

1932

11/11

MEMBERS

Academic Personnel

ADMISSIONS (GENERAL)

Academic Personnel

✓ BARDEEN

Biographical

Correspondence on essentiality of Ph. D. degrees for  
admissions in relation to Bardeen.

See Chronological

1936-45

ASSISTANTS

Academic Personnel

MEMBERS

BERGMANN, PETER

Biographical

✓ <sup>BARGMANN</sup>  
BARGMANN, V.

BINSTEIN, A.

Bergmann a member 1936-37 (See Einstein's letter to Flexner,  
November 1, 1937)

" Einstein's Assistant 1937-40

" Member 1940-41

Bargmann a member 1937-40

" Einstein's Assistant 1940-45

Bulletin

1942

2/11

1943

4/5

SCHOOL OF MATHEMATICS

Academic Organization

ASSISTANTS

Academic Personnel

EINSTEIN, ALBERT

Biographical

*BARGMANN*

*BARGMANN, VALENTINE*

The mathematics faculty asked Aydelette to tell Bergmann to find a teaching job (2/11/42).

4/12/43 Bergmann accepted full-time appointment to Princeton (salary as assistant to Einstein ~~is~~ ceased 4/5/43). Will continue to be a temporary member I. A. S. with possibility of resuming his position with Einstein if job at Princeton proves temporary.

Mathematics Faculty Minutes, 2/11/42 and 4/5/43

1937

4/11  
4/12

BERGMANN, PETER G.

Biographical

✓BARGMANN, VALENTINE

For memo on Einstein and his assistants see note in Chronological File, 1937, 4/11 and 4/12. (These are two headings that are additions and are merely a flag to this other memo to tie the two in). See also Interview with Miss Dukas, June 14, 1957

1943

4/12

SCHOOL OF MATHEMATICS

Academic Organization

EINSTEIN, A.

Biographical

✓ BARGMANN, VALENTIN

Bargmann accepts a full-time position in Princeton University.  
Resigns as Einstein's assistant April 15. He will continue  
to be treated as a temporary member of the Institute.

Minutes of the School of Mathematics, 4/12/43, (Director's Office)

1948

12/21

SCHOOL OF ECONOMICS AND POLITICS

Academic Organisation

GRANTS-IN-AID

Academic Personnel

BARLE, E. W.

Biographical

✓ BARNARD, CHESTER I.

Letter from Mr Barnard to Barle on above headings filed  
in Chronological File under 1948, 12/21.

Barle papers, C. I. Barnard

1951

10/5

PARTICIPATION IN ADMINISTRATION

Academic Personnel

LEARY, MRS. JOHN D.

Biographical

✓ BARNETT, RUTH

Mrs. John D. Leary has resigned from the position of Aide  
to the General Manager and will be succeeded by Mrs. Ruth Barnett,  
October 6, 1951.

Faculty Minutes, 10/5/51

1939

5/24

EMIGRES

Academic Personnel

✓ BARON, HANS

Biographical

*Immigration*

*Gov't. Rel.*

A letter from Warren, Chief Visa Division, to Flexner, defining conditions of admission for a non-quota immigration visa as a professor under Section IV(4D) of the Immigration Act of 1924. Such status may be accorded a person qualified to teach and who is at least two years immediately preceding the time of application teaching and who seeks to enter the United States solely for the purpose of following the vocation of a professor, a college/ academy, a seminary or a university.

Baron is not disqualified because he was dismissed from his teaching position for reasons beyond his control; two, he has not abandoned the intention to follow the vocation of professor; and he is not engaged in activities inconsistent therewith.

D, U. S. State Department Correspondence 1947

1946

3/7

SCHOOL OF HUMANISTIC STUDIES

Academic Organization

✓BARON, HANS

Biographical

FRANKL, PAUL

A memorandum to the faculty from Morse, Chairman of the Standing Committee, saying that the School of Humanistic Studies recommends Baron and Frankl. Asks whether or not addresses are in favor of the recommendations.

Filed in Chronological File under 1946, 3/7.

