

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. We 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 ~~inward~~ 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 Sarton, Editor of Isis and Research Associate of the Carnegie Institution, ~~was~~ 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. ~~Acceptability~~ 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 such 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 fund 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

9/25

✓GENERAL

Academic Procedures

GENERAL

Academic Personnel

FLEXNER, A.

FRANKFURTER

Flexner to Frankfurter, September 25, 1931.

He returns paper, Observations on Graduate Work, to Frankfurter, and differs with it. He has kept a copy of it for the file.

D File, Frankfurter, Felix

1931

9/26

✓GENERAL

Academic Procedures

POLICIES

Administration

Flexner's confidential report to Board of Trustees:

There are to be no formal requirements for degrees (PhD's). Shall experiment with length and times of terms. Individual work habits shall be respected. Intimate relations and lack of formality shall prevail. Collaboration, not necessarily teamwork. Term schools loosely used. See Einstein quote:

"I am a horse for single harness, not cut out for tandem or team work; for well I know that in order to attain any definite goal, it is imperative that one person should do the thinking and commanding and carry most of the responsibility. But those that are led should not be driven, and they should be allowed to choose their leader."

Vol. 1, Number 4, Pages 8 and 9, Appendix to 10/13 meeting

1932

1/5

GENERAL

Relations W.O.A.I.

/GENERAL

Academic Procedures

DECREES

See Robert P. Brooks (Political Science, Swarthmore) letter to Dr. Flexner on proposed policies of IAS

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

1932

4/11

CALIFORNIA INSTITUTE OF TECHNOLOGY

Relations W.O.A.I.

GENERAL

Academic Procedures

Director Flexner reported; *in part*:

"Professor Millikan and his associates have recognized this tendency and have met it in much the same way in which we are proposing to meet it in the Institute, that is, through the selection of a small number of eminent men who have surrounded themselves with a few really promising disciples with whom they are endeavoring to push forward the bounds of knowledge and who may in due course assist in the regeneration of the American graduate school. Not only was the faculty of the California Institute sympathetic with the purposes of our own institution, but Professor Millikan and the authorities of Mt. Wilson Observatory offered their fullest cooperation in the fields in which they are respectively busy."...

Vol. 1, No. 7, P. 2 - Minutes

1932

7/26

PARTICIPATION IN ADMINISTRATION

✓GENERAL

GENERAL

Academic Personnel

Academic Procedures

Educational Institutions

Flexner to Aydelotte (In Germany).

Cautioned him against urging Weyl. He hopes that the Institute "will never make a move without canvassing the experience and possibilities/ of Germany, Italy, France and Scandanavia, and Great Britain. Above all, we must guard against inbreeding. Nothing has harmed Harvard, Yale, Columbia and Chicago more than this vicious practice."

FA Confidential Files, March 7, 1957

1932

10/10

✓ GENERAL

Academic Procedures

Flexner recommends a shorter working year than usual in academic institutions - perhaps 6 months.

Vol. 1, No. 8, p. 3 - Minutes



1932

10/10

POLICIES

Administration

/GENERAL

Academic Procedures

Flexner insisted upon full-time work (i.e. exclusion of other commitments) on part of staff of IAS. See his report 10/10/32 appended to minutes.

Vol. 1, No. 8 - Minutes

1933

4/24

✓ GENERAL

Academic Procedures

DEGREES

Dr. Flexner reported in part:

".... A great many applications for admission to the Institute have been received, most of them lying in fields outside the field of pure mathematics. These have necessarily been declined. A small number, whose interests coincide with that of the group above mentioned, have been accepted. I am anxious that the first year the number of students shall be small in order to give the members of the staff an opportunity to work out their plans in cooperation with one another. The continued financial depression makes it unlikely that at this moment we will be troubled with an excessive number of acceptable applications. It may be, however, that a few students highly qualified may apply who will need some form of financial assistance. To this end the budget contains an item of \$5,000 to be expended in part or whole by the Director on the recommendation of the mathematical staff to aid young workers to continue beyond the Ph.D. degree. No one, who has not received the Ph.D. degree from an institution of high standing, has as yet been considered qualified for admission."

