

1935

vert. file "E"

5/1

SCHOOL OF ECONOMICS AND POLITICS

Academic Organization

MITRANY, D.

Biographical

FLEXNER, A.

Letter from Flexner to Mitrany, May 1, 1935, regarding
above headings.

Filed in Vertical File under # "E" for School of
Economics and Politics.

D, Mitrany

COPY

May 1, 1935

Dear Mitrany:

I have been unusually slow in answering your letter of April 8 because before doing so I wished to reread with care the entire correspondence which has passed between us since last autumn. You have, as I see it, two entirely different problems to deal with. I am hopeful that Ena will now be able shortly to return to Kingston Blount, but, even if so, I cannot but wonder whether you should in October put the ocean between you and her. It would, I believe, be possible to secure for you additional leave of absence for a year or a part of a year at your present salary. I am certain that, in your place, I should not want to subject either myself or my wife to the anxiety involved in such a separation.

If on consideration and conference perhaps with Ena or her physician you decide that it will be wise and helpful to prolong your leave, write me to that effect, and I shall take steps to put the arrangement through. At the same time please give me a sketch in a general way of your activities during the last two years, so that, if asked, I may be in position to answer questions more or less intelligently.

When we talked in Oxford last summer and previously, I had the feeling that we saw sufficiently eye to eye to make it reasonably certain that, whatever differences of opinion might arise in course of time between you and your colleagues, there was a certain general basis of thought which would make intercourse between you and them, whoever they might be, fruitful. I have in writing and in every bulletin insisted on the autonomy of the several schools, that is, upon complete academic freedom within them. On the other hand, the problem of starting a school is an entirely different one from that of maintaining one after it has run along for a period of years. You have several times suggested the importance of my

taking a more or less active part in shaping the School of Economics and Politics, and I have always replied that I had no such intention, for I have no qualifications whatsoever, and I should not do so even if I had. While I have tried in my replies to exhibit no shock, I think that in fairness I should now say that I was deeply disturbed when in your letter of November 19, 1934, half jestingly perhaps, you suggested that I was looking on the mathematicians as a "club" and on the economists as a "nursery". While I do not subscribe to these terms, in answering I tried to point out to you that there was never a moment when the mathematicians hesitated as to the line to take, while every economist that I have ever spoken to has deplored the chaotic condition of his subject. There is no difference in my attitude towards the groups nor will there be any difference, as far as I am concerned, as between the groups. None the less, the subjects are not in the same plight. Only a few days ago Professor Seligman of Columbia wrote to me emphasizing this fact and calling my attention to a young economist, who, in his opinion, realizes the gravity of the situation and could be relied on to approach it open-mindedly. I had thought the same of you, but more and more it has been borne upon me, and most of all, as I reread our entire correspondence, that such is not the case, for you have, while you express the finest intentions, exhibited one bias after another, from which I believe the other members of the proposed school are entirely free. As I have said above, you apparently rely upon me to keep the team in order. I do not understand that to be my business.

My function is, as I conceive it, in starting the successive schools, to bring together a few men who are tolerant, open-minded, congenial, able, leaving the future to them. As I reread our correspondence, I am struck more and more strongly by the fact that since last autumn you have made a series of suggestions, with none of which I am in sympathy, with which I suspect that neither Riefler nor Earle will be sympathetic, and, though, I have replied in the most kindly way, I cannot see that except for your repeated expressions of "good will" I have made

Mitrany

any impression upon you. Your suggestions have indeed been of such a character that I cannot see that there would be any point of contact whatsoever between Riefler, Earle, and yourself. They involve such matters as the appointment of a Freudian psychologist, a year's contact with Ginsberg, whose scheme includes even a school of biology, emphatic disapproval of the appointment of a mathematical economist, which I never made, and, though I have twice asked you the source of your information, I have received no reply. At a time when the sole question in my mind was what you in conjunction with a couple of mature and open-minded thinkers can yourselves evolve, you asked for a youthful assistant, which I was indisposed to grant at this time because no man can at the outset see through the eyes of another man in such an enterprise as this or think with another man's brains.

Now finally comes your letter of April 8 in which you quote me as "pouring scorn on minute statistical research". On this I have two comments to make: (1) I do not know to whom you refer, though it may be plausible to conjecture that you are referring to the appointment of Riefler. In any event, your comment once more mystifies me, and (2) it again discloses what I should regard at this stage of the game as a bias, though perhaps in the course of years it may turn out that your surmise or position is correct. I have indeed made fun of fake statistics on washing dishes and things of that kind, but I have looked in vain through my book on Universities for any word that would seem to indicate that I either undervalue or have anything whatever to say on careful statistical research in general. Graham Wallas once said to me that, in his opinion, the most important economic organization in Great Britain was the British Board of Trade, for, he added, it has every responsibility for ascertaining facts and no responsibility for making its will prevail. That seemed to me wise.

If you will reread our correspondence - and I can furnish you copies of your letters if you have not retained them - and recall our conversations, it will be clear that I was looking to you, as I explained both to you and to the Board, as a person who would be interested in the international implications of economic policy. Though I read with interest your memorandum on the State, I did not suppose that it meant that our previous discussions had been lost sight of. I have the feeling now, especially in view of the description of yourself as professor of political science, that such is the case, but perhaps I am mistaken. In any event, if you will reread Section IV, Part I, of the book on Universities, you will note that, like Frankfurter and Stewart, I had the feeling that the starting-point of the new school should be present economic phenomena and that perhaps a realistic approach of that kind would in time lead to a reconstruction of economic theory. (But FFWWS wanted historical approach)

Since your appointment four additional professors have been appointed. Not one of them has asked for a thing beyond a table, chair, a waste-basket, and book-shelves. While I am seeking open minds, you have enunciated opinions which seem to me at war with the fundamental conception of the entire Institute. For example, in your letter of April 8 you say, "Not only does a statistical approach preclude this (coöperative attempt) but.....may land us straight into topical battles." I have no idea what this phrase means, but it certainly does not indicate a state of mind on your part in harmony with the open-mindedness which in the early years seems to me the one condition on which the success of any school or group is conditioned.

I find myself therefore in a situation of extreme perplexity. The Institute far transcends in importance any school or any individual. From the beginning I felt this so strongly that I have never permitted myself to be elected for more than a single year, despite the fact that the Board was inclined to do otherwise. I have insisted on the autonomy of the several schools, subject only

to the absolutely indispensable condition that the small group originally brought together should respect one another and should be in sufficient harmony to insure their capacity to work together, for I myself, as I have said above, am out of the situation the moment I have brought the initial group together. No difficulty whatsoever has arisen in connection with either the School of Mathematics, of which the mathematicians by their ability to work together have made a brilliant success, or the School of Humanistic Studies, which has lately been launched. Your letters raise a very serious problem. Whatever happens, you may rely upon the fact that the Institute will be in financial matters fair to the point of generosity, as it has been with you in the past. Beyond this I confess that I cannot at the moment see what is the sound procedure either for you or for me.

Let me add that nothing will ever modify my respect for your abilities or my personal affection for you. I need hardly say what I have written above is the result of deliberations running over months and that I have never mentioned the subject to anyone whatsoever.

Anne appreciates very much your kind note of April 15 and will be very glad to meet Toller should he be coming to America.

Jean is busier than usual in Washington because the chief of the division in which she works has been ill for weeks. Eleanor is full of enthusiasm and has even finished a play, the fate of which, like the fate of all plays, lies in the lap of the gods.

With all good wishes and affectionate greetings to you and Ena,

Ever sincerely,

ABRAHAM FLEXNER

Professor David Mitrany
The Lower Farm
Kingston Blount
Oxford, England

AF/ESB

✓ 1941

VERT. FILE

May 6 - 9
November 6

EARLE, E. M.

Biographical

Economia.

Filed in Vertical File under "E" for Earle.

D, Earle, 1940-1944

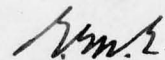
THE INSTITUTE FOR ADVANCED STUDY
PRINCETON, NEW JERSEY

May 9, 1941

Dear Mr. Aydelotte:

I am sending you the attached letters from President Hopkins, General Miles, and Colonel Phillips, Assistant Chief of Staff at Puerto Rico, not because I am sounding a bugle but simply because they constitute ammunition which you may be able to use effectively (to use military terminology).

Sincerely yours,



Edward Mead Earle

C O P Y

OFFICE OF PRODUCTION MANAGEMENT

Division of Priorities

May 6, 1941

Social Security Building
Washington, D.C.

Dr. Edward Mead Earle
School of Economics and Politics
Princeton, New Jersey

Dear Dr. Earle:

During a recent visit to Hanover I told our College Committee on Defense Instruction that I thought altogether the clearest and most convincing statement to which college faculties ought to give attention was your paper on National Defense and Political Science. I further stated that I hoped that Dartmouth might make a study or studies of the military and strategic problems of the United States as you had suggested to be desirable.

I am rather eager to place the pamphlet containing this address in the hands of perhaps a dozen members of our faculty and I am making bold to ask if there are such copies of this reprint available. If there are, I should be glad to have the publisher send a dozen of these to Mr. Sidney C. Hayward, Secretary of Dartmouth College, Hanover, New Hampshire, and to have the bill sent to me. Moreover, I really mean that I should want to have the privilege of paying whatever expense was involved. Meanwhile, thank you again for the clear exposition you have given to educational responsibility at this point.

Yours very truly,

(Signed) Ernest M. Hopkins

Ernest M. Hopkins
Minerals and Metals Executive
Priorities Division

C O P Y

HEADQUARTERS PUERTO RICAN DEPARTMENT

OFFICE OF ASSISTANT CHIEF OF STAFF, G-2

San Juan, Puerto Rico

April 17, 1941

Professor Edward Mead Earle
The Institute for Advanced Study
Princeton, New Jersey

Dear Professor Earle:

Your letter found me still waiting and hoping that you would return to the States through Puerto Rico. You are the best informed civilian I have known concerning military affairs, both in their historical aspects and current applications. In the Army there are many knowledgeable technicians but few students of military affairs in their large aspects. Anyone who wants to be a military student in the Army finds himself operating almost in a vacuum.

I received the material you asked The Institute to send me and was more than delighted. I can't imagine any more needed group than the one you are directing, nor from my limited information, one that is better selected, more intelligent and more objective in their approach to military and strategic problems. I have had great plans at various times about abstract studies of war. The scope of war has extended so greatly now that strategy applies to almost all fields of human existence and Clausewitz, broad as his conceptions were in his time, is now of limited value.

Another thing that has always impressed me is the need for the complete rewriting of almost all military history. Most military history has been written as a narrative. It is practically worthless, I think, unless the approach is analytical. Not only should the whole frame of life of the particular period be considered in the judgment of military operations, but the really interesting part is what the commander knew at the time he made his decision, the psychology of the commander and his troops and an infinite number of other non-military influences that determine the course of battles and wars. I have been so busy with the current administrative work for some months that probably I do not recall and express my ideas very clearly, but I imagine you understand what I mean.

Anyway, as ideas occur to me, I am going to write you from time to time whether it concerns ancient history or modern. If there is any way I can be kept informed of the activities of the Institute, I should be very happy. It was a pleasure to see you and I shall make occasion to see you again when I am in the States.

Sincerely yours,

(signed) THOMAS R. PHILLIPS,
Lt. Col., G. S. C.

WAR DEPARTMENT

War Department General Staff

Military Intelligence Div. G-2

Washington

May 7, 1941

Mr. Edward M. Earle
Institute for Advanced Study
Princeton, New Jersey

My dear Mr. Earle:

Your memorandum regarding morale and health problems in connection with the Caribbean bases is very interesting and significant. Your cooperation with this office is greatly appreciated.

I am sorry not to have seen you when you were here. Your oral report to officers of the Division provided us with valuable information. The results of these studies by civilians of proved ability will be of great value.

