULS (OXFORD) (1, 2, 3)

Educational Institutions

INSTITUTE HISTORY (1, 3)

Institute History

SCHOOL OF HISTORICAL STUDIES (1, 4)

Academic Organization

SCHOOL OF MATHEMATICS (1, 3, 4)

✓ GENERAL (1, 2)

Academic Organization

APPOINTMENTS (2)

Academic Personnel

WOODWARD (1)

Biographical

FLINNE, A. (1, 2)

FRANFURTER (3)

OPPENHEIMER (3)

KETHO (3)

Interview with Sir Llewellyn Woodward, April 15, 1957.  
Filed in Vertical File under Woodward Interviews.