Vol. I, No. 13, Minutes, p. 3

1933

July

*General*  
WOODWARD, EL.

*Academic Procedures*  
Biographical

FLEXNER, A.

Notes from Woodward's memorandum to Flexner not dated but sent July, 1933 on founding a historical institute.

"An ideal society of historians might include as many types as possible...If a comprehensive society of this kind could establish a rule of mutual tolerance...there might be a danger that the different points of view would cancel out. This cancelling out is a real danger; it has been a factor making for sterility in the ancient intolerant societies of Oxford and Cambridge. Even if this danger were guarded against, there would be the tendency which has affected all monastic societies, all aristocracies which have owed their existence to ideas of service; the tendency towards becoming a closed and privileged order, with a private code of behavior and narrow excellencies. There is the practical danger of making men-- particularly men of the sensitive, timid scholars' temperament too comfortable and secure. Life seems very long to a scholar in an assured position, working at a subject which absorbs his interest. He will make a virtue out of industrious indolence,

and use 'incompleteness of knowledge' as an excuse for producing nothing...

"It is still essential to remember that there are different approaches to history. A small society if it is to be effective, must be homogeneous or it will not be a society at all and its endowments might as well be distributed to the firstcomers who could show sufficient technical aptitude."

He then eliminates certain types of historical institutes-- those organized to train a particular class of students or those aimed at providing a clearinghouse or central organization. He does not think the Institute should do either, nor does he favor an institute of politics...one representing cooperative work of men of experience and knowledge of affairs such as the Institute of Foreign Affairs in Great Britain organized to develop and guide public opinion, etc.

He suggests that the most urgent problems before modern society apart from problems of personal ethics are those of government which fall largely within the field of modern history,

He suggests considering first the subject matter of study and then the best means of getting results. Having eliminated subject matter of history before the agrarian ~~and~~ industrial and commercial political revolution of the 18th century, we have left two main divisions in the problem of government: (1) theoretical; a study of forms, institutions and laws and their historical setting and a survey of the general trend of modern societies, (such as the validity of the classical theme of sovereignty; and (2) ~~practical~~ practical problems: the history of particular states or particular questions. ~~But~~

But he then after discussion concluded that the study of the most urgent problems of modern society will not involve a priori need to distinguish between the theoretical and practical divisions. The choice will not lie there but between different methods of carrying out a program of investigation.

To ~~accomplish~~ accomplish this he says the Trustees may draw up a program covering a subject which they would decide needed investigation--a detailed plan of research. "The execution

of this research would fall largely outside of the sphere controlled by the endowment which would be used by three or four workers to be engaged upon one or more aspects of the subject but who would be doing their best to get other institutions to take up other aspects. The work of coordination would be done by the endowment. Its program would be known, its advice would be taken by other types of institutions. Its standards of impartiality, relevance and thoroughness would be an example to others.

He suggests that good policy would be to formulate a working definition of the subjects which the endowment will deal with and then to look for individuals who have proved themselves. They should submit their program. Program to be worked out by personal relationships and contacts as between the men working on the subject.

"...The choice of men is of first importance.  $\Delta$  In some respects once a general definition has been made of the subject of study the choice of the right men is more important than any special delimitation of subject." As to whether appointments

should be permanent or temporary' he gives arguments on both sides. A permanent appointment gives a tranquility and a sense of certainty in developing relationships for specialized work. But ~~the~~ disadvantages are great; if you make a mistake/you have to live with dead weights over a long period...There are very great practical difficulties in the way of getting good results from a series of temporary appointments." (where did quote begin?) You can always get good young men for appointments lasting only a few years and senior men for an exchange tenable for a year, but very difficult to get a man of senior standing to take a post which is not a life appointment.