Sincerely yours,

(Signed) Sherman Miles

SHERMAN MILES

Brigadier General, U. S. Army
Acting Assistant Chief of Staff, G-2

Copy of letter from Walter Lippmann

*file under
Fish*

The New York
Herald Tribune

1525 35th Street N. W.
Washington, D. C.
November 6, 1941

My dear Mr. Earle:

I have now had a chance to read carefully the memorandum you sent me, and you may judge my feelings about it when I say that I had rather be working in that seminar than anything else I can think of. What you are doing is of absolutely prime importance and my own experience has made me vividly aware of how much the difficulties of public understanding and public action are due to the things you describe, on page two of the memorandum.

I wish I could be sure to receive as soon as possible all of the publications which come from your seminar.

With all good wishes, I am,

Yours,

(signed W. Lippmann)

Mr. Edward Mead Earle
The Institute for Advanced Study
Princeton, New Jersey

Military Study Is Urged on All

Princeton Man Says America
Has Failed in Planning
For Security

By EDWARD MEAD EARLE
Institute for Advanced Study,
Princeton, N. J.

It is a paradox that, although military defense has been a perennial problem of the American people, there has been until recently no conscious, integrated and continuous study of military security as a fundamental problem of government and society. It is another paradox that, although we live in a warlike world, there has been almost no systematic consideration by American scholars of the role of war in human affairs.

As democracy is based upon belief in the power of public opinion and other moral sanctions, we have understandably given great weight to the problem of collective security. It is now necessary, without decreasing our interest in post-war problems of political and economic reorganization, to restore a balance as between such studies and studies of national power. Indeed, there can be no permanent security unless statesmanship understands the role which controlled and socially directed military forces must play in maintenance of order and stability.

Political and social scientists have not heretofore undertaken adequate systematic inquiry into the problems of defense and strategy. An examination of contemporary textbooks reveals that military affairs, at best, have been treated as incidental in character.

Problems Found Unsolved

The truth seems to be that liberalism and democracy, predicated upon the ideals of peace and progress, have viewed with repugnance an international society based upon armed, competitive nation-states. Liberals and democrats were suspicious (at times with justification) that defense was connected with imperialism, aggression, vested armament interests, political conservatism, and a potentially militarized society. Liberal scholars shared these suspicions and

avoided the problem. But by abandoning the field to others, they solved none of the problems and resolved none of their fears.

Anglo-American constitutional history is so closely associated with control of the army by Parliament and Congress that the British and American peoples have had deep-rooted fear of permanent military establishments. Furthermore, as a consequence of the insular position of Great Britain and of the geographical isolation of the United States, large peacetime armies have been unnecessary. Rapidly changing military technologies and the shifting balance of power, however, raise the question whether conditions have not so changed as to require new points of view as regards the place of the Army, the Navy and the Air Force in the life of the nation.

It is essential that we return to an earlier tradition, which treated military problems as an inherent element in the science of government and politics, as well as a factor in a broader education. And, in view of the integrated character of the modern world, they must now be regarded as one of the most important concerns of economics and social psychology.

Points to Military Journalism

The curricula of American colleges and universities have, with rare exceptions, avoided the problems of defense. Even in military history we have been negligent. It is foreigners rather than Americans who have had the fullest realization of the great significance of strategy and tactics of the American Civil War.

It is only recently that military criticism has become a feature of American journalism. But the avidity with which military journalism is read is an indication of the potentialities which exist for more adequate treatises on defense, written in accordance with canons of scholarship. And if the American objective is not merely defense, but security and grand strategy as well, it is imperative that the foreign and military policies of the United States be formulated with reference to our history, tradition, and aspirations as well as the demands of military technology.

It was with these considerations in mind that I established at the Institute for Advanced Study in 1939 a seminar in the military and foreign policies of the United States. The seminar has included in its membership scholars both from the United States and abroad and has been fortunate in securing the cooperation of members of the

faculty of Princeton University, whose writings on foreign policy and on naval and military affairs have achieved a nation-wide reputation.

The result is that there has been created in the Princeton community a centre d'études militaires which is not concerned with immediate technical military and naval problems, but rather with broad questions of national strategy, military security, the elements of military and economic power and the role of the United States in world politics. It has been composed of students of history, economics and political science, whose major interest is the clarification of the several phases of national policy and a unified concept of Grand Strategy.

The study has not been viewed as an examination of unrelated topics, but rather has been conducted with a view to a single unifying objective—American security, its basic assumptions, its changing conditions and its present imperatives. As the strategic factor has heretofore been largely overlooked by scholars in the treatment of American foreign relations, a study of American security involves among other things a new problem in historical interpretation.

over

Viewpoint on Education

By W. A. MACDONALD

The news of the day in education illustrates a statement by Wilford M. Aikin last September that the schools and colleges of this country are finding again the chief reason for their existence and that here and there whole faculties are reconsidering purposes and re-examining practices.

Two examples of such re-examination occur in reports made public today. At Rensselaer Polytechnic Institute a section of the American Society of Civil Engineers has been meeting in another step of the Institute's long and continuous revaluation of itself and its place in society. President Hotchkiss set the theme by saying that: "In better preparing the student for good citizenship and leadership, I believe the remedy consists not in demanding more of the student's time but in constant, intelligent effort to improve the efficiency with which we use the present four-year period."

Simultaneously, at Bucknell, faculty members have embarked upon a long-range plan which includes the revaluation of their own educational offerings in an effort to insure the college program comprehensiveness in all fields of study without overlapping in curriculum offering. The program will consist of a series of reports to be offered, one a month, over a period of two years by twenty separate departments. At the end of two years the cycle may be repeated to give to each group an opportunity to bring the faculty up to date on changes in the various fields of educational work.

History Also To The Fore

Professor Aikin also spoke last September of the ignorance of school youth of the nation's history, and the week has brought up that subject in a controversy based upon remarks of Dr. Burns of Dartmouth, charging that American textbooks "were provincialized by a dominant Harvard school of historians."

Without taking sides Professor Harvey W. Zorbaugh of New York University, has been led by this to state today a philosophic viewpoint of history which may be applied in the discussion. The writing of history, he says, has always involved selection and interpretation and consequent distortion of the past.

"The history problem is not to give man a true account of the past, but to give him a useful ac-

count of the past," he says. "In facing the present dilemma, historians must re-evaluate the criteria against which they judge the significance of past events. A useful history meets the needs of living men. Every age must have a different history, suited to its form and needs."

In the meantime education is writing some history of its own with the announcement by Dean Russell of the government program to reach more than 4,000,000 foreign-born non-citizens in this country in the hope of improving civilian morale. Reading materials will be combined with an active program of formal schooling which will call for 12,000 teachers and hundreds of administrators and educational leaders. It is emphasized that although the Federal Government will provide money and materials the program is to be carried out by local committees without Federal interference.

Military Security Studied

And while these things go on other vistas open to indicate the growing stock-taking of American education. One is expressed in an article by Professor Earle of the Institute of Advanced Studies in Princeton, N. J., who points to the need for a conscious, integrated and continuous study of military security as a fundamental. Such a study is being conducted at the institute where Professor Earle has constituted what he calls "a centre d'etudes militaires which is not concerned with immediate technical military and naval problems, but rather with broad questions of national strategy, military security, the elements of military and economic power and the role of the United States in world politics."

This is a reminder of the value of higher education whose case is more directly argued in an article by J. Hillis Miller, associate commissioner for higher and professional education for the State of New York. He wants the Langer bill passed by Congress in the interest of withholding for a time from the Selective Service men who will be needed to maintain a continuous flow of trained leaders. For, he says, totalitarian governments require many trained but few educated men. Democracies need many of both.

Thus grow the overviews of American education in these seven days.

1931

Very file

11/9

GENERAL

Educational Institutions

FLEXNER, A.

Biographical

Article, "The Gates of Excellence."

Filed in Vertical File under "E" for Educational Institutions.

Photostated from Flexner's copy

November 9, 1931

ADULT EDUCATION

In a society where there is or shortly will be no illiteracy, where everyone may fortunately hope to become somebody else, it is idle to argue the case in behalf of adult education. The effort to exploit the latent powers and capacities of the individual both for his own good and for the good of society involves education of the entire population from, if not before, the cradle to the grave, but, if I grant the importance and necessity of adult education, I wish to make myself clear that I am speaking of education and not of something else.

I make no pretention to a thorough familiarity with the subject of adult education. I am discussing an idea not a program, and as to the idea I may as well admit at the outset that I am somewhat apprehensive. America is at present an educational bedlam. High power salesmanship has laid its profane hands on education, and few indeed are the institutions that have maintained their integrity. Still a naive and childlike nation, we are unable to resist slogans. It matters not whether it be a brand of tobacco, still another kind of soap or automobile - a prominent headline or an alliterative phrase or a pretty face in colors - it is likely to efface whatever of critical sense America might possess. In no other way can we explain why without serious thought one day business is proclaimed a profession and the next day university schools of business spring up all over the land. To be sure, there was no literature on the subject - well, make it wholesale over night, as the Harvard Graduate School of Business Administration has done and is doing. There are no teachers - well, take amateur Ph.D.'s who have never marketed a shoestring. The field is experimental. Instead of making, watching, and criticising an experiment, let every university start its own school of business, just as if a convincing demonstration had already been made. In precisely the same fashion universities have heedlessly and recklessly involved

themselves in schools of journalism, schools of education, town planning, library science - and adult education.

An adult education movement ought, in my judgment, to stress education, and education is a fundamentally different thing from training. Education is an intellectual and spiritual process. It has to do with opening the windows of the human mind and the human soul. It involves an effort to understand, to comprehend, to be sensitive to ideas, aspirations, and interests to which the individual might otherwise be indifferent, not so training. Training connotes improved ability to do without deepened understanding, widened sympathy, or higher aspirations. One can train a bricklayer to lay three hundred bricks instead of one hundred and fifty. One can train a stenographer to increase her speed and skill. One can train a cook or a butler, but one educates in the realm of thought and feeling and intelligence, and the two things ~~unlike~~^{overlapping} perhaps insofar as training may assist understanding are in essence profoundly different.

I have at hand an advertisement of its Home Study Department issued by Columbia University: "In this country we are in the midst of an adult education movement. The university home study courses are one of the important factors in this progressive movement." Very well. What do these home study courses include? American literature, biology, ^{the} history of Christianity, psychology. These - if the work is actually well done - are educational in their nature, but actuarial mathematics, bookkeeping, business English, business mathematics, cost accounting, fire insurance, investments, manufactured gas, marketing, selling, photoplay composition, play writing, foremanship, public speaking - these are not educational. They are not training, and for my own part I do not believe that any university can in such matters "deliver the goods".

Mr. Everett Dean Martin has hit the nail on the head when he says:

"It is sought to make of adult education something which will broaden the interests and sympathies of people regardless of their daily occupation - or along with it - to lift men's thought out of

the monotony and drudgery which are the common lot, to free the mind from servitude and herd opinion, to train habits of judgment and appreciation of value, to carry on the struggle for human excellence in our day and generation, to temper passion with wisdom, to dispel prejudice by better knowledge of self, to enlist all men in the measure that they have capacity for it, in the achievement of civilization."

and

"Adult education is becoming a slogan, a phrase to capitalize, a label to attach to various activities which have hitherto borne other brands. Americanization, for instance, or social work, or community organization or reforms and propagandas of one sort or another Praiseworthy enterprises, no doubt, and not less praiseworthy is the somewhat tardy discovery that the organizers have all along been speaking the prose of adult education without knowing it. The danger is that persons with long experience in promoting and administering many things may also conceive of each educational task as primarily one of organization."