D, School of Humanistic/ Studies

1946

5/20

PARTICIPATION IN ADMINISTRATION

Academic Personnel

/ BARON, HANS

Biographical

Panofsky presented this case. Baron was appointed member 1946-47. Has accepted invitation with consent of the School and of the Standing Committee to conduct a graduate course at Johns Hopkins University during this year. It is hoped this will facilitate his absorption into normal academic life. It will ~~xxx~~ yield him \$2,000, but will infringe upon the completion of his books. He will be able to live on his savings (plus the \$2,000) during the year, and School of Humanistic Studies proposes him for a membership without stipend for 1947-48. Approved.

Faculty Minutes, 5/20/46

1947

4/21

PARTICIPATION IN ADMINISTRATION

Academic Personnel

FRANKL

Biographical

TOYNBEE

✓ BARON, HANS

DE TOLNAY

For reference to Baron and DeTolnay see memorandum of  
the same date filed under the date in Chronological File and  
under the first three headings.

Faculty Minutes, 4/21/47

1/25

DIRECTOR

Administration

GRANTS-IN-AID

Academic Personnel

✓ BARON, HANS

Biographical

ELIOT, T. S.

See letter for terms. Research grant \$1450 for 6 months  
to Baron. \$1,000 from Director's Fund for Eliot without  
requirement for residence.

Meritt, Faculty Business, Vertical

1948

12/30

ROCKEFELLER FOUNDATION

Foundations

ELIOT, T. S.

Biographical

SLACKER, R. P.

✓ BARN, HANS

EVERETT, C. W.

Accounting of works to Rockefeller Foundation.

D, Rockefeller Foundation

1945

2/27

SCHOOL OF HUMANISTIC STUDIES (MODERN ART) Academic Organisation

PANOFSKY ERWIN

Biographical

✓ BARR, ALFRED H., JR.

Panofsky urges again the appointment of Alfred H. Barr, Jr. as Professor of the History of Modern Art in a report dated February 27, 1945, with supporting documents.

A, 10/18/56, Alfred H. Barr, Jr.

1956

10/22

JOHNS HOPKINS

Educational Institutions

✓ BARTON, CARLYLE

Biographical

Interview with Carlyle Barton, October 22, 1956.

Filed in Vertical File under Barton Interviews.

1935

October - December

EARLE, E. M.

Biographical

✓ BARZUN, JACQUES (COL. U.)

CLOUGH, SHEPARD B. (COL. U.)

HAYES, CARLTON (COL. U.)

WESTERMANN, WILLIAM L. (COL. UW)

Correspondence between Earle regarding a man for I.A. S.

Earle papers (Vertical)

1957

1/6

COLUMBIA GRADUATE DIVISION

Educational Institutions

/BARZUN

Biographical

New York Times' summary of criticism of grad schools.

Filed in Chronological File under 1957, 1/6.

New York Times

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 NewYork. 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 centripetally, 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 ~~xxxx~~ (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 emollients 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."

Flemer (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, ~~immediately~~ 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 procuring 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>y</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 agreement 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 committing yourself further. Let your three or four good men get under weigh. If you take the advice of men like Tausseig and Seligman, you are lost. They are versenkt, spurles. 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 controversey - 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 difference 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 important 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." XXXXX

Fleener 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 Fleener - 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."

Fleener 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

6/29

GENERAL

Academic Personnel

SALARIES

PARTICIPATION IN ADMINISTRATION

POLICIES

Administration

✓ BEARD

Biographical

Beard to Flexner on decent living conditions for scholars-- if they are not written into the "constitution" they will be defeated by scholars who will device assistantships and various ways for splitting and reducing funds in the interest of expansion.

Was this the reason why Flexner insisted upon one class of professors?

Beard says further: "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 the 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. Though devised procedure with respect to removals to assure: definition of issues, open hearing, judgment by peers, and responsibility.

1-11 (Board, Charles A.)

1931

12/14  
EX-121 12/26

GENERAL (BY-LAWS)

Corporation

COHN, ALFRED E. (Hospital of the  
Rockefeller Institute)

Biographical

✓ BEARD, CHARLES

FRANKFURTER, F.

FLEXNER, A.

re-

Cohn's letters on his proposed draft of the by-laws of the Institute. (Not in files). Contain his statement that

Frankfurter and Beard approved of Cohn's draft of by-laws "not only in principle, but in detail.///...We corresponded with each other and discussed in person not only each several item, but the accompanying letter as well; both expressed our united convictions."

(So far no copy of these jointly submitted by-laws has turned up, nor has Flexner's correspondence with Cohn respecting them appeared).