Compromise possible here. If you appoint a staff of four, not counting research assistants, or young men working to learn method of research, possible to have two of the four as permanent residents appointed for life and the other two to be held by younger men ~~xxxx~~ taking the position for five, six or seven years to get a good piece of work done. It might be possible for the latter group to give not full time but ~~xxxx~~ stipulate that he shall do nothing incompatible with research obligations

with the rest of his time. (This is being done at All Souls on occasion).

He then emphasizes the advisability of having young men a small number of "postgraduate students" but the main work would be research and not teaching--no lectures. Keep the apparatus down as much as possible, "not merely for reasons of expense, but because the multiplication of research assistants, etc., has ~~ix~~ probably done as much harm as good to the cause of really first-class research.

(Memorandum tentative and preliminary and paid for).

D, E. L. Woodward



1934

4/23

✓ GENERAL

Academic Procedures

Minutes, p 9:

"The Director reported that Moscow University had cabled requesting the Institute to send a delegate to a conference regarding mathematical problems to be held in Moscow in May, all expenses on Soviet territory to be paid by the Soviet Government. He stated that, subject to the approval of the Princeton University authorities, he would delegate Professor S. Lefschetz of Princeton University, as he speaks the Russian language and is in close touch with the School of Mathematics of the Institute. The suggestion was approved."

Vol. I, No. 19,

1934

10/8

GENERAL

Academic Procedures

Dr. Flexner reported in part:

"Since the meeting of the Board held April 23 last the first session of the School of Mathematics of the Institute for Advanced Study was brought to a happy conclusion on May 1. Work, however, on the part of the faculty and the students did not cease with the termination of the academic year. Some of the professors continued their daily attendance at Fine Hall far into the summer, while some of the workers remained in Princeton during the entire summer, despite the excessive heat in July.

"During the course of the year it occurred to me that it would work to the advantage of higher education if annually some of these young men and women well trained in modern mathematics could bring into the secondary schools and high schools of the country the newer views of the subject which have come to prevail. I had a number of conferences with the new Superintendent of Schools of New York City, as a result of which the Associate Superintendent in charge of mathematics, Dr. Tildsley, and a committee of teachers of mathematics spent a day at Princeton observing the work of the Institute and the graduate work of Princeton University in mathematics. I am happy to report that several workers have received appointments in the New York City schools. If this experiment can be successfully extended to other large school systems in the country, there will be, as it were, a new market opened up for these highly trained university and post-university students, and it is perhaps not too much to expect that in the course of time the teaching of high

school mathematics will be modernized in the United States precisely as during the last twenty years the teaching of high school science has been modernized. We have, I think, to look at the entire educational system as a whole. We cannot do the best possible work in college and in the graduate school or in the Institute unless boys and girls have been properly grounded in the high schools. Thus far the number of persons trained in modern mathematics who have gone into high school teaching has been very small. I hope that the liberal action of the Superintendent of Schools of New York City may be followed by similar action on the part of superintendents in other cities. I have already undertaken to communicate with other superintendents in the hope of making opportunities for students of the type now being graduated from the best of our universities and from the School of Mathematics of the Institute."

1935

January

✓GENERAL

Academic Procedures

FRANKFURTER, F.

Biographical

WEED, LEWIS H.

FLEXNER, BEN

Frankfurter correspondence with Weed and Weed's with Flexner regarding relations with secondary schools and mathematicians. Also with Ben Flexner on Alse's <sup>Abel's</sup> intractable position.

See Vertical File, Frankfurter-3.

Vertical File, Frankfurter-3.

1937

1/25

GENERAL

Corporation

POLICIES

Administration

/GENERAL

ACADEMIC Procedures

FLEXNER, A.

Biographical

Flexner again repeats his proachment to the Board:  
"The Institute is not a university and, though it must never hesitate to profit by university experience, it is under no obligation whatsoever to imitate university procedure. The one question we need to ask in reference to any specific proposition is: will it help our work or hinder it if we do this or that? If it promises to help our work, we should exhaust our ingenuity in finding a way to do it. If it is indifferent or likely to hinder our work, we should under no circumstances endeavor to do it..."