As I view the list of agencies mentioned as advantageous to adult education, my apprehension increases. Some of them are truly educational in outlook, spirit, and effort. Some of them are the merest froth, others simply training. To be sure, as I began by saying, America needs larger and further opportunities, but it needs also critical sense so that it may not be fooled. I have myself encountered well-meaning people eager to improve themselves who have been actually defrauded of considerable sums, because they have been led to believe that they were being educated when as a matter of fact they were quite unfit for the opportunities which they sought, and I have seen others who are deluded into thinking that they were educated when as a matter of fact even if successful their efforts would result merely in an improved practical technique, and whether the leaders in this movement are in position to draw distinctions I do not know. But I should suppose that its intellectual and spiritual outcome would depend largely on their ability to promote education and to distinguish it from training. I am not meaning to scorn training. It is important that the individual's earning power be increased, but it does not follow that every increase of earning power is synonymous with an increase of his or her education. I am one of those, perhaps one of the few, who look with

no little concern upon the development of the radio. I can perceive ways in which the radio may be made an educational factor, but, when I listen to a concert between the numbers of which are sandwiched oleaginous advertising and Amos and Andy, I have my doubts as to whether the radio is from an educational point of view altogether a blessing. A miscellaneous program allowing no time for thought is little likely to be educative. I have heard that the peasants living in a certain village were informed that the Russian Government proposed to install a radio, so that they might hear the speeches made in Moscow. "Can we talk back?" When they were answered in the negative, they replied that on these terms they did not care for the radio. Their point of view was essentially sound. One does not wish to talk back to music, one wishes only to listen in quiet and to feel, but, when a n intellectual appeal is made, one must have opportunity to question and to ponder. The danger of the radio lies in the fact that it ^{is} too easy. Twenty-five hundred years ago the Greek poet, Hesiod, wrote:

"Before the gates of excellence the high gods have placed sweat. Long is the road thereto, and rough and steep at the first. But when the height is achieved, then there is ease, though grievously hard in the winning."

Those lines may still be commended to all who care for education, to our elementary schools, to our high schools, to our colleges, to our universities, indeed to all champions of easy education, but the radio may one day become the worst, since its inducements to passivity are so insidious, its capacity for the destruction of leisure so vast.

Abraham Flexner

PRINCETON UNIVERSITY
TRUSTEES' CALENDAR

1944-1945

Meetings of the Board

Thursday, October 26, 1944, 10:30 a.m.

Thursday, January 11, 1945, 10:30 a.m.

Thursday, April 19, 1945, 10:30 a.m.

Saturday, June 23, 1945, 10:30 a.m. (Tentative)

Vice-President, George A. Brakeley X

Treasurer, George A. Brakeley X

Secretary of the University, Alexander Leitch X

Clerk of the Board, Archibald A. Gulick X

Counsel, Stewart & Shearer,
45 Wall St., New York City

Associate Counsel, Smith & Smith
Princeton, N.J.

TRUSTEES EX-OFFICIO

Gov. WALTER E. EDGE Trenton, N.J. X

PRES. HAROLD W. DODDS Princeton, N.J. X

TRUSTEES EMERITI

- X MATTHEW C. FLEMING,
20 Exchange Pl., N.Y. City
- X WILLIAM CHURCH OSBORN,
20 Exchange Pl., N.Y. City
- X JOHN R. HARDIN,
300 Broadway, Newark, N.J.
- X CHARLES H. McILWAIN,
48 Village Hill Rd., Belmont, Mass.
- X ALBERT G. MILBANK, 15 Broad St., N.Y. City
- X ROLAND S. MORRIS,
1617 Land Title Bldg., Philadelphia, Pa.

CHARTER TRUSTEES

- X ROBERT GARRETT,
Redwood St., corner South, Baltimore, Md.
- X HENRY J. COCHRAN, 656 Eighth Ave., N.Y. City
- X WALTER E. HOPE, 15 Broad St., N.Y. City
- X GORDON S. RENTSCHLER, 55 Wall St., N.Y. City
- X FRANKLIN D'OLIER,
Prudential Ins. Co., Newark, N.J.
- X JOHN STUART, Quaker Oats Co., Chicago, Ill.
- X DEAN MATHEY, 28 Nassau St., N.Y. City
- X EDWARD B. HODGE, M.D.,
2019 Spruce St., Philadelphia, Pa.
- X DAVID A. REED,
747 Union Trust Bldg., Pittsburgh, Pa.
- X PAUL BEDFORD, 832 Miners Nat. Bank Bldg.,
Wilkes-Barre, Pa.
- X ALBRIDGE C. SMITH, 50 Broadway, N.Y. City
- X HENRY P. VAN DUSEN,
Union Theol. Seminary, N.Y. City
- X JOHN D. ROCKEFELLER, 30
30 Rockefeller Plaza, N.Y. City

- X DONALD B. ALDRICH, D.D.,
12 West 11th St., N.Y. City
- X ARCHIBALD A. GULICK,
120 Broadway, N.Y. City
- X ALFRED T. CARTON,
33 South Clark St., Chicago, Ill.
- X ALLEN O. WHIPPLE, M.D.,
622 West 168th St., N.Y. City
- X FREDERICK H. OSBORN,
2314 Wyoming Ave., Washington, D.C.
- X HARVEY S. FIRESTONE, JR.,
50 Twin Oaks Rd., Akron, Ohio
- X STEPHEN F. VOORHEES,
101 Park Ave., N.Y. City
- X FRANK B. JEWETT,
Short Hills, N.J.

ALUMNI TRUSTEES

(The date indicates expiration of term)

- X CLEVELAND E. DODGE (1945)
40 Wall St., N.Y. City
- X ALEXANDER H. BRAWNER (1945)
301 Mission St., San Francisco, Cal.
- X E. S. WELLS KERR (1946)
Dunbar Hall, Exeter, N.H.
- X DONALD DANFORTH (1946)
17 Brentmoor Pk., St. Louis, Mo.
- X CHAUNCEY BELKNAP (1947)
1 Wall St., N.Y. City
- X NEVILLE MILLER (1947)
4426 Garfield St., N.W., Washington, D.C.
- X JAMES C. REA (1948)
2237 Henry W. Oliver Bldg., Pittsburgh, Pa.
- X RICHARD F. CLEVELAND (1948)
2500 Baltimore Trust Bldg., Baltimore, Md.

STANDING COMMITTEES

Executive: Hope, *Chairman*; President Dodds, *ex-officio*; Bedford, Cochran, D'Olier, Garrett, Hodge, Jewett, Mathey, Rentschler, Smith, Van Dusen, Voorhees, Gulick (*Secretary*).

Finance: Cochran, *Chairman*; Belknap, Dodge, Gulick, Mathey, Reed, Rentschler, Smith, Stuart.

Grounds and Buildings: Mathey, *Chairman*; Bedford, Brawner, D'Olier, Firestone, Gulick, Hope, Rentschler, Voorhees.

Curriculum: Van Dusen, *Chairman*; Aldrich, Carton, Cleveland, Cochran, D'Olier, Garrett, Hodge, Jewett, Kerr, F. H. Osborn, Rea, Rockefeller, Whipple. Deans Condit, Eisenhart, Root, *ex-officio*.

Library: Bedford, *Chairman*; Belknap, Carton, Cleveland, Dodge, Garrett, Hope, Rentschler, Stuart, Voorhees.

Honorary Degrees: President Dodds, *Chairman*; Aldrich, Hope, Jewett, Reed, Van Dusen. Professors J. D. Brown, Butler, Friend.

Graduate School: Garrett, *Chairman*; Belknap, Hodge, Jewett, Whipple. Dean Eisenhart, *ex-officio*, (*Secretary*).

Undergraduate Life: Smith, *Chairman*; Aldrich, Bedford, Cochran, Danforth, Firestone, Gulick, Hodge, Hope, Kerr, Mathey, Miller, Rea, Rockefeller, Stuart, Van Dusen. Deans Gauss, Heermance, Wicks, *ex-officio*.

Health and Athletics: Hodge, *Chairman*; Bedford, Brawner, Danforth, Gulick, Miller, F. H. Osborn, Rentschler, Smith, Whipple. Dean Gauss, Dr. York, *ex-officio*, (*Secretary*).

Gifts and Memorials: President Dodds, *Chairman*; Garrett, Mathey, Voorhees. Professors Gauss, Stohlman.

Conference: Professors Boyd, Corwin, McCabe, Morgan, Robertson, Russell.

ASSOCIATION OF AMERICAN UNIVERSITIES

Changes made in the list of approved institutions
at the annual meeting of 1943.

ADDITIONS

- x ✓ Chestnut Hill College (W) Phila. Pa. M
- x ✓ Marygrove College. (W) Detroit, Mich. M
- x ✓ Rhode Island State College Kingston, M
- x ✓ Rosemont College (W) Rosemont, Pa. M

RESTORATIONS

- x ✓ University of Georgia Athens, Ga. M
- x ✓ Georgia School of Technology Atlanta, Ga. M

REMOVALS

Winthrop College (W) Rock Hill, S.C.

TA AAW

INSTITUTIONS APPROVED BY THE ASSOCIATION OF AMERICAN UNIVERSITIES

1942

MEMORANDUM FOR GUIDANCE OF INSTITUTIONS SEEKING APPROVAL OF THE ASSOCIATION FOR INCLUSION IN ITS ACCEPTED LIST

INTRODUCTORY STATEMENT

The Association of American Universities is primarily an association of graduate schools. Its reason for having an approved list grows out of its interest in the preparation of students for graduate work. It regards as one of the chief grounds for the inclusion of a college in its approved list evidence that the college is successful in a high degree in stimulating scholarly interest in its students and in preparing them for more advanced scholarly endeavor. It believes that this evidence is partly to be found in the extent to which the graduates of a college continue their study in leading graduate, professional, and research institutions, and in the degree of success which they attain.

As such evidence taken by itself is frequently and for many reasons not fully conclusive, the Committee on the Classification of Universities and Colleges, in considering the claims of an institution for inclusion in the accepted list, takes into account also certain other matters: the character and quality of the student body; the faculty and the conditions under which it works; the administration of the institution; its library, its laboratories, and its educational facilities of all sorts; its curriculum; and its character as an institution. Weakness in some of these may be compensated for by unusual strength in others. The Committee has no standards or definite rules and specifications to be applied in an exact and mechanical fashion. What it tries to do is to find out what the institution does and whether the work is well done.

CRITERIA FOR ACCREDITING COLLEGES

With respect to admission a college should require the satisfactory completion of a four-year course in a secondary school approved by a recognized accrediting agency or the equivalent of such a course. Since it cannot in general be assumed that all graduates of such secondary schools are fitted for the pursuit of higher education, it is desirable that qualitative requirements for admission should be imposed.

In admitting students with advanced standing from other institutions the college should enforce fully its own entrance requirements and its standards for acceptable college work. It should not grant credit for work done elsewhere if the quality and character of the work fall below the requirements which it enforces upon its own students.

With respect to graduation a college should require the completion of a minimum quantitative requirement of 120 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with further scholastic qualitative requirements adapted by each institution to its conditions. This is in accordance with custom and practice in the United States. A program of studies providing for the full equivalent of this requirement but not directly measurable in terms of these quantitative units may be found acceptable, provided that its comple-

tion represents training fully equivalent to that called for in the fulfilment of such quantitative requirements.

The Association of American Universities, in view of its interest in the preparation of students for graduate study, will not place upon its approved list a college which does not provide a curriculum which would prepare students for graduate work in at least seven departments.

Without specifying details as to teacher-training it is assumed that each teacher will have had one or more years of graduate work in a good university. Those in the upper ranks might be expected to have had a minimum of two or three years. As diversity is needed, the Committee is inclined to think that a faculty should be selected from many universities. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. A faculty is judged in part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement, and successful experience as teachers bears to the total number of the teaching staff. In all cases competence as a scholar and as a teacher (rather than the possession of degrees) will be considered as the essential characteristic of an acceptable member of a faculty.

While exceptions may be made occasionally, teaching schedules exceeding 16 hours per week per instructor are interpreted as endangering educational effectiveness.

The financial status of a college is of very great importance. Adequate financial support, by making the institution relatively independent of student fees, helps to relieve the institution of the temptation to accept or to continue on its rolls students of poor academic quality. Such support makes possible a stronger faculty, more ample facilities, and greater permanence in the maintenance of high standards. The minimum annual income for an acceptable college, exclusive of payment of interest, annuities, etc., should be sufficient to support fully the program which the college offers. In general, at least half of its income should be derived from stable sources other than student fees, preferably from permanent endowment. Services of members of the faculty contributed through permanent organizations for the support of educational programs may be capitalized in satisfaction of the requirement for endowment, the estimate of the equivalent to be based on payments ordinarily made for similar services of instructors correspondingly trained, by institutions in the same section and operating under similar conditions. The financial status of each college will be judged in relation to its educational program.