Judging from the letter of December 14, Cohn:

(1) Eliminates Education Committee with the remark that not a committee, but the Director gets the Institute started;

(2) "Freed the faculty from the control of power, inevitably, inalienably, inextricably tied to money...A small representation, a minority, never in history established any rights." He apparently plumps for <sup>full</sup> academic freedom and leadership.

(3) "I have crossed out everything about degrees...They're another source of corruption anyway."

Frankfurter File I (History Files)

1931

12/20

✓ BEARD, CHARLES A.

Biography

GENERAL

Educational Institutions

The great farce in American Education is the expenditure of millions for buildings while scholars live around them on starvation wages.

Chas. A. Beard to A. Flexner Vol. 1, Minutes 12/20/31

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

BEARD, CHARLES A.

Biographical

Beard to Flexner, March 7, 1932.

Urges studies in economics--recommends Viner, Paul Douglas,  
Edward Earle, Harold Laski, Schumpeter. Advises Flexner not to take the  
advice of Taussig or Seligman or their kind.

I-11

1933

NOTES

7/18

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

✓ BEARD, CHARLES A.

Biographical

Beard to Flexner, July 18, 1933, telling Flexner that the Worburg (? spelling) Library in Hamburg had just closed, and asking Flexner ~~for~~ to establish a school of the humanities at the Institute.

of  
The methodology at the Institute.

March 7, 1932, Beard to Flexner, urging strong work in economics. He recommends Viner, Paul Douglas, Edward Earle, Harold Laski, Schumpeter. He warned Flexner against taking the advice of Taussig or Seligman, or their kind. They are wrong and not worthy of being listened to.

August, 1929, Beard to Flexner on the Institute: Don't expect to pick a few first-rate scholars, turn them loose, and expect anything good.

File I-11

1937

4/11  
4/12

✓BERGMANN, PETER G.

Biographical

BARGMANN, VALENTINE

For memo on Einstein and his assistants see note in Chronological File, 1937, 4/11 and 4/12. (These are two headings that are additions and are merely a flag to this other memo to tie the two in). See also Interview with Miss Dukas, June 14, 1957

1936-45

ASSISTANTS

Academic Personnel

MEMBERS

✓ BERGMANN  
BERGMANN, PETER

Biographical

BERGMANN, V.

EINSTEIN, A.

Bergmann a member 1936-37 (see Einstein's letter to Flexner,  
November 1, 1937)

" Einstein's Assistant 1937-40

" Member 1940-41

✓ Bergmann a member 1937-40

" Einstein's Assistant 1940-45

1941-43 ?

Bulletin

1933

4/6  
4/7

ELBICK

Biographical

GRANT-IN-AID

Finance

WILDER

Biographical

✓HEMAYS

See PARTICIPATION IN ADMINISTRATION - Academic Personnel  
Letter from Veblen to Flexner and Flexner's reply

File IV-21

WEYL, H.

Biographical

✓BERNAYS, PAUL

Veblen to Flexner (NYC):

...

"I communicated with Aydelotte as you suggested but his Committee decided that it was not advisable to renew the Swarthmore invitation to Weyl for next year. I expect that Aydelotte will talk with you about the matter when he sees you. After consulting Eisenhart and Lefschetz, I sent the following cablegram: 'Have consulted Flexner. Offer can not be renewed now. Shall I seek another arrangement even if temporary?'

"The point of the last sentence is that in case Weyl is in real difficulties, I think it not unlikely that something could be done about it. At least, I should wish to try. His cablegram, however, is explicitly answered by my second sentence. What I received from him I enclose a copy of.

"I enclose herewith the letter from Bernays which I have answered by saying that there is no opening in the Institute."

...

File IV-21

1990  
CHICAGO UNIVERSITY

✓ BERNSTEIN

Educational Institutions

Biographical

From its beginning in the 90's under the presidency of Harper, Chicago has been one of the greatest universities and research centers in the country. Harper went abroad to choose the best scholars of Europe at fabulous salaries to head his various departments: Michaelson in physics, for instance; Breasted in Middle East languages, and so on. The University specialized in research, though the teaching load of its professors was usually heavy. Not sure about the growth of the undergraduate school, nor about presidents who intervened between Harper and Hutchins. Called chancellors. Hutchins came in at 29 in 1932, the youngest University president. He revolutionized curriculum. Stopped undergraduate work as such after two years. System of education in subjects as students became qualified to take the examination. No specific term course and unit provision. As juniors the students went into graduate department. They could move as fast as they were capable of moving to the Masters and the Ph. D. ~~Master~~ Ph. D.'s still required comprehensives. Hutchins was an idea man who left the University funds depleted. Kempton, present Chancellor says a president is either an idea man or a money-raising man, though he is a philosopher he characterized himself

11/17

as a money raiser.