"There are as a matter of fact only three other institutions, as far as my knowledge goes, which belong in the same general

category as the Institute for Advanced Study: (1) the institutes founded by the Kaiser Wilhelm Gesellschaft, which have, however, been largely ruined by the present German government; (2) the Rockefeller Institute for Medical Research, which for more than thirty years has been the leading influence in this country in medical teaching and research; (3) the College of France in Paris, which has a history of centuries of usefulness behind it."

Flexner says that when one considers the present annual budget of the Institute, \$290,000 in comparison with the budget of a university like Harvard or Columbia or Yale which exceeds ten million annually, we have cause to congratulate ourselves on what we have obtained "in the way of productive scholarship and training with the cautious expenditure of a very modest sum."

More appertaining to the need to protect the Institute with its small but distinguished faculty from being bit away by other institutions; in other words, he finds salaries low. He alludes to two salaries which can be raised on a normal basis (to the normal basis) on which we started.  
Trustees' Minutes, 1/25/37, pp. 6-7

1940-46

PRINCETON UNIVERSITY

SCHOOL OF MATHEMATICS

✓ GENERAL

MEMBERS

Relations WOA

Academic Organization

Academic Procedures

Academic Personnel

First two Bulletins (1940 and October, 1941) say most of lectures and seminars given in Fine Hall. Last two (1945, 46) say some there and some in Fuld. But in the entire period graduate students Princeton and adv. members I. A. S. welcome to all lectures and seminars given by both Princeton and I. A. S. men. Lists of members' papers given also.

Bulletins 9-12 (1940-46)

1940

6/13

✓ GENERAL

Academic Procedures

FLEXNER, WILLIAM

Biographical

AYDELOTTE, F.

Veblen to Aydelotte, "Regarding W. Flexner's letter, all I can see to do is to assure him that you have heard from me that he has made a full contribution to the year's activity of the Institute in mathematics. In fact this would be true in view of what I know even if he had given no lectures. It is likely that there will always be omissions of this sort, especially when the lectures are given in university courses which make no report to us. How strong an argument this is against having this material in the bulletin I leave you to decide."

D Oswald Veblen



1941-1945

✓ GENERAL

Academic Procedures

SCHOOL OF MATHEMATICS (pp. 11-13)

Academic Organization

ECONOMICS (LEAGUE OF NATIONS) (p. 20-24) Government Relations

Courses and seminars listed.

Bulletin N0XX22 No. 11, pp. 11-13

1941

5/19

SCHOOL OF HUMANISTIC STUDIES

Academic Organization

SCHOOL OF MATHEMATICS

PRINCETON UNIVERSITY

Relations W.O.A.I.

GENERAL

Foundations

✓GENERAL

Academic Procedures

Report of the Director, Appendix to Minutes 5/19/41

See SCHOOL OF HUMANISTIC STUDIES - Academic Organization

1947

4/18

GENERAL (LECTURES <sup>OR</sup> ON SEMINARS)

Academic Procedures

Aydelotte to Trustees.

Should not every professor at I. A. S. be required to  
give lectures or seminars annually?

See Memo Chrono.

Trustees' Minutes, 4/18/47 Appendix

1947

10/8

POLICIES

Administration

✓ GENERAL

Academic Procedures

MEMBERS

Academic Personnel

PROFESSORS

OPPENHEIMER. R.

Biographical

Oppenheimer and Aydelotte said main function of I. A. S. is "as a school." Alexander said this a complete reversal of Flexner's position when he asked Alexander to join faculty. Then distinguishing feature of Institute was its research function to which all the considerations were to be subordinated. Einstein agreed--Deleted from minutes.

D, Faculty Minutes, Drafts

1948

3/18

✓ GENERAL (FULL-TIME EMPLOYEMENT)

Academic ~~Activities~~ <sup>Procedures</sup>

FACULTY

Academic Personnel

WEED, LEWIS H.