The material equipment and maintenance of a college, including its buildings, lands, laboratories, apparatus, and libraries, and their efficient operation in relation to its program are considered when judging an institution.

The college should have a library which is alive, adequate, well distributed, and professionally administered, with collections bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books. Such library funds should be sufficient not only to purchase the needed books but also to maintain subscriptions to the special journals or periodicals for each of the separate departments or fields represented in the staff or curriculum of the college.

In determining the standing of a college, emphasis is placed upon the curriculum, the quality of its instruction, the character of its administration, the efficiency of its offices of record, the standards for degrees, the tone of the institution, and its success in stimulating and preparing

students to do satisfactory work in recognized graduate, professional, or research institutions. No college will be accredited until it has been inspected and reported upon by a representative regularly appointed by the Committee on the Classification of Universities and Colleges.

INFORMATION NEEDED

The Committee desires to have from institutions applying for consideration the following specific information:

1. The number (*not the names*) of students in each of the last eight graduating classes.
2. A statement (supplied on blanks which may be obtained from the Secretary of Committee) giving the quality of the work completed while an undergraduate by each of the students graduating within the last eight years who has entered upon graduate or professional studies in any of the thirty-four institutions which are members of the Association of American Universities (see pp. 4 and 5 for list of members). Institutions desiring to submit statements concerning students who have worked in institutions which are not members of the Association (although perhaps included in its accepted list) should first consult the Secretary, giving a list of the institutions and the number of students who have worked in each.
3. A catalogue of the institution for the current year.
4. Information about the faculty.
 - a) For each faculty member give name, rank, education (including degrees, name of institution granting each degree, and date of each degree), subject or subjects now teaching, experience, his publications, and his membership and participation in activities of learned societies.
 - b) A table showing the number of teachers in each rank (e.g., instructors, assistant professors, etc.) holding the Ph.D., the Master's, the Bachelor's, or a professional degree as the highest earned degree.
 - c) A list of the faculty, separated according to rank, giving salaries (e.g., names and salaries of all full professors listed alphabetically, names and salaries of all associate professors, etc.).
 - d) A table or list showing the instructional load of each faculty member with assignments in addition to teaching, if any.
5. Qualitative and quantitative requirements for admission to undergraduate college and to professional and graduate schools if any.
6. Pertinent facts about the library: number of volumes; list of periodicals; reading-room capacity; expenditures during last fiscal year for salaries, new titles, periodicals, binding (including periodicals), supplies and equipment; average number last year of free loans per student and per faculty member; number of new titles accessioned during each of the last five years; special collections; who selects new books.
7. A graph or table showing distribution of passing and failing grades during a recent semester or academic year.
8. Information regarding curricula and degrees. List curricula, degrees granted on completion of each, and majors available in each. Give enrolment in each major department and each curriculum, and the number of graduates last year from each curriculum. Give number

- of full-time teachers and part-time teachers assigned to each department. State policy with respect to credits toward graduation for courses completed off campus or in summer school.
9. A financial report (preferably an audit by a responsible outside agency) for the last complete fiscal year. If the following information is not clearly given in the financial report, it should be given separately: total endowment by classification (real estate, securities, mortgages, etc.); method of determining values; total income from endowment; average actual tuition income and expenditure per student; amount of accumulated annual deficit or surplus; amount of indebtedness, how incurred, provisions for amortization; annuities and their cost. Is there an annual budget? An annual audit by a C.P.A.?
 10. Policy with respect to tenure.
 11. Retirement and pension provisions.
 12. Such additional information as the officials of the institution may think helpful.

MEMBERS OF THE ASSOCIATION OF AMERICAN UNIVERSITIES

✓✓	Brown University	Providence, Rhode Island	✓X
✓✓	California Institute of Technology (M) <i>millikan</i>	Pasadena, California	-X
✓✓	Catholic University of America	Washington, District of Columbia	✓X
✓✓	Clark University (M)	Worcester, Massachusetts	✓X
✓✓	Columbia University <i>Bottle</i>	New York, New York	-X
✓✓	Cornell University	Ithaca, New York	✓X
✓✓	Duke University	Durham, North Carolina	✓X
✓✓	Harvard University (M)	Cambridge, Massachusetts	✓X
✓✓	Indiana University	Bloomington, Indiana	✓X
✓✓	Johns Hopkins University	Baltimore, Maryland	✓X
✓✓	McGill University	Montreal, Canada	✓X
✓✓	Massachusetts Institute of Technology	Cambridge, Massachusetts	✓X
✓✓	Northwestern University	Evanston, Illinois	✓X
✓✓	Ohio State University	Columbus, Ohio	✓X
✓✓	Princeton University (M) <i>Dodds</i>	Princeton, New Jersey	-X
✓✓	Stanford University	Stanford University, California	✓X
✓✓	State University of Iowa <i>Hanaker</i>	Iowa City, Iowa	-X
✓✓	University of California	Berkeley, California	✓X
✓✓	University of Chicago	Chicago, Illinois	✓X
✓✓	University of Illinois	Urbana, Illinois	✓X
✓✓	University of Kansas	Lawrence, Kansas	✓X
✓✓	University of Michigan	Ann Arbor, Michigan	✓X
✓✓	University of Minnesota	Minneapolis, Minnesota	✓X
✓✓	University of Missouri	Columbia, Missouri	✓X
✓✓	University of Nebraska	Lincoln, Nebraska	✓X
✓✓	University of North Carolina	Chapel Hill, North Carolina	✓X
✓✓	University of Pennsylvania	Philadelphia, Pennsylvania	✓X
✓✓	University of Rochester <i>Valentine</i>	Rochester, New York	-X

228+

✓✓ University of Texas	Austin, Texas	✓x M
✓✓ University of Toronto	Toronto, Canada	✓x M
✓✓ University of Virginia (M)	Charlottesville, Virginia	✓x M
✓✓ University of Wisconsin	Madison, Wisconsin	✓x M
✓✓ Washington University	St. Louis, Missouri	✓x M
✓✓ Yale University	New Haven, Connecticut	✓x M

34

3 LIST OF APPROVED INSTITUTIONS WHOSE QUALIFIED GRADUATES ARE
ADMITTED TO GRADUATE SCHOOLS OF THE ASSOCIATION
OF AMERICAN UNIVERSITIES*

COLLEGES AND UNIVERSITIES

✓✓ Agnes Scott College (W) (1920)	Decatur, Georgia	✓x M
✓✓ Alabama College (W) (1935)	Montevallo, Alabama	✓x M
✓✓ Albion College (1926)	Albion, Michigan	✓x M
✓✓ Alfred University (1922)	Alfred, New York	✓x M
✓✓ Allegheny College	Meadville, Pennsylvania	✓x M
✓✓ Amherst College (M)	Amherst, Massachusetts	✓x M
✓✓ Antioch College (1934)	Yellow Springs, Ohio	✓x M
✓✓ Augustana College (1932)	Rock Island, Illinois	✓x M
✓✓ Baker University (1926)	Baldwin, Kansas	✓x M
✓✓ Baldwin-Wallace College (1931)	Berea, Ohio	✓x M
✓✓ Ball State Teachers College (1940)	Muncie, Indiana	✓x M
✓✓ Barnard College (W)	New York, New York	✓x M
✓✓ Bates College	Lewiston, Maine	✓x M
✓✓ Beloit College	Beloit, Wisconsin	✓x M
✓✓ Bennington College (W) (1942)	Bennington, Vermont	✓x M
✓✓ Berea College (1928)	Berea, Kentucky	✓x M
✓✓ Bethany College (1928)	Bethany, West Virginia	✓x M
✓✓ Birmingham-Southern College (1925)	Birmingham, Alabama	✓x M
✓✓ Boston College (M) (1924)	Chestnut Hill, Massachusetts	✓x M
✓✓ Boston University	Boston, Massachusetts	✓x M
✓✓ Bowdoin College (M)	Brunswick, Maine	✓x M
✓✓ Bradley Polytechnic Institute (1931)	Peoria, Illinois	✓x M
✓✓ Brigham Young University (1928)	Provo, Utah	✓x M
✓✓ Brooklyn College (1936)	Brooklyn, New York	✓x M
✓✓ Bryn Mawr College (W)	Bryn Mawr, Pennsylvania	✓x M
✓✓ Bucknell University (1927)	Lewisburg, Pennsylvania	✓x M

* (M)—Men only; (W)—Women only; all others coeducational.

Explanation of dates: A single date after the name of an institution indicates the year it was first approved by the Association. Institutions listed without dates were on the original list adopted in 1913. A dash connecting two dates indicates continuous accrediting during the period specified, and in such cases the third date given is that on which the institution was replaced on the approved list.

26
42
294- coll
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✓ Capital University (1935)	Columbus, Ohio	✓
✓ Carleton College	Northfield, Minnesota	✓ + m
✓ Carroll College (1931)	Waukesha, Wisconsin	✓
✓ Central College (1927)	Fayette, Missouri	✓
James H. Hewlett act Pres ✓ Centre College (1917-27; 1928)	Danville, Kentucky	✓
✓ The Citadel (M) (1937)	Charleston, South Carolina	✓
✓ Coe College	Cedar Rapids, Iowa	✓ + m
✓ Colby College	Waterville, Maine	✓
✓ Colgate University (M)	Hamilton, New York	✓ + m
✓ College of Charleston (1933)	Charleston, South Carolina	✓
✓ College of the City of New York (M) (1917)	Harry M. W. Right New York, New York	✓ + m
L. H. Hubbard Sister Catherine Mother Thelma acquaintance ✓ College of Industrial Arts (Texas State College for Women) (W) (1928)	Denton, Texas	✓
✓ College of Mt. St. Vincent (W) (1942)	New York, New York	✓
✓ College of New Rochelle (1925)	New Rochelle, New York	✓
✓ College of the Pacific (1927)	Stockton, California	✓
✓ College of Puget Sound (1932)	Tacoma, Washington	✓
✓ - College of St. Catherine (W) (1917)	St. Paul, Minnesota	✓
Sister Marie Jose ✓ College of St. Elizabeth (W) (1917)	Convent Station, New Jersey	✓
Sister Mary Marysine Mother Mary ✓ College of St. Teresa (W) (1918)	Winona, Minnesota	✓
✓ College of William and Mary (1922-41; 1942)	Williamsburg, Virginia	✓ + m
✓ College of Wooster	Wooster, Ohio	✓
✓ Colorado College	Colorado Springs, Colorado	✓
✓ Colorado State College of Education (1940)	Greeley, Colorado	✓
✓ - Connecticut College for Woman (W) (1924)	New London, Connecticut	✓
✓ - Connecticut State College (1937)	University of Conn. Storrs, Connecticut	✓
✓ - Converse College (W) (1925)	Spartanburg, South Carolina	✓
✓ Cornell College	Mount Vernon, Iowa	✓
✓ Creighton University (1941)	Omaha, Nebraska	✓
✓ Dartmouth College (M)	Hanover, New Hampshire	✓ + m
✓ Davidson College (M) (1922)	Davidson, North Carolina	✓
✓ Denison University (1920)	Granville, Ohio	✓
✓ De Pauw University	Greencastle, Indiana	✓ + m
✓ Dickinson College	Carlisle, Pennsylvania	✓ + m
✓ Doane College (1922)	Crete, Nebraska	✓
✓ - Dominican College (W) (1926)	San Rafael, California	✓
✓ Drake University	Des Moines, Iowa	✓
✓ Drury College	Springfield, Missouri	✓
✓ Earlham College	Richmond, Indiana	✓
✓ Elmira College (W)	Elmira, New York	✓
✓ Emory University (1924)	Atlanta, Georgia	✓ + m
✓ - Fisk University (1933)	Nashville, Tennessee	✓
✓ - Florida State College for Women (W) (1924)	Tallahassee, Florida	✓