Chicago launched a money raising campaign of \$32,000,000 a couple of years ago, and are now within \$19,000,000 of the goal. The ~~goal~~ goals are not primarily for additions to endowment, but are for buildings, increases in professors' pay, teaching, research as operating expense/ ~~but~~ generally, but not for projects except insofar as government projects in research in physics and chemistry, and so forth are concerned. Government maintains Argon Laboratory. A short time ago withdrew a large project which put the University at a severe disadvantage in carrying on work in this respect. Bernstein cited the Rosenwald thesis (opposed to Flexner's) that each generation should take care of its own responsibilities. The general basis of this is that ~~the~~ it takes so ~~much~~ much money to realize income when the money is added to endowment that it becomes impossible to keep up a dynamic tradition. Four per cent realization in income is not sufficient for the purposes of a great university. It ~~much~~ just can't raise that much money.

The medical school and the hospital are on the campus. Bernstein said it was the first group medical practice plan

instituted in the country. (Wasn't Johns Hopkins?)  
All the practitioners are professors on full time in  
Department of the Biological Sciences, and are organized into  
the subdivisions thereunder. The clinic is organized as to  
take care of both in-patients and out-patients and in-patient  
is always under the central care of one man who rationalizes  
reports and laboratory work.

The University School of Law is devoted mainly to  
research, says Bernstein, although, of course, it gives law  
degrees and qualifies men to practice.

(Why did not Flexner ever quote the University of Chicago  
in his lectures to the Board? Could it have been that he  
was fundamentally disposed toward Johns Hopkins through personal  
loyalty?)

Interview with Bernstein, 11/17/56

1953

5/12

✓ BETHE, HANS

Biographical

Correspondence with Dr. Oppenheimer and vitae

Source: D Bethe, Hans

1955  
✓BETHE, HANS A.

Biographical

Letter is to Oppenheimer from Bethe thanking him for the Institute's invitation to join its faculty, and giving the reasons for his declination as concern for Cornell University as to its Physics Department and the fear that the Physics Department which he had built up would suffer if he left it.

A. File, Institute for Advanced Study

1951

11/13

PARTICIPATION IN ADMINISTRATION

Academic Personnel

SCHOOL OF MATHEMATICS

Academic Organization

✓ BEURLING

Biographical

CHARNEY

The Director announced the Trustees authorized the approval of Professor A. K. A. Beurling as a member of the School of Mathematics for the academic year 1952-53 (no previous record of Faculty consideration).

The Faculty authorized for appointment to membership of Dr. Jule Charney for five years at \$9,000 a year, IE "from funds available."

Faculty Minutes, 11/13/51

1951

12/17

PARTICIPATION IN ADMINISTRATION

Academic Personnel

SCHOOL OF MATHEMATICS

Academic Organization

~~BEHR~~/BEURLING, ARNE K. A.

Biographical

VAN HOVE, LEON C. P.

YANG

PLACZEK

Subject to Trustee concurrence, it was agreed to extend one year membership for Beurling to a five-year appointment effective 1952 at \$12,000 a year.

Voted to offer Van Hove a three-year membership at \$5,500.

The Director commented on Yang and Placzek, and announced he would raise the question of placing their associations on a more permanent basis.

Faculty Minutes, 12/17/51

1952

3/11

PARTICIPATION IN ADMINISTRATION

Academic Personnel

MEMBERS

YANG

Biographical

PLACER

✓ HURLING

In the light of action taken on memberships, it was agreed to review the appointments of Yang, Placer and Hurling, in the near future.

Faculty Minutes, 3/11/52

1952

4/2

PARTICIPATION IN ADMINISTRATION

Academic Personnel

MEMBERS

SCHOOL OF MATHEMATICS

Academic Organization

✓ BEURLING

Biographical

Beurling's appointment to be changed to five years,  
but no longer. For any period he could obtain leave from  
Uppsala.

