

1931

6/26

✓ GENERAL

Administration

GENERAL

Finance

GIFTS

HARDIN, JOHN R.

Biographical

Hardin to William E. Hocker, Vice President and Trust Officer, National Newark & Essex Banking Company, 744 Broad Street, Newark, New Jersey, June 26, 1931.

Communication notifying the Trust Company that it had been appointed custodian of securities of the corporation, and that the Treasurer was authorized to enter into an arrangement with the bank to act as such custodian for a compensation of 50 cents per annum for each \$1,000 f. v. (fair value?) of bonds and 25 cents per annum for each \$1,000 p. v. (par value) of stock, authorized by the Finance Committee meeting November 6, 1930. The bank account was also opened with the National Newark and Essex Banking Company pursuant to the same resolution of the Finance Committee on the same date.

After the custodianship is arranged deposits of income or of principal, in the event of principal payments, are to be made to the credit of the Institute in its account in the Bank.

"Mr. Bamberger and Mrs. Fuld have already turned over to the corporation, and the corporation has accepted, certain securities now represented by bonds and stocks of the fact and par value of approximately two and a half millions of dollars. It is expected that additional transfers will be made from time to time substantially increasing the securities now to be put in the custodian account. The exact amount of the present securities will appear on the list thereof which I will ask Mr. Leidesdorf, the Treasurer, to send you."

On the same date he asks Leidesdorf to send a list of the securities to the Bank and Trust Company.

JRH Correspondence from May, 1930 to December, 1933

1931

10/28
11/6

✓ GENERAL

OFFICERS

GENERAL

LEIDESDORF

Administration

Corporation

Finance

Biographical

Leidesdorf takes up with both Bamberger and Hardin the question of bonding the Treasurer. A bond company has suggested that it should be \$200,000, and the cost would be \$500.

On November 6, Hardin after conferring with Mr. Bamberger believes that a \$50,000 bond will be ample. This was at 25 cents per 100 dollars.

JRH Correspondence from May, 1930 to December, 1933

1934

1/29

✓ GENERAL

Administration

~~GENERAL~~

FLEXNER, A.

Biographical

Dr. Flexner reported in part:

"In order that the members of the two groups might mingle freely and thus profit from the interchange of ideas, my wife and I have taken several steps. On one occasion we brought all the workers together, and they spent an entire afternoon getting acquainted with one another and forming agreeable, social contacts. In the second case, we brought the professors of the two institutions together in the evening, and on a third occasion we brought together the professors of the Institute and the members of the Board of Trustees. Unfortunately, it was not possible for all the members of the Board of Trustees to be present, but I am hoping that perhaps during the spring something can be arranged in New York, for it seems to be easier for the professors to come from Princeton than for the Trustees to go there. In addition, my wife and I have each Sunday afternoon received at an informal tea workers in the fields of mathematics and physics in the two institutions. Thus social contacts have undoubtedly done much to break through the ice and to bring these men, young and old, together on a basis of intellectual and scientific equality."

Vcl. I, No. 16, Minutes 1/29/34, pp. 8-9

FLEXNER, ABRAHAM

Biographical

VEBLEN, OSWALD

PANOFSKY, ERWIN

✓ GENERAL

Administration

Flexner to Veblen:

In reference to the plans to the new Institute Flexner writes "If sixteen professors are each to have a 'crack' at the plans of the four architects the probabilities are that the plans will not be agreed on until doomsday."

"There is another point which I think ought to be cleared up in the interest of good administration. Professor Panofsky called me up last evening to say that you had called on him and made a suggestion involving a total re-arrangement of the plans for building his house. This procedure seems to me to be very bad administrative technique. Matters of this kind should be cleared over my desk or that of Mr. Maass. If the several members of the Building Committee are free to approach any of the architects or the professors building houses, without my knowledge, we shall get into inextricable confusion. I have no love for formalities, but I do have a strong feeling that the way to avoid trouble and to save time is to have a simple procedure rather than the complex one involved in

a suggestion from you to Professor Panofsky, from Professor Panofsky to me, and perhaps from me to Mr. Haass. What I did in the Panofsky case was done on the authority and with the knowledge of Mr. Haass after a protest from neighbors whose good will it is important for us to keep. The solution arrived at was not mine or that of Mr. Haass, but a solution agreed on by Mr. Comstock, Professor Panofsky's architect, Mr. Sincerbeaux, and the neighbors most deeply concerned. I told Professor Panofsky last night that under no circumstances would I reopen the question.