List of Approved Institutions, 1942

7

✓	Fordham University (M) (1936)	Fordham, New York	✓
✓	Franklin College (1917-38; 1940)	Franklin, Indiana	✓
✓	Franklin and Marshall College (M) (1924)	Lancaster, Pennsylvania	✓
✓	Fresno State College (1940)	Fresno, California	✓
✓	Furman University (1929)	Greenville, South Carolina	✓
✓	Geneva College (1938)	Beaver Falls, Pennsylvania	✓
✓	George Peabody College (1929)	Nashville, Tennessee	✓
✓	Georgetown University (M) (1924)	Washington, District of Columbia	✓ x M
✓	George Washington University (1930)	Washington, District of Columbia	✓ x M
✓	Gettysburg College (1926)	Gettysburg, Pennsylvania	✓
✓	Goucher College (W)	Baltimore, Maryland	✓ x M
✓	Grinnell College	Grinnell, Iowa	✓
✓	Grove City College (1937)	Grove City, Pennsylvania	✓
✓	Hamilton College (M)	Clinton, New York	✓ x M
✓	Hamline University (1920)	St. Paul, Minnesota	✓
✓	Hampden-Sydney (1941)	Hampden-Sydney, Virginia	✓
✓	Haverford College (M) <i>Felix Morley</i>	Haverford, Pennsylvania	✓ x M
✓	Heidelberg College (1924)	Tiffin, Ohio	✓
✓	Hendrix College (1929)	Conway, Arkansas	✓
✓	Hiram College (1928)	Hiram, Ohio	✓
✓	Hobart College	Geneva, New York	✓ x M
✓	Hollins College (W) (1934)	Hollins, Virginia	✓
✓	Holy Cross College (M) (1927)	Worcester, Massachusetts	✓
✓	Hood College (W) (1940)	Frederick, Maryland	✓
✓	Hope College (1939)	Holland, Michigan	✓
✓	Howard College (1926)	Birmingham, Alabama	✓ x M
✓	Howard University (1939)	Washington, District of Columbia	✓ x M
✓	Hunter College of the City of New York (W) (1921)	New York, New York	✓ x M
✓	Illinois College (1922) <i>H. Gary Hudson</i>	Jacksonville, Illinois	✓
✓	Illinois Wesleyan University (1924-36; 1941)	Bloomington, Illinois	✓
✓	Incarnate Word College (W) (1930)	San Antonio, Texas	✓
✓	Iowa State College of Agriculture and Mechanical Arts	Ames, Iowa	✓
✓	Iowa State Teachers College (1940)	Cedar Falls, Iowa	✓
✓	James Millikin University (1941)	Decatur, Illinois	✓
✓	Jamestown College (1933)	Jamestown, North Dakota	✓
✓	Juniata College (1940)	Huntingdon, Pennsylvania	✓
✓	Kalamazoo College (1928)	Kalamazoo, Michigan	✓
✓	Kansas State College of Agriculture and Applied Science (1928)	Manhattan, Kansas	✓
✓	Kansas State Teachers College (1941)	Emporia, Kansas	✓
✓	Kansas State Teachers College (1940)	Pittsburg, Kansas	✓
✓	Kenyon College (M) <i>S. K. Chalmers</i>	Gambier, Ohio	✓
✓	Knox College	Galesburg, Illinois	✓

✓ Lafayette College (M)	Easton, Pennsylvania	✓ M
✓ Lake Erie College (W) (1917)	Painesville, Ohio	✓
✓ Lake Forest College	Lake Forest, Illinois	✓
✓ Lawrence College	Appleton, Wisconsin	✓
✓ Linfield College (1936)	McMinnville, Oregon	✓
✓ Loras College (Columbia College) (1928)	Dubuque, Iowa	✓
✓ Louisiana State University (1928)	Baton Rouge, Louisiana	✓ X M
✓ Macalester College (1917)	St. Paul, Minnesota	✓
✓ MacMurray College (W) (1920)	Jacksonville, Illinois	✓
✓ Manhattanville College of the Sacred Heart (College of the Sacred Heart) (W) (1935)	New York, New York	✓
✓ Marietta College	Marietta, Ohio	✓
✓ Mary Baldwin College (W) (1938)	Staunton, Virginia	✓
✓ Maryville College (1932)	Maryville, Tennessee	✓
✓ Meredith College (W) (1928)	Raleigh, North Carolina	✓
✓ Miami University	Oxford, Ohio	✓
✓ Middlebury College	Middlebury, Vermont	✓ X M
✓ Mills College (W) (1917) <i>Lynn T. White, Jr.</i>	Oakland, California	✓ X M
✓ Millsaps College (1930)	Jackson, Mississippi	✓
✓ Milwaukee-Downer College (W) (1917)	Milwaukee, Wisconsin	✓
✓ Mississippi College (1937)	Clinton, Mississippi	✓
✓ Mississippi State College for Women (W) (1940)	Columbus, Mississippi	✓
✓ Monmouth College (1924)	Monmouth, Illinois	✓
✓ Montana State College (1930)	Bozeman, Montana	✓
✓ Mount Holyoke College (W)	South Hadley, Massachusetts	✓ X M
✓ Mount Union College (1928)	Alliance, Ohio	✓
✓ Muhlenberg College (1924)	Allentown, Pennsylvania	✓
✓ Muskingum College (1939)	New Concord, Ohio	✓
✓ New Jersey College for Women (W) (1931)	New Brunswick, New Jersey	✓
✓ New Jersey State Teachers College (1940)	Montclair, New Jersey	✓
✓ New York State College for Teachers (1921)	Albany, New York	✓
✓ New York University	New York, New York	✓ X M
✓ North Carolina College for Negroes (1942)	Durham, North Carolina	✓
✓ North Central College (1922)	Naperville, Illinois	✓
✓ North Texas State Teachers College (1940)	Denton, Texas	✓
✓ Oberlin College	Oberlin, Ohio	✓ X M
✓ Occidental College (1918)	Los Angeles, California	✓
✓ Ohio University (1924)	Athens, Ohio	✓
✓ Ohio Wesleyan University	Delaware, Ohio	✓
✓ Oklahoma College for Women (W) (1930)	Chickasha, Oklahoma	✓
✓ Oregon State Agricultural College (1926)	Corvallis, Oregon	✓ X M
✓ Otterbein College (1924)	Westerville, Ohio	✓

List of Approved Institutions, 1942

9

✓ Our Lady of the Lake College (W) (1927)	San Antonio, Texas	✓
✓ Park College (1922)	Parkville, Missouri	✓
✓ Pennsylvania College for Women (W) (1938)	Pittsburgh, Pennsylvania	✓
✓ Pennsylvania State College	State College, Pennsylvania	✓ M
✓ Pomona College	Claremont, California	✓
✓ Radcliffe College (W)	Cambridge, Massachusetts	✓ x M
✓ Randolph-Macon College (M) (1926)	Ashland, Virginia	✓
✓ Randolph-Macon Woman's College (W) (1917)	Lynchburg, Virginia	✓
✓ Reed College	Portland, Oregon	✓
✓ Rice Institute (1924)	Houston, Texas	✓ x M
✓ Ripon College	Ripon, Wisconsin	✓
✓ Rockford College (W) (1917)	Rockford, Illinois	✓
✓ Rosary College (W) (1924)	River Forest, Illinois	✓
✓ Russell Sage (1941)	Troy, New York	✓
✓ Rutgers University (M)	New Brunswick, New Jersey	✓ x M
✓ St. Lawrence University (1924)	Canton, New York	✓ x M
✓ St. Louis University (1929)	St. Louis, Missouri	✓
✓ St. Olaf College (1930)	Northfield, Minnesota	✓
✓ San Jose State College (1942)	San Jose, California	✓
✓ Scripps College (W) (1936)	Claremont, California	✓
✓ Seton Hill College (W) (1934)	Greensburg, Pennsylvania	✓
✓ Shorter College (W) (1931)	Rome, Georgia	✓
✓ Simpson College (1924-37; 1940)	Indianola, Iowa	✓
✓ Skidmore College (W) (1935)	Saratoga Springs, New York	✓
✓ Smith College (W)	Northampton, Massachusetts	✓ x M
✓ Southern Methodist University (1928)	Dallas, Texas	✓
✓ Southwestern (1932)	Memphis, Tennessee	✓
✓ State College of Washington	Pullman, Washington	✓ x M
✓ State University of Montana (1919)	Missoula, Montana	✓
✓ Swarthmore College	Swarthmore, Pennsylvania	✓ x M
✓ Sweet Briar College (W) (1921)	Sweet Briar, Virginia	✓
✓ Syracuse University	Syracuse, New York	✓ x M
✓ Talladega College (1942)	Talladega, Alabama	✓
✓ Temple University (1939)	Philadelphia, Pennsylvania	✓
✓ Texas Christian University (1928)	Fort Worth, Texas	✓
✓ Trinity College (M)	Hartford, Connecticut	✓
✓ Trinity College (1917-39; 1941)	Washington, District of Columbia	✓
✓ Tufts College	Medford, Massachusetts	✓
✓ Tulane University	New Orleans, Louisiana	✓ x M
✓ Union College (M)	Schenectady, New York	✓ x M
✓ University of Akron (1917)	Akron, Ohio	✓ M
✓ University of Alabama (1917)	University, Alabama	✓ x M

✓✓	University of Arizona (1924)	Tucson, Arizona	✓ x M
✓✓	University of Arkansas (1922)	Fayetteville, Arkansas	✓ x M
✓✓	University of Buffalo (1926)	Buffalo, New York	✓ x M
✓✓	University of Chattanooga (1924)	Chattanooga, Tennessee	✓ x M
✓✓	University of Cincinnati	Cincinnati, Ohio	✓ x M
✓✓	University of Colorado	Boulder, Colorado	✓ x M
✓✓	University of Delaware (1924)	Newark, Delaware	✓
✓✓	University of Denver (1929) <i>Chancellor Ben M. Cherrington</i>	Denver, Colorado	— x M
✓	University of Florida (M) (1921) <i>J. J. Tigert</i>	Gainesville, Florida	— x M
—	University of Hawaii (1927)	Honolulu, Hawaii	✓
✓✓	University of Idaho (1920)	Moscow, Idaho	✓
✓✓	University of Kentucky (1919)	Lexington, Kentucky	✓ x M
—	University of Louisville (1936)	Louisville, Kentucky	✓ x M
✓✓	University of Maine	Orono, Maine	✓ x M
✓✓	University of Maryland (1925)	College Park, Maryland	✓ x M
✓✓	University of Mississippi (1924-30; 1937)	University, Mississippi	✓ x M
✓✓	University of Nevada (1920)	Reno, Nevada	✓
✓✓	University of New Hampshire (1926)	Durham, New Hampshire	✓
✓✓	University of New Mexico (1933)	Albuquerque, New Mexico	✓
✓✓	University of North Dakota	Grand Forks, North Dakota	✓
✓✓	University of Notre Dame (M) (1924)	Notre Dame, Indiana	✓ x M
✓✓	University of Oklahoma (1917)	Norman, Oklahoma	✓ x M
—	University of Omaha (1941)	Omaha, Nebraska	✓
✓	University of Oregon	Eugene, Oregon	✓ x M
✓✓	University of Pittsburgh	Pittsburgh, Pennsylvania	✓ x M
✓✓	University of Redlands (1926)	Redlands, California	✓
✓✓	University of Richmond (1924)	Richmond, Virginia	✓ x
✓✓	University of South Carolina (1926)	Columbia, South Carolina	✓
✓✓	University of South Dakota	Vermilion, South Dakota	✓
✓✓	University of Southern California (1922)	Los Angeles, California	✓
✓✓	University of the South (M)	Sewanee, Tennessee	✓
✓✓	University of Tennessee	Knoxville, Tennessee	✓ x M
—	University of the City of Toledo (1936)	Toledo, Ohio	✓
✓✓	University of Tulsa (1939)	Tulsa, Oklahoma	✓
✓✓	University of Utah (1922)	Salt Lake City, Utah	✓
✓✓	University of Vermont	Burlington, Vermont	✓ x M
✓✓	University of Washington	Seattle, Washington	✓ x M
—	University of Wichita (1941)	Wichita, Kansas	✓
✓✓	University of Wyoming (1924)	Laramie, Wyoming	✓
✓✓	Ursinus College (1930)	Collegeville, Pennsylvania	✓
✓✓	Vanderbilt University <i>O. C. Carmichael</i>	Nashville, Tennessee	— x M