Faculty Minutes, 4/2/52

1952

4/18

POLICIES  
~~RESEARCH~~

Administration  
Academic Personnel

PLACZEK, GEORGE

Biographical

YANG, CHEN NING

BEURLING, A. H. A.

Note pp. 2 and 3 for record of Director's action in suggesting February 21, 1952, the appointment of professors to the School of Mathematics: Placzek, Yang and Beurling which was postponed pending a faculty meeting to consider a question of procedure raised by Veblen.

At the Trustees' meeting Placzek and Yang were made permanent members of the institution to receive \$10,000 a year with T.I.A.A. contributions subject to their agreement. No commitment to be made to Yang that he would be a professor, but a statement to be made to Placzek that it was not anticipated he would be offered a professorship. Beurling was offered an appointment up to five years, at \$12,000.

The Faculty had two meetings on the subject of these appointments, March 11, and April 2, 1952, partly on the serious nature of permanent memberships which it was decided would require full documentation, and also for five-year memberships. In the case of five-year memberships there should be on record a statement of the intentions of the Institute with regard to permanent or professorial appointment. These points were proposed by Veklen at the invitation of the Director, and after discussion it was agreed to review the suggested permanent appointments of Yang, Placzek and Beurling.

At the meeting of April 2, 1952, the Director's recommendation on Yang was accepted. The case of Placzek was ~~discussed~~ discussed, and finally on motion of Cherniss and Harle, the proposal was adopted with Montgomery abstaining, as it was presented to the Board. The Beurling matter was approved by the Faculty without dissent.

Trustees' Minutes, 4/18/52

1953

10/14

PARTICIPATION IN ADMINISTRATION

Academic Personnel

SCHOOL OF MATHEMATICS

Academic Organisation

JOST, RES

Biographical

✓ BEURLING

Five-year appointment was approved for Res Jost.

Beurling was recommended for a professorship by the School of Mathematics, but no action was taken in a general concern that the appointment might block the possibility of an appointment in the School of Historical Studies for some years. The Director made it clear that unless the endowment of the Institute was increased, any professorial appointment now would preclude further appointments in the near future. No action taken. The Faculty was promised to weigh the consequences.

Faculty Minutes, 10/14/53

APR 1953

10/28

PARTICIPATION IN ADMINISTRATION

Academic Personnel

GENERAL

Finance

SCHOOL OF HISTORICAL STUDIES

Academic Organization

SCHOOL OF MATHEMATICS

✓ BEURLING  
BEURLING

Biographical

This was a meeting at which the nomination of Beurling by the School of Mathematics was to be discussed. The Director said he had talked to the Trustees about the fact that expenditures matched income, and had gained only the impression that "when the question became urgent, steps would be taken." He said, the Director said, there were two extreme courses that the Faculty could take: either to go ahead with the appointments that seemed desirable without concern for the financial side of the picture, or to refrain from further appointments because of such concern. He recommended some intermediate course of action be taken. (He undoubtedly was talking only of Faculty action here).

General discussion ensued, and the Baurling appointment was discussed particularly. Marie and Fanoofsky expressed great concern that this appointment might block further appointments in the School of Historical Studies which might come up in the next couple of years. Furthermore, the Baurling appointment would exacerbate the disbalance between the two Schools in favor of mathematics. Fanoofsky and Marie expressed the fear that the Institute would become an Institute of Mathematics instead and that the School of Historical Studies would gradually die out. The Director commented on this, and in the language of the Winston: "stressed the unique position that the School of Mathematics occupies in the mathematical community." Morse and von Neumann expressed their high regard for the School of Historical Studies and their wish that it would be further strengthened. Morse point out that the increase in expenditures involved in the Baurling appointment would not be great, and he would favor a cut in the stipend budget in mathematics, rather than see the opportunity missed.

Maritt was assured by these assurances that the School of Mathematics would view sympathetically future appointments

proposed by the School of Historical Studies.

No action was taken on the Bearling appointment, because the Director was going to be away for a month.