Biographical

Weed to Oppenheimer, March 18, 1948.

Weed comments on faculty answers to the suggested definition of full-time ~~employment~~ employment. Amazed at the general agreement as to its reasonableness. Each professor will have an individual problem--maybe a change of wording or another item of exception will resolve all questions.

"I am still firmly of the opinion that employment by the federal government as a consultant represents an unique type of individual responsibility. I should not be willing to extend this function of consultation to commercial enterprises as I feel that there would be no ~~an~~ line of demarcation between the acceptable and the nonacceptable."

Attached to Chronological copy of this memo are view of  
D, Full-time Employment -- Faculty full-time appointment.

1948

4/15

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

✓ GENERAL

Academic Procedures

EARLE, E. M.

Biographical

The Director mentioned Earle's program of conducting a yearly seminar in which he decides on a subject, travels abroad and in this country to consult and invite participants. The Director felt that the insight developing from these seminars is often of a sort not otherwise obtainable, and pointed to the just completed conferences centering around Professor Toynbee, in which in general terms it was discussed how to talk about a culture, as an example of meetings performing a real service.

Trustees' Minutes, 4/15/48

1949

3/10

✓ GENERAL

Academic Procedures

WEYL, HERMANN

Biographical

GILBERT, FELIX

Weyl to Gilbert, March 10, 1949

Offers to converse with him about an offer Gilbert has evidently received to come to the Institute on a permanent basis from the History Department at Bryn Mawr College. "...I think I can well understand that the decision will not be an easy one for you. I won't try to sway your decision one way or the other; but whenever you would like to discuss the whole matter with me as friend to friend, I should be delighted to see you.

"When I was offered a position at the Institute early in 1932 there was of course the additional complication that the political fate of Germany still hung in the balance, and that acceptance meant emigration. But the issue teaching vs. research also weighed heavily upon me. Here of course the

whole question, what the Institute is or ought to be, comes in too. I really should like to discuss these things with you before you finally make up your mind."

(Earle informed Weyl, February 25, 1949, Ibid. that the School of Economics and Politics and the School of Humanistic Studies were nominating Gilbert to permanent membership. The matter was coming up before the next Faculty meeting. (February 25, 1949) )

W Ga-



1949

1/28x  
12/28

✓ GENERAL

Academic Procedures

POLICY

Administration

From a clipping of the Tampa Tribune, Florida, December 28, 1949.

Results of an interview, apparently, with R. Oppenheimer.

"Since its founding through the impetus of the Bamberger store millions, the Institute has prospered along esoteric, almost ~~epherial~~ lines. Now it is reaching out along more integrated approaches to learning," says the article.

*(empirical)*

~~Apparently, the aim of the Institute~~

The aim is the same--to advance the field of human knowledge either of past cultures or of social and economic problems of today or of mathematics or of new fundamentals in the understanding of the physical world. Originally the concept was of an academic paradise in which great scholars could come "to sit and think." Now, Oppenheimer feels that the Institute should devote itself to "create a climate where something more will come out of it than to individual isolated efforts."

Members who desire to work alone will continue to do so, but there should be, according to Oppenheimer, opportunities for joint endeavor.

As to the character of the minds at the Institute, Oppenheimer made the point that in the best universities there would be comparable scholars, but more diluted. "Here there is a unique concentration."

? "The Institute does not have a Shakespearian authority, but is outstanding in Hellenistic studies. If mathematics and physics studies are of the highest caliber, but other sciences are not represented at all."

The coming in the near future of T. S. Eliot, the British poet, and Niels Bohr, and Dr. Arnold Toynbee, British historian, are also noted in the article.

A File, Institute for Advanced Study

1950

10/20

✓ GENERAL

Academic Procedures

The Director recommended and the Board approved a reduction of the December to January leave or vacation period therefofore 7 weeks to 3 weeks, bringing the terms into the October through April stretch.