List of Approved Institutions, 1942

II

✓ Vassar College (W)	Poughkeepsie, New York	✓ x M
✓ Wabash College (M)	Crawfordsville, Indiana	✓
✓ Wake Forest College (M) (1938)	Wake Forest, North Carolina	✓
✓ Washburn College (1917)	Topeka, Kansas	✓
✓ Washington and Jefferson College (M)	Washington, Pennsylvania	✓
✓ Washington and Lee University (M) (1917)	Lexington, Virginia	✓
✓ Wayne University (1941)	Detroit, Michigan	✓
✓ Wellesley College (W)	Wellesley, Massachusetts	✓ x M
✓ Wells College (W)	Aurora, New York	✓ x M
✓ Wesleyan University (M)	Middletown, Connecticut	✓ x M
✓ Western College (W) (1920)	Oxford, Ohio	✓
✓ Western Reserve University	Cleveland, Ohio	✓ x M
✓ Western Michigan College of Education (1941)	Kalamazoo, Michigan	✓
✓ Westminster College (1927)	Fulton, Missouri	✓
✓ Westminster College (1921-34; 1937)	New Wilmington, Pennsylvania	✓
✓ West Virginia University (1917-28; 1931)	Morgantown, West Virginia	✓ x M
✓ Wheaton College (W) (1922)	Norton, Massachusetts	✓
✓ Wheaton College (1930)	Wheaton, Illinois	✓
✓ Whitman College (1917)	Walla Walla, Washington	✓
✓ Whittier College (1927)	Whittier, California	✓
✓ Willamette University (1927)	Salem, Oregon	✓
✓ William Jewell College (M)	Liberty, Missouri	✓
✓ Williams College (M)	Williamstown, Massachusetts	✓ x M
✓ Wilson College (W) (1924)	<i>P.S. Havens</i> Chambersburg, Pennsylvania	✓
✓ Winthrop College (W) (1926)	Rock Hill, South Carolina	✓
✓ Wittenberg College (1924-39; 1941)	Springfield, Ohio	✓
✓ Wofford College (M) (1929)	Spartanburg, South Carolina	✓
✓ Woman's College of the University of North Carolina (W) (1939)	Greensboro, North Carolina	✓

TECHNOLOGICAL INSTITUTIONS

✓ Agricultural and Mechanical College of Texas (1934)	College Station, Texas	✓
✓ Carnegie Institute of Technology (1924)	Pittsburgh, Pennsylvania	✓ x M
✓ Case School of Applied Science (M)	Cleveland, Ohio	✓ x M
✓ Colorado School of Mines (1931)	Golden, Colorado	✓
✓ Drexel Institute of Technology (1929)	Philadelphia, Pennsylvania	✓ x
✓ Illinois Institute of Technology (1941)	Chicago, Illinois	✓ x M
✓ Lehigh University (M)	Bethlehem, Pennsylvania	✓ x M
✓ Massachusetts State College (1917)	Amherst, Massachusetts	✓
✓ Michigan State College of Agriculture and Applied Science (1931)	East Lansing, Michigan	✓
✓ Oklahoma Agricultural and Mechanical College (1938)	Stillwater, Oklahoma	✓ x
✓ Polytechnic Institute of Brooklyn (M)	Brooklyn, New York	✓

✓✓	Purdue University.....	Lafayette, Indiana	✓x M
✓✓	Rensselaer Polytechnic Institute (M).....	Troy, New York	✓x M
✓	Rose Polytechnic Institute.....	Terre Haute, Indiana	✓
✓	Simmons College (W) (1926).....	Boston, Massachusetts	✓
✓✓	Stevens Institute of Technology (M).....	Hoboken, New Jersey	✓x M
✓	United States Coast Guard Academy (M) (1940).....	New London, Connecticut	✓
✓✓	United States Military Academy (M) (1925).....	West Point, New York	✓x M
✓	United States Naval Academy (M) (1930).....	Annapolis, Maryland	✓x M
✓	Utah State Agricultural College (1926).....	Logan, Utah	✓
✓	Virginia Military Institute (M) (1932).....	Lexington, Virginia	✓
✓	Worcester Polytechnic Institute (M).....	Worcester, Massachusetts	✓

LISTS OF NAMES TO WHOM Bulletin No.11 be sent: Swann

~~Dr. K'ai-ming Ch'iu, Librarian, Harvard-Yenching Institute, Boylston Hall, Cambridge, Mass.~~

~~Dr. Y.R. Chao, Harvard-Yenching Institute, Boylston Hall, Cambridge, Mass.~~

~~Dr. James R. Ware, Professor, Harvard-Yenching Institute, 7 Warren Street, Winchester, Mass.~~

✓ Dr. Kenneth Scott Latourette, Professor, Yale University, 409 Prospect Street, New Haven, Conn.

~~Dr. George A. Kennedy, Associate Professor Far Eastern Languages, Yale University, " " "~~

✓ Prof. Lewis Hodous, 92 Sherman Street, Hartford, Connecticut

✓ Dr. Walter Landauer, Professor of Genetics, Storrs Agricultural Experiment Station,
University of Connecticut, Storrs, Conn.

✓ Mr. Allen Reed Priest, Curator Dept. Far Eastern Art, Metropolitan Museum of Art, Fifth Avenue
at 80th Street, New York City, N.Y.

~~Dr. Roswell S. Britton, 99 Claremont Avenue, New York City, N.Y.~~

✓ Dr. Karl A. Wittfogel, Director Chinese History Project, Low Memorial Library, West 116th St.,
Columbia University, New York 27, N.Y.

✓ Mr. R. Tsunoda, Librarian Department of Japanese, Low Memorial Library, West 116th Street,
Columbia University, New York 27, N.Y.

~~Dr. L. Carrington Goodrich, Associate Professor Dept. Chinese and Japanese, Low Memorial
Library, West 116th Street, Columbia University, New York 27, N.Y.~~

~~CHINESE NEWS SERVICE, Director, 20 Rockefeller Plaza, New York 20, N.Y.~~

✓ NEWS OF CHINA, United China relief, 1790 Broadway, New York 19, N.Y.

~~Dr. Knight Biggerstaff, Associate Professor, Cornell University, Ithaca, N.Y.~~

✓ Miss Gussie Gaskill, Librarian Chinese Library (Wason Collection), Cornell University,
Ithaca, N.Y.

~~Dr. George B. Cressy, Professor Geology and Geography, Syracuse University, Syracuse, N.Y.~~

✓ Dr. Earl H. Pritchard, ~~XXXXXXXXXX~~ Assistant Professor History, Wayne University, Detroit, Mich.

✓ Dr. Esson M. Gale, Director International House, University of Michigan, Ann Arbor, Mich.

✓ Dr. Harley F. MacNair, Professor Far Eastern History, University of Chicago, Chicago, Ill.

~~Dr. Harold S. Quigley, Professor Political Science, 610 Sixth Street, S.E., Minneapolis, Minn.~~

~~Dr. Ferdinand D. Lessing, Professor
Dept. Oriental Languages, 1006 Euclid Avenue, Berkeley, California~~

~~Dr. Peter A. Boodberg, Associate Professor, Dept. Oriental Languages, 417 Library, University
of California, Berkeley, California~~

~~Dr. Franz H. Michael, Department of Far Eastern Studies, University of Washington, Seattle, Wash.~~

~~Professor James M. Plumer, Department of Art, University of Michigan, Ann Arbor, Mich.~~

~~Dr. Homer H. Dubs, Chinese History Project, Low Memorial Library, West 116th St., Columbia
University, New York 27, N.Y.~~

~~Mr. John A. Pope, Department of Chinese Art and Archeology, ~~XXXXXXXXXXXX~~ Columbia Univ.,
New York 27, N.Y.~~

~~Dr. Edwin O. Reischauer, Far Eastern Languages, Harvard University, Cambridge, Mass.~~

~~Dr. Langdon Warner, Curator Fogg Museum, Harvard University, Cambridge, Mass.~~

✓ Dr. Derk Bodde, Assistant Professor, Far Eastern Studies, University of Pennsylvania,
Philadelphia, Pennsylvania

~~Prof. George Rowley, ~~Box~~ 128 Bayard Lane, Princeton~~

~~Prof. ~~Paul H. Clyde~~ Dr. Paul H. Clyde, Professor Dept. of Political Science, Duke University,
Durham, N.C.~~

✓ CHINESE NEWS SERVICE, C.L. Hsia, President, 1250 Sixth Avenue, New York City, N.Y.

✓ The SHANGHAI EVENING POST, American Edition, Randall Gould, Editor, Post-Mercury Co,
101 Fifth Avenue, New York 3, New York

- * Dr. Stanley K. Hornbeck, Department of State, Washington, D.C. Personal
- * Dr. Archibald MacLeish, Department of State, Washington, D.C. Personal
- ✓ Chinese Library, University of California Library, Berkeley, California
- ✓ Far Eastern Library, 226 Oriental Institute, The University of Chicago, Chicago, Ill.
- ✓ Claremont Colleges Oriental Library, Harper Hall, Claremont, California
- ✓ Division of Oriental History, University of Colorado Libraries, Boulder, Colorado
- ✓ East Asiatic Collections, Columbia University Libraries, Low Memorial Library,
West 116th Street, New York 27, N.Y.
- ~~Wason Chinese Collection, Cornell University Library, Ithaca, N.Y.~~
- ~~Duke Far Eastern Collection, Duke University Library, Durham, N.C.~~
- ✓ Chinese-Japanese Library, Harvard-Yenching Institute, Boylston Hall, Cambridge, Mass.
- ✓ Chinese Collection, University of Washington, Seattle, Washington
- ✓ Chinese Collection, ~~WASHINGTON UNIVERSITY~~ Georgetown University, Washington, D.C.
- ✓ Dr. Eugene C. Barker, Professor Dept. History, 2600 San Gabriel Street, Austin, Texas
- ✓ East Asiatic Division, Toledo Art Museum, Toledo, Ohio
- ✓ East Asiatic Library, East Asiatic Collections, Museum of Fine Arts, Boston, Mass.
- ✓ Library, Far Eastern Collections, Freer Art Gallery, Washington, D.C.
- ✓ Oriental Art Library, Metropolitan Museum of Art, Fifth Avenue at 80th St, New York, N.Y.
- ✓ Library, Far Eastern Collections, Nelson Gallery of Art, Kansas City, Mo.
- ✓ Oriental Department, Mr. Harold A. Mattice, The New York Public Library, Fifth Avenue &
42nd Street, New York 18, N.Y.
- ✓ Library, CHINESE INSTITUTE IN AMERICA, 125 East 65th Street, New York City, N.Y.
- ✓ Library, THE CHINESE CHRISTIAN STUDENT, 347 Madison Avenue, New York City 17, N.Y.
- ~~Library, ASIA, Asia Publishing Company, 40 East 49th Street, New York City, N.Y.~~
- ~~Library, ~~AMERICAN COUNCIL ON EDUCATION~~ AMERASIA, 125 East 52nd Street, New York City, N.Y.~~
- ✓ Library, Institute of Pacific Relations, 129 East 52nd Street, New York City, N.Y.
- ✓ Library, Harvard Journal of ~~ASIAN STUDIES~~ Asiatic Studies, Boylston Hall, Cambridge,
Mass.
- ✓ Library, American Association of University Women, 1634 I Street, N.W.,
Washington, D.C.
- ~~Library, American Council on Education, Committee on Asiatic Studies, 744 Jackson Place,
N.W., Washington, D.C.~~
- ✓ Library, Field Museum of Natural History, Chicago, Illinois
- ✓ Library, American Friends of The Chinese People, 168 West 23d Street, New York, N.Y.
- ✓ Library, American Library Association, 520 North Michigan Avenue, Chicago, Ill.
- ✓ Library, Associated Boards for Christian Colleges in China, 150 Fifth Avenue, New York, N.Y.
- ✓ Library, BOARD OF INFORMATION, Republic of China, 6866 Iris Circle, Hollywood, California
- ✓ Library, CHINA INFORMATION SERVICE, 6432 Barnaby Street, N.W., Washington, D.C.
- ✓ Library, CHINA SOCIETY OF AMERICA, 570 Lexington Avenue, New York City, N.Y.
- ~~Library, China Society of Southern California, Room 557, Chamber of Commerce Bldg.,
1151 S. Broadway, Los Angeles, California~~
- ~~Library, Chinese Council for Economic Research, 606 West 135th Street, Apt. 23, New York, N.Y.~~
- * Library, Council on Foreign Relations, 45 East 65th Street, New York City, N.Y.