Faculty Minutes, 10/28/53

1953

12/14

PARTICIPATION IN ADMINISTRATION

Academic Personnel

SCHOOL OF MATHEMATICS

Academic Organization

SCHOOL OF HISTORICAL STUDIES

✓ BEURLING

Biographical

The Director stated the School of Historical Studies was now in the process of selecting from among many promising prospects, a candidate or candidates for permanent appointment and the matter would probably be ready at the next Faculty meeting. Whitney expressed the hope that the proposed appointment of Beurling would not preclude new appointments in the School of Historical Studies. The motion was unanimously adopted by the Faculty. (The motion was to recommend the appointment of Beurling to a professorship).

Faculty Minutes 12/14/53

1954

1/22

APPOINTMENTS

Academic Personnel

BENEFITS

✓ BEURLING, ARNE K. A.

Biographical

Oppenheimer to Beurling, January 22, 1954, offering him a professorship in the School of Mathematics.

Appointment would take effect July 1, 1954 and continue to the July 1st following his sixty-eighth (68th) birthday. Salary to be \$14,000 per year and an allowance of \$1,000 per year for professional travel expenses. "We make the statutory contribution to the social security arrangements;" and 5 per cent to TIAA each. He could have an assistant if desired.

D, Beurling, Arne K. A.

ROCKEFELLER FOUNDATION

✓ BEVERIDGE, SIR W.

STEWART, W.W.

Foundations  
Biographical

"NOTE ON ROCKEFELLER FOUNDATION POLICY

More research time among University teachers, library and statistical laboratory facilities, field work organization, specialization, and a tradition of research by observation, are the five requirements named above as the conditions of assured advance in social science. In the light of these conditions it is easy to see why the various methods adopted by the Rockefeller Foundation in the field of social science (in Britain) have in some ways missed the mark.

Fluid research grants to Universities presuppose leisure among University teachers (more than exists in Britain) and are at best means of enabling Universities to go forward on old lines; they do not encourage or compel a fresh start; they may be spread thinly and unproductively over a wide field. By contrast with fluid research grants, the recent policy of the Foundation, of limiting help to projects within defined fields, has the advantage of specialization and of making it possible to ask for something new. But it also presupposes leisure and taste for the particular project named among men of the right ability; it is apt to produce a race of project-hunters of inferior ability.

These remain grants made to non-academic institutions like the Royal Institute of International Affairs and the projected National Institute of Economic and Social Research.

The former does quite admirable work in bringing about the informal discussion of practical issues of the day. But its social field of interest is particularly difficult for anything like scientific treatment. The Institute has remarkable success in getting men busy with other affairs to serve on research groups. But the breaking of new ground in science needs more than the spare time of busy persons, however eminent and however they may be supported by full time research secretaries. It needs to become the whole or the main interest of some of the best brains in the country. I should expect the Royal Institute to advance the arts of government rather than the science of society.

The latter project, into which I have come at a late stage of its development, will, I believe, be valuable in proportion as it secures the co-operation of Universities and encourages and assists them to move in the right direction. The Institute will probably be able advantageously to spend about half its guaranteed income on central research by its permanent staff, but the Institute will not be able to attract away from Universities to itself the first class brains to make new departures in science. It must aim in the main at giving help to people in Universities and temporary research fellowships to people already assured or nearly assured of University careers. If it is strong enough both to set an example to the Universities and to mould their policies it may be of immense value. But unless it is strong enough to do this, it will do hardly anything.

The Rockefeller Foundation at an earlier stage of its history brought about a great and beneficial re-organization of medical studies in the United States. In the social sciences I should like to see them adopt a programme no less ambitious, of bringing

about in Universities the establishment of Research Institutes corresponding to the laboratories of natural science. They need not attempt this everywhere, all at once. But for many reasons I hope that they would devote substantial resources to such a programme in Britain, as well as in the United States. In social sciences comparative study is all important.

Nor, again, is it necessary that in regard to research in social science each University should be encouraged from the outset to try to cover the whole field. Accidents of personnel or other local conditions may make one University particularly favourable ground for the establishment of an Institute concerned with Population problems, while another is more favourable ground for Anthropology and Colonial problems; a third for Economics and Statistics, a fourth for a Municipal Research Bureau.

In breaking new ground it is desirable to choose the most favourable ground to start with."