4/5
4/6
FLEXNER, ABRAHAM

Biographical

VEBLEN, OSWALD

PANOFSKY, HENRIK

✓GENERAL

Administrative

Veblen to Flexner:

Veblen says that the Panofsky incident did not happen as Flexner stated. Veblen and his wife called on the Panofsky's and "they brought the conversation ~~about~~ around to their building enterprise and told us about the relocation of their house and the reasons for it. I remarked that I thought there might have been another way of meeting the problem which would have been less expensive to the Institute, and explained the simple geometrical point which is involved. After that I dismissed the question from my mind, but Panofsky tells me that he thought it over and came to the conclusion that he ~~wought~~ to make it clear that he would not object to this alternative solution, which he thought might have been overlooked in the previous consideration of the subject. So he telephoned directly to you, without consulting me."

Flexner replies on 4/6/38 that the Panofsky incident "is not worth considering except as showing how important it is not to stir these people up after a decision has

been deliberately reached." He says that the architects should have borne in mind the importance of keeping a strip of lawn continuous with that of the adjacent houses and that "if Fanoff's plans were now changed and lots 1 and 2 merged it would simply mean that whoever builds on Lot 3 would look into their back yards."

1940

8/6
8/7

GENERAL

Educational Institutions

✓ GENERAL

Administration

REPORTS

Conference on reconstruction of education after war
(Schairer, Aydelotte, et. al.)

For Report see Source.

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

1945

11/10

✓GENERAL

Administration

DIRECTOR

PARTICIPATION IN ADMINISTRATION

Academic Personnel

GENERAL (European)

Educational Institutions

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

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

In Germany population 65,000⁰⁰⁰ before 1933, there were only 23 universities at that time with slightly more than 60,000 students and about 1550 full professors, plus 260 professors emeriti.

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

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

the Ministry of Education

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

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

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

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

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

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

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

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

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

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

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

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

1946

Spring

✓ GENERAL

Administration

Jane Richardson's reports to Aydelotte on IAS during
his absence on Palestine Commission.

A, 10/18/56, Dr. Aydelotte

1947

12/16

AE ✓ GENERAL (DIRECTOR'S FUND)

Administration

GENERAL (DIRECTOR'S FUND)

Finance

DIRECTOR

Administration

Notes on the Director's Fund. Filed in Chronological
File under 1947, 12/16.

From D Office

XXXX 1950

12/30

✓ GENERAL

Administration

FLEMING, H. K.

Biographical

The date of Oppenheimer's announcement to the Faculty and Staff of I. A. S. that beginning with January 1, 1951, Fleming will become General Manager of the Institute.

A File, I. A. S.

1955

12/1

SCHOOL OF MATHEMATICS (7)

Academic Organisation

APPOINTMENTS (1, 5)

Academic Personnel

PARTICIPATION IN ADMINISTRATION (2, 3, 5, 9)

✓ GENERAL (6, 7)

Administration

DIRECTOR (3, 6, 7)

FRANKFURTER (1, 8)

Biographical

HINFLER, (1, 3, 8)

STEWART (3)

WEINSTEIN (5, 6)

PLENWER (5, 6, 7, 8, 9)

VEBLEN (INTERVIEW)

Interview with Professor Veblen, 12/1/55.

Filed in Vertical File under Veblen Interviews.

1955

12/13

/GENERAL

Administration

GENERAL

Academic Organization

VEBLEN, O.

Biographical

OPPENHEIMER, R.

Notes of a conference with Robert Oppenheimer.

Filed in Vertical File under Interviews.

Conference with Robert Oppenheimer, 12/13/55