Bulletin # 11
Mailing List
Faculty
Presidents of colleges
& universities on
approved list
libraries
Rhodes Scholars
Guggenheim Fellows

From memo - all the way back
Visitors - HW will
give us list.

WWR. ✓
WWS. ✓
RBW.

MEMORANDUM

March 19, 1945

TO: Miss Wise

FROM: Jane S. Richardson, Secretary to the Director

Dr. Aydelotte has asked me to make up a list of names of individuals to whom Bulletin No. 11 should be sent. Our present list is four years old and out of date. I should be grateful if you would ask all the members of your School for names of individuals to whom they would like it sent. The Bulletin is now in press and will be ready in the near future. I should like to get the envelopes addressed so that it can be sent out as soon as it appears.

Copy to Mrs. Hartz

Also Trustees of Swarthmore College.

If you desire to receive subsequent Bulletins of the Institute for
Advanced Study, kindly mail this card, giving your

NAME

ADDRESS

MEMORANDUM

March 19, 1945

TO: Miss Blake

FROM: Jane S. Richardson, Secretary to the Director

Dr. Aydelotte has asked me to make up a list of names of individuals to whom Bulletin No. 11 should be sent. Our present list is four years old and out of date. I should be grateful if you would ask all the members of your School for names of individuals to whom they would like it sent. The Bulletin is now in press and will be ready in the near future. I should like to get the envelopes addressed so that it can be sent out as soon as it appears.

Copy to Miss Wise

Mrs. Hartz

Mrs. Liebman *Meritt - no names.*

Mrs. Dauncey

Dr. Nancy Lee Swann

*check Librarians with Mrs. Persons.
with Mrs. von Ittersum*

*Truett's
Mrs. Bailey?*

March 19, 1945

Dr. Nancy Lee Swann, Curator
The Gest Oriental Library
20 Nassau Street
Princeton, New Jersey

Dear Dr. Swann:

Dr. Aydelotte has asked me to make up a list of names of individuals to whom Bulletin No. 11 should be sent. Our present list is four years old and out of date. I should be grateful if you would send me the names and addresses of individuals to whom you would like copies sent. The Bulletin is now in press and will be ready in the near future. I should like to get the envelopes addressed so that it can be sent out as soon as it appears.

Sincerely yours,

Jane S. Richardson
Secretary to Dr. Aydelotte

March 19, 1945

Mrs. Elsa P. Jenkins
The Rhodes Scholarship Trust
Swarthmore College
Swarthmore, Pennsylvania

Dear Elsa:

We have to make up a list of presidents of colleges and universities on the approved list for the purpose of getting institutional representatives appointed. I want the same list for Bulletin No. 11 of the Institute. Could you prepare me a duplicate of it?

The 1944 Patterson has reached me here but I think you ought to have it in Swarthmore or perhaps we ought to have a duplicate copy. If you will order another copy to be sent to the Rhodes Trust Office at Swarthmore I will have the copy here paid for by the Institute so that we will need to charge only one copy to the Rhodes Trust.

Yours sincerely,

FA:jsr

1943-44 Directory sent to

President Harold W. Dodds, Princeton University, Princeton, N. J.

Dean Christian Gauss	"	"
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Dean R. K. Root	"	"
-----------------	---	---

Prof. Dana G. Munro	"	"
---------------------	---	---

" Theodore M. Greene	"	"
----------------------	---	---

" Gilbert Chinard, 93 Mercer Street		
-------------------------------------	--	--

" E. G. Conklin, 139 Broadmead		
--------------------------------	--	--

Harrison Thomas, Esq., Princeton Bank & Trust Co., Princeton

Prof. Harvie Branscomb, Duke University, Durham, North Carolina

Secretary, Rhodes Trust, Oxford, England

Warden, Rhodes House, Oxford, England

Directory or Bulletin

If it is decided to get out a Directory again next year instead of a Bulletin the work involved will consist chiefly of getting together the information for the list of 1944-1945 members. To the corrected list in the Directory attached should be added the names of any new members admitted to the Institute and the information about them: their highest ^{if two degrees are of equal rank & are in entirely different subjects, both may be included} degree, the institution from which it was obtained, the year it was obtained, and, in the case of men or women who are on leave from another ^{if a member holds a fellowship at the time he is attending the Institute, that should also be included} institution, the name of that institution and the post held there. This can be obtained either through the secretary of the school concerned or directly from the member, whichever seems simplest in each case.

Changes in the material of the Directory which are already known I have indicated; others will have to be made later.

The Directory is distributed to the staff and members of the Institute, ^(i.e. persons listed in Directory) to the Trustees, to all libraries on our mailing list, and to certain Princeton University people and other Princetonians (see list attached). The distribution for the Institute staff and members is pretty much the same as that indicated in "Staff and Members List" except that we do not send it to wives. We do not send the Directory to the people mentioned in those instructions who are not on our mimeographed list, i.e., Post Office, etc.

Last year we ordered 1000 copies of the Directory (Supplement to Bulletin No. 10) and we had nearly 400 copies left over. This year we got 700 copies of the Directory. ^{making next year, less or no. left over}

- - - -

If it is decided to get out a regular bulletin it will be necessary to get from each member of the faculty and each "Member" an account of his

work, similar to that in previous bulletins. For this I believe Dr. Aydelotte would want to outline the procedure. The procedure followed in the past is indicated in the material ~~followed~~ filed in folder marked "Bulletin No. 10" in the Institute file. *(Eg. send last year's text to professors with request for change)*

If a Bulletin is issued the distribution will be much wider than in the case of the Directory. Our mailing list consists of something like 2000 names. This list would need to be thoroughly overhauled, for many of the addresses are now out of date. Miss Blake can supply addresses for the mathematicians and physicists, ^{Mr.}rs. Hartz and Miss Wise those of the historians and economists, and somebody in the School of Humanistic Studies ought to check for changes in addresses of the humanists. The lists of members for the past two years should also be checked against the mailing list to be sure that all these people are included.

The last time we printed a Bulletin we ordered 2500 copies.

In the case of Bulletin ^{a Directory} a calendar for present & coming year & notice regarding admission of members should always be included

For printing call Miss Gray at the Princeton University Press, Princeton 1001

Folders for materials concerning Bulletins are in file in basement, exception: material concerning Bulletin # 10.

C O P Y

Confidential Memorandum

GERMAN SCHOLARS APPOINTED

Monday
July 24, 1933

Born (Physics)	Cambridge
Franck (Physics)	Johns Hopkins
xx Szasz (Mathematics)	Massachusetts Institute Technology
xx Franck (Physics)	Massachusetts Institute Technology
xx Melchior Palyi *	University of Chicago
Neisser* (Economics)	University of Pennsylvania
Bonn* (Economics)	London School of Economics
Mannheim*	" " " "
Kontorowicz*	" " " "
Altschul* (Statistics)	" " " "
Freundlich (Chemistry)	Donnan Laboratories - London
xx Schucking* (International Law)	Yale
xx Emmy Noether* (Mathematics)	Bryn Mawr
xx Spitzer* (Romance Languages)	Princeton
xx Bonn* (Economics)	University of California
Berl	Carnegie Institute of Technology
Stern* (Psychology?)	" " " "
Zinsheimer	Leiden
xx Bernstein (Mathematics)	Columbia
Wolfers (Hochschule fur Politik)	Yale (appointed prior to his dismissal)
Polanyi (Physics)	Manchester

* These men have not accepted as yet. In most instances there is reason to believe that they will do so.

xx Indicates grant by Emergency Committee in Aid of Displaced German Scholars.

--- E. R. Murrow

1955

very file "E"

4/30

EINSTEIN, ALBERT

Biographical

Will of Albert Einstein with notation at top "not to be released before Saturday, April 30, 1955, 2 p. m."

Also statements from the Institute faculty and Dr. Oppenheimer

All filed in Vertical File under "E" for Einstein.

D Files on Einstein

WILL OF ALBERT EINSTEIN

The will of Albert Einstein will be filed for probate in the appropriate New Jersey court within a few days.

This information was supplied to the press by Dr. Otto Nathan, executor of the will, and David J. Levy, New York attorney for the estate, at a meeting with the press held in Princeton at The Institute for Advanced Study, with which Professor Einstein was associated.

Neither a copy of the will nor information as to the amount of the estate were made available, except that it was stated that the will was dated March 18th, 1950, and that the estate was of moderate size.

The scientist's will was drawn in customary legal terms, and it was said that it contained no notable or unusual provisions.

The contents were summarized as follows: The household furniture and effects were given to his stepdaughter, Margot Einstein, and his books and other personal effects to his secretary, Helena Dukas, except for his violin, bequeathed to his grandson, Bernhard C. Einstein.

Legacies of \$20,000 each were left to the decedent's stepdaughter and secretary, \$15,000 to his son Eduard, who is living in Zurich, Switzerland, and \$10,000 to his son Albert Einstein, Jr., of Berkeley, California, who is the father of the grandson Bernhard.

There was a \$10,000 trust fund provided for the support of the scientist's sister, who, however, predeceased him, so that this provision will lapse.

The legacies were to be tax free, and in case of insufficiency of the estate were to abate proportionately, so that there would be no priority among them.

The will contained a direction that all of the "literary property and rights", including copyrights and royalties, were to be held in trust for the benefit of the secretary, Helena Dukas, and Professor Einstein's stepdaughter, Margot Einstein, successively during their respective lives, any remaining amounts or property at their death to pass to The Hebrew University, in Israel, in the welfare of which it was stated Professor Einstein had been deeply interested.

The residuary estate, the amount of which could not be established, was also left to the scientist's stepdaughter, Margot Einstein.

The will designated Dr. Nathan as sole executor, and also named him and Professor Einstein's secretary, Miss Dukas, as joint trustees.

From the Faculty of the Institute

The death of Professor Einstein has stricken his colleagues in The Institute for Advanced Study with profound grief. With all the world they share the feeling that one of the great figures of mankind's struggle for intellectual insight and moral improvement has passed from among us into the indelible record of history where his lofty place has long been assured; but they mourn in addition the loss of a great friend, a wise and gentle counsellor, and a deeply loved companion, whose going leaves an aching void in the community of The Institute with which he has been identified from its very beginning.

From Dr. Robert Oppenheimer

The death of Albert Einstein is a kind of mourning for all scientists and for most men. He was one of the great of all ages.

RE ALBERT EINSTEIN

I take this opportunity also to explain another matter about which I have received many inquiries.

It is not correct as has been erroneously reported that Professor Albert Einstein gave any direct instructions regarding an autopsy or any examination of the brain, though he was sympathetic to any scientific studies which might be of value to the medical world.

However, after his death a request was made and permission granted by his son to perform an autopsy in order to establish definitely the cause of death. Permission was also granted for a study of the tissues of the brain but with the express and emphatic proviso that this be done if at all in strictest privacy, without announcement or publicity of any kind, except that the findings might be made available to the scientific world through normal channels in medical journals, and not otherwise.