The transmittal letter from Flexner to Stewart:

"I am returning to you under separate cover your copy of 'Politica'. I read with very great interest Beveridge's article as well as the article by Sidney Webb. The Beveridge speech seemed to me very sensible. Indeed it is the best thing of his that I have read. I have the same conviction that he has finally reached, namely, that persons who wish to pursue economics scientifically cannot identify themselves with practical politics, and indeed I expressed myself to this effect in the introduction to the book on 'Universities'. It is a difficult business to preserve detachment and yet keep in contact with experience, but physicians must get rid of their emotions when they confront a patient who is perhaps very dear to them as a friend, and economists have, I think, to do the same. Many thanks for letting me read this quarterly, of which I shall procure a number of copies when I go abroad.

"I mailed yesterday an inscribed copy of Einstein's book to you. I am sorry he misspelled your name. I stood over him and, as he wrote, spelled S-t-e-w-a-r-t, but it is quite obvious that he did not hear a letter I spoke. He was, however, delighted to inscribe the volume, and I think that you will enjoy it."

1930

5/10

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

ROCKEFELLER

Foundations

ECONOMICS

Academic Activities

STEWART, WALTER W.

Biographical

FLEISHER, ABRAHAM

✓ BEVERIDGE

See note on Beveridge on Social Sciences and Carnegie  
Rockefeller Foundation grants aid to London School of Economics.

1938

6/7

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

BEVERIDGE, SIR WILLIAM

Biographical

PLEXNER, A.

Beveridge favored taking a concrete economic problem--unemployment, population, or finance--get a group of persons big enough and attack it. Keep them out of the rough and tumble of actual life--don't try to form prematurely an economic science which may not be formed for 100 years. Follow your own example in mathematics--admit no one who is not competent to participate in the activities of the school.

Beveridge, Adams and Lindsay all dwelt on inadequacy of funds--Nuffield has not given his final gift. Philosophy of Flexner: poverty makes you more careful--you make ~~your~~ fewer mistakes. "The small sum upon which we have been operating [did not disturb Flexner for] I have never wanted much leeway, though I did not feel with my experience <sup>that</sup> the Rockefeller Foundation that I was really in any danger of reckless action,

but that I could always say in reply to any proposition,  
'We cannot afford it' and that gives one time to think."

D, Institute Organization

1943

7/1  
7/2

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

✓ BEVERIDGE, SIR WILLIAM

Biographical

STEWART, W. W.

WARREN, R.

For membership of day's conference on full employment with  
Beveridge as main guest, see Stewart file.

See Warren's comments 7/8. (sour).

W. W. S., Beveridge, Sir. William

1946

ELECTRONIC COMPUTER PROJECT

✓ BIGELOW

GOLDSTEIN

VEDLEN, O.

VON NEUMANN

EINSTEIN

Pp. 5-6

Academic Activities

Biographical

Horse Interview, 6/21/56

3/16

CONTRACTS

APPLIED MATHEMATICS (E.C.P.)

ROCKEFELLER FOUNDATION

PRINCETON UNIVERSITY

RCA RESEARCH

GOLDSTINE H.H.

✓ EISELOW, J.

BURKES, A.W.

POHRENN, J.

Government Relations

Academic Activities

Foundations

Relations W.O.A.I.

Biographical

See Report on E.C.P.

Navy giving \$100,000. Rockefeller Foundation contribution uncertain. RCA assisting with new type vacuum tubes. Title in IAD absolutely.

Exec. Comm. Mtg. 3/19/46 Appendix

12/26

12/26

✓ BIGALOW

Biographical

Bigalow was the Supervisor of the Housing Project, and  
then moved to Engineer and Chief of the Computer Project.  
(Jane Richardson to Maass, December 26, 1946)

D, Maass, Herbert H., ~~1947-19~~ 1939-1946

1950

10/11

PROFESSORS

Academic Personnel

SALARIES

MEMBERS (PERMANENT)

ELECTRONIC COMPUTER PROJECT

Academic Activities

GOLDSTEIN

✓ ~~BIGLOW~~ → BIGELOW

The faculty recommended Montgomery, Fain, and Selberg be made Professors in the School of Mathematics. "This recommendation carries with it the recommendation that there be established two grades of Professor in the Institute for Advanced Study without formal distinction in title with but with an actual distinction corresponding to seniority, and with two levels of salaries of which the lower was tentatively put at \$15,000. The above new appointments were recommended at the lower level." The upper level was discussed, but no substance was reflected.