Trustees' Minutes, 10/20/50

1950

11/14

PARTICIPATION IN ADMINISTRATION

Academic Personnel

GENERAL

Academic Procedures

The Director suggested shortening the mid-term recess from seven weeks to three weeks, allowing two weeks later opening and two weeks earlier closing. Faculty approved the new calendar.

Faculty Minutes, 11/14/50

1955

12/16

ROCKEFELLER

Foundations

ARCHEOLOGY

Academic Activities

STIPENDS

Academic Personnel

MEMBERS

PARTICIPATION IN ADMINISTRATION

GENERAL

Academic Procedures

FIEXNER, A.

Biographical

MERRITT, B.

AYDELOTTE, F.

Interview with Professor Meritt, 12/16/55.

Filed in Vertical File under Interviews.

Interview with Professor Meritt, 12/16/55

1956

4/3

✓ GENERAL

Academic Procedures

GENERAL

Academic Activities

SILVERSTEIN, THEODORE

Biographical

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

Filed in Vertical File under Silverstein interviews.

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

1956

9/19

SCHOOL OF MATHEMATICS

Academic Organisation

✓GENERAL (TENURE)

Academic Procedures

Letter from E. L. Woodward to Oppenheimer, September 19, 1956,  
regarding:

(1) Appointment of Borel and Serre to professorships in the School of Mathematics, and saying, "...Anyhow, as far as my judgment goes (and it obviously doesn't go far in choosing mathematicians!) both proposals seem to me reasonable..." and that he thinks the School of Mathematics has a good claim to the next nomination to a professorship.

(2) He doesn't think it prudent to select a man of 32 years who will be eligible to hold his professorship for 35 years. He thinks 35 years in one place seems to be too long. He can't think of anything short of an exceptional invitation such as that accepted by von Neumann which would attract anyone away from the Institute.

D, Woodward, E. L.

1957

1/13  
1/27

GENERAL

Educational Institutions

✓ GENERAL

Academic Procedures

Benjamin Fine in Times on handling increased population in college. Stop spoon feeding.

Conant to organize local colleges--1st 2 years--graduate work to follow? See article regarding Conant's resignation as Ambassador to Germany.

Articles filed in Chronological file under 1957, 1/13.

New York Times



1957

2/10

ROCKEFELLER INSTITUTE FOR MEDICAL RESEARCH

Foundations

✓ GENERAL

Academic Procedures

PEARCE, LOUISE

Biographical

FLEXNER, ABRAHAM

FLEXNER, SIMON

SABIN, FLORENCE

EINSTEIN, ALBERT

GARRELL

Table conversation with Louise Pearce, February 10, 1957.

Filed in Vertical File under 1957, 2/10.

1957

5/15

PRINCETON UNIVERSITY (1, 2, 3, 4, 5, 6, 7)  
BUILDINGS AND GROUNDS (2, 6)

✓ GENERAL (2, 3)

MATHEMATICS (3, 6)

NATIONAL RESEARCH COUNCIL (4, 6, 7)

PROFESSORS (4)

MEMBERS (4)

ASSISTANTS (4)

EISENHART (1, 3, 4)

SCHROEDINGER (1)

ALEXANDER (1)

VON NEUMANN (1)

VEBLEN (1, 2)

EINSTEIN (5)

Relations WPAI

Facilities

Academic Procedures

Academic Activities

Foundations

Academic Personnel

Biographical

Interview with Dean Eisenhart, May 15, 1957.

Filed in Vertical File under Eisenhart Interviews.

1957

6/14

✓ GENERAL

Academic Procedures

MEMBERS

Academic Personnel

Luncheon conversation with Harold Cherniss.

He is occasionally offered fees for expotising as critic for publishers--books, etc. Makes it a ~~rule~~ rule not to accept because it ups his income tax bracket, but other members of faculty do. Certainly a violation of full time.

Luncheon conversation with Harold Cherniss, 6/14/57