Von Neumann raised the question of making Goldstine and Sigelow permanent members, "it being understood that this implied a possible financial commitment in the future." No immediate responsibility for salaries now; discussed but not approved. (On November 9 the Mathematics Faculty voted to make Sigelow and Goldstine permanent members with appropriate U. I. A. A. arrangements with stipends of not more than \$9,000 and at least \$1000 more than they were receiving a year ago. Presently their salaries will come out of the government grants).

Minutes, School of Mathematics, 10/11/50 and 11/9/50

11/14

1950  
MONTGOMERY, DEANE

Biographical

BIGELOW

GOLDSTEIN

PAIS

Biographical notes on Deane Montgomery show he was an Assistant Professor of Mathematics at Smith College, 1935, Professor until 1946. He had three separate memberships to I. A. S. and was an Associate Professor at Yale from 1946 to date.

Von Neumann writes his biographical material, and Whitney is the only support. He shows some marketability in the latter part of his biographical material (p. 222).

For the support of the Pais appointment, there is a brief memorandum by Oppenheimer. For the report on Leray, Morse wrote a long and good biography of convincing nature.

No authorship is provided for the brief biographical accounts of Bigelow, engineer, and Goldstein, mathematician

Faculty Minutes 11/14/1950

1950

11/14

PARTICIPATION IN ADMINISTRATION

Academic Personnel

MEMBERS

SCHOOL OF MATHEMATICS

Academic Organisation

APPLIED MATHEMATICS

Academic Activities

WIGELW, J. R.

Biographical

GOLDSTEIN, H. H.

The Director asked the Faculty to vote on permanent memberships for Wigelow and Goldstein of the M. C. P. The project, though an exception in the Institute, could not be run with transient members; annual cost to be \$6500 each, at present covered by Government contracts. "Should the Project be discontinued, however, the Institute would have definite commitments in both appointments. Von Neumann briefly reviewed the careers and present work of both nominees. In general discussion both men were highly recommended by members of the Faculty. Approved by unanimous vote.  
Faculty Minutes, 11/14/50

1950

12/1

SALARIES

Academic Personnel

APPOINTMENTS

BENEFITS

✓ BIGELOW, JULIAN

Biographical

GOLDSTEIN, NORMAN

Bigelow and Goldstein made permanent members of the  
Institute until the age of retirement at \$8,500 each with  
TIAA contributions provided they match such contribution.

Min. of Exec. Comm., 12/1/50

1976

6/21

PRINCETON UNIVERSITY (8, 9, 10)

HARVARD UNIVERSITY (1)

MATHEMATICS (2, 7, 14)

E. C. P. (5, 6)

APPOINTMENTS (2, 3, 4, 5)

SALARIES (3)

FACULTY (10, 11)

SCHOOL OF MATHEMATICS (5, 9, 14, 15)

SCHOOL OF HISTORICAL STUDIES (14)

JOHN HOPKINS (7, 8)

DIRECTOR (10, 11)

TRUSTEES (11)

RESEARCH (13)

HORSE (1, 5, 8, 10)

BIRKHOPP (1, 4)

WHITNEY (2)

STEWART (2, 3)

FLAHER (3, 7, 8)

GODEL (3, 5)

MAYER (3)

SINGEL (5)

✓ BIGELOW (5, 6)

ELIOT, T. S. (7)

STRAUSS (10)

EARLE (10)

BOREL (15)

Relations WORK

Academic activities

Academic Personnel

Academic Organisation

Educational Institutions

Administration

Corporation

Academic Procedures

Biographical

VORLES (1, 2, 4, 5, 8, 13)

DONDS (2)

WARDEN (2, 3)

VON HUMBOLDT (3, 5, 6)

FLACKE (3)

WINNER, HONORARY (4, 6)

WYLL (5, 8)

HINSWAIN (6, 8, 11, 12, 16)

VINER (9, 10)

AYDE OTTE (10, 11)

OFFENHEIMER (15)

Interview with  
Horse 6/21/56.

Filed in  
Vertical file  
under Horse  
Interviews.

h/18

GIFTS

Finance

BAMBERGER, L.

Biographical

STRAUS, PERCY

✓ BILLIKOPF, J.

Stories about philanthropies of L. Bamberger and  
Percy Straus told by J. Billikopf.

Filed in Chronological file under 1944/ h/18.

D. Bamberger, Lewis, 1937-1944