The notoriety which has instead attended the proposed arrangements has been utterly distasteful to the family, friends and associates of the deceased, as it would have been abhorrent to Professor Einstein himself.

Protest has been lodged and it has been made again clear that there is to be no further public announcement of any sort, except as originally contemplated.

The understanding and cooperation of the press in this respect is earnestly and respectfully solicited, and will be highly appreciated.

1939

10/18
10/19

EARLE, E. M.

Biographical

FLEXNER, A.

These copies sent to Aydelotte by Earle, October 25, 1939, with a letter from Morey (attached).

The ~~xxxx~~ copies referred to are attached to this memo and filed in the Vertical File under "E" for Earle.

Earle Papers (Vertical)

Princeton
18 October 1939

Dear Abe

3 copies

It is always ^{hard} ~~unkind~~ ^{with} when illness or other unkind fate intervenes to interfere or terminate one's work. Your friends therefore will understand something of your feelings at this time. For ten years now the Institute has been not only your life's work but also your life, and we all understand how difficult it is going to be for you to sever your active connection with it.

In another sense, however, your name and spirit will always be associated with the Institute. The idea itself was yours, and it was your efforts which made possible its realization. The munificence was Mr. Bamberger's and Mrs. Fuld's, but their interest could not have been aroused and sustained had it not been for you, and the reputation which you had made in education over the years, and the complete confidence which for long they had in you.

The Institute is now more than a dream; it is an ideal realized, in a time when ideals are not too numerous and when the realization of ideas is not too common a phenomenon. In the School of Mathematics, in particular, you have created something unique in higher learning, not only in America but elsewhere, and have gathered together an unequalled group of scholars. The other Schools are in the process of proving themselves but give high promise of achievement.

The completion of Fuld Hall has given tangible evidence of the permanence of the Institute and of the ideals which gave it birth. It terminates one phase of the life of the Institute and initiates another. If you were to have chosen of your own volition a time for retirement, you could not have chosen one which would have brought fewer pangs to you. The period in which the Institute consisted only of men has now given way to one of men and things, and I know that you have never had any interest in the administrative details which will go along with the new building and the new campus.

During the past year I have noticed with alarm from time to time how fatigued you seemed to be. You were always cheerful and courageous enough to say that you were well and in fine fettle. It was less the Institutewhich was wearing you down than the appalling burden, emotional and physical, associated with the insoluble problem of refugee scholars. No one of your sensitivity and kindness for those in distress could have failed to be depressed and exhausted by the sheer volume of appeals which came to you.

Fortunately, you still have much useful work to do.

As I have so frequently told you in all sincerity, I feel that your memoirs will prove to be a document of primary importance in the history of the United States, particularly of American education, during these past significant fifty years. You will now have the leisure to do them full justice, without, I trust, putting any burden on your health.

You will be missed at the Institute and in Princeton. But you will not be forgotten. And your name will forever be associated with a priceless gift to American education and to this community.

I cannot, if I would, close without a word of profound gratitude for your many kindnesses to me. During a trying period of illness and convalescence you were a never-failing source of help, encouragement, and affection. All of this I hold in full gratitude and fond memory. My appointment in the Institute I owe to you, and I have high hope that I shall fully justify it during the years which are to come. I know that in no other way can I do so much to please you.

As you know, you carry with you our every wish for a long, happy and healthy life. And if there is anything any of us can do to contribute to your well-being, you have only to ask it. In all of this Beatrice and Rosamond ask to be associated with me.

Ever affectionately

Laurel M. M. M.

*Dr. Abraham Flexner
The Princeton Inn*

C O P Y

THE INSTITUTE FOR ADVANCED STUDY

October 19, 1939

Dear Ed:

I was profoundly gratified by your letter regarding my retirement, but I must be honest with you. I have before me three other letters from you, two dated June 9, 1939, and the third June 13, 1939. I do not believe that anyone would read these three letters and then read your letter of October 18 and remotely guess that they came from the same pen.

We have known each other too long and too intimately to be lacking in candor. Last June I asked you to lunch with me because I had learned that you were under a misapprehension as to the reason why the multiple housing scheme fell through at the time. I had no more to do with that decision than the man in the moon. You accepted this invitation and then five minutes before one o'clock on the day upon which we were to lunch I received the first two letters to which I have alluded. Professor Veblen told me subsequently that he had advised you not to lunch with me. It seemed to me inconceivable, after our relationship during previous years, that you should have sought his counsel or paid the least attention to it.

Moreover, the contents of the longer letter written June 9 are in a large measure unfounded, as both Princeton and Institute men assure me. In so far as they are personal to me or to anything which I have done, I shall not defend or explain them to anyone, but there is one sentence which, in my judgment, is loaded with danger to you. You say, "I have expressed to you my alarm on a number of points, more specifically your policies vis-a-vis Princeton University," etc. At the risk of causing you pain, let me say that I have no recollection of any discussion with you on that point. Without just such a vis-a-vis relationship there would be no Institute. At a great risk you were called to the Institute for the purpose of developing scholarship. The idea underlying the Institute and its relationship with Princeton University were never and are not now a part of your concern. What would happen to the Institute if sixteen men or more each felt him self free, in the babyhood of a new institution embodying a new ideal, to ventilate his views instead of concentrating on his subject? I do not believe that you really or fully understand what our relations with Princeton are, and there is no reason why you should, outside your own field. All you need to know is that you were asked to join the Institute because of my confidence that, in cooperation with Princeton historian and publicists, you might add to the world's store of knowledge. This is just as true of all the members of our staff, in their respective fields, as it is of you. You are here to advance scholarship and to conduct in good faith an educational experiment. You were not and you are not expected to be its architect in whole or in any essential part.

You have done little thus far by reason of your health. Don't bother about the general policies of the Institute; they are now and will be

for years to come matters for decision by the Founders, the Director, and the Trustees of the Institute, and the President and the Trustees of Princeton University, who will treat you and other scholars cordially and considerately. Your relation to them is neither more nor less than the relation of Mr. Hegeman to Mr. Larson. Mr. Larson designed Fuld Hall; Mr. Hegeman constructed it. I designed the Institute and procured the support of Mr. Bamberger and Mrs. Fuld; you are one of those called in to construct it. If you are willing to accept that relationship, you are in the right place; if you are not willing, you are in the wrong place.

In the years in which I have been here I do not recall that any professor has made a suggestion touching the idea which was of fundamental importance, though they have devoted themselves wholeheartedly to making a success of the Institute. The question which you should ask yourself is this: Am I fulfilling the object for which I was asked to join the Institute? As for the rest, I have had up to the present time to do the thinking, with such aid as I have sought all over the world, and I had to do the thinking because I was trying to build something entirely new. Henceforth President Aydelotte will do it in cooperation with President Dodds, whose kindness and helpfulness in cooperation with his faculty and other scholars have been beyond all words.

The Institute is no place for anyone who is dissatisfied with its policies or its relationships. You told me once last year that you had had two other offers, and it was on the tip of my tongue to suggest to you that you accept one or the other of them. If you were not and are not perfectly happy here, there may be other institutions in which you may be happier.

Do not think for one moment that I speak in anger or in harshness. I am carrying out a great and explicit trust, which I was not free to modify. I explained to Mr. Bamberger and Mrs. Fuld what was in my mind. They have backed me liberally. I explained the same object first to President Hibben and then to President Dodds. They have cooperated without stint. Can we make a success of that idea? That is where you and the other professors come in. I myself cannot make a success of it from the standpoint of scholarship. Whether you and they can do it is something that remains to be seen. President Eliot once said at a meeting of the General Education Board that it requires twenty-five years to test an educational idea in actual experience. We had had six years. Let us see what you do and think when, having fully recovered your vigor and having established intimate working relations with Princeton scholars and other scholars, you can look back over a period of twenty-five years and judge for yourself whether I have been pursuing a will-of-the-wisp or, as your last letter indicates, a dream capable of being converted into reality.

I have been seeking retirement for the last two or three years, and I have postponed it in deference to the wishes of Mr. Bamberger and Mrs. Fuld. I am retiring now with their consent and of my own volition.

Thank Beatrice and Rosamond for their good wishes and believe me,

Always sincerely,

(Signed) Abe

Professor Edward Mead Earle

Princeton, New Jersey

P. S. I am enclosing a copy of a letter received from Professor Morey, who does know what has happened and is happening between the Institute and the University. Just compare his opinion with yours as expressed in your letter of June 9.

C O P Y

PRINCETON UNIVERSITY
Princeton New Jersey

Department of Art and Archaeology

October 17, 1939

Dear Dr. Flexner:

When I asked for yesterday's date with you it was not for the business I actually brought with me, which intruded itself in the meantime, but to express personally the regret which I and all of us in McCormick Hall feel on hearing of your retirement. Your words yesterday about your successor were a great encouragement for the future. Nevertheless, I think there can never be duplicated the combination of kindness, understanding, and humour with which you have skilfully handled the relation between the Institute and our Department. Without this easy cooperation Antioch could have been dug, but would not have been promptly published. Without it Panofsky's, Lowe's and Herzfeld's stimulation of our graduate students would not have contributed to the doubling, since the Institute was founded, of the number of young men working in the history of art at Princeton, and to a distinct rise in their quality as graduate students. This is just to mention two outstanding results of our cooperation.

The main thing you have provided, to my mind, is the definition of pure scholarship as a visible value in American culture, or, as you once expressed it in a phrase I like to remember, the Institute has given America "something excellent."

Please accept the best wishes of McCormick Hall and the hope that your advice and spirit will continue to inspire and guide your great institution.

Sincerely yours,

(Signed) C. R. Morey

1957

very File "E"

2/24

GENERAL

Educational Institutions

FRANKEL, CHARLES (PHILOS COLUMBIA)

Biographical

New York Times Magazine on function of American colleges and universities. Foreign scholars' views. Spoon-feeding-- Selection for admission dangerous and levelling. University custodian of what is excellent in the culture, not training ground for citizenship. American higher education product of European tradition of scholarship--faces problem of basic compromises by numbers and misapplication. Exits should be free as entrances to college.

Filed in Vertical File under "E" for Educational Institutions.

New York Times Magazine, February 24, 1957



A class at Queens College—"One of the things visiting professors often must adjust to is the informal give-and-take and genial spirit to be found on the American campus."

Our Colleges—Inside View by Outsiders

Several hundred visiting scholars from abroad each year provide a fresh slant on American higher education. Here is what they say about it.

By CHARLES FRANKEL

EVERY year more than eight hundred tourists extraordinary have a unique opportunity to see a part of American life from the inside. These are the foreign scholars and professors who come to the United States under the auspices of the Fulbright program or of private philanthropic foundations. Unlike the ordinary tourist or even the business or professional man, these men and women from Europe, Asia, Africa and Australia become working members of going American institutions. They live on American campuses, work and consult with American colleagues, teach American students, and move widely in the surrounding communities.

Such visitors enrich the intellectual diet of American universities and give students and teachers in many parts of the country their first opportunity to meet representatives of other cultures face to face. But there is another dividend from these exchange programs. American colleges and universities are going through a period of

intensive self-examination, and the experience of these alert and talented observers gives us a fresh perspective on our problems.

By and large, of course, visiting scholars are too urbane to be markedly free with advice about how we ought to conduct our educational affairs. But the questions they ask as they try to find their way around on the American educational scene, and the stories they tell about their sometimes bewildering experiences, frequently cut to the heart of fundamental issues. They invite us to become aware of things which custom and habit may have led us to take for granted, and to look more carefully into the nature and ultimate purpose of our commitment to higher education.

DURING the past two years I have had the opportunity to serve as an American host at three conferences arranged for foreign professors by the John Hay Whitney Foundation, the Edward W. Hazen Foundation and the Committee on International Exchange of Persons. At these meetings the visitors asked questions, compared notes with one another and with American

scholars, and summarized and crystallized their impressions of higher education in the United States. Judging from these conferences, what are the reactions of foreign teachers and scholars to the American university scene?

They recognize, it should be said at the beginning, that the similarities between American universities and those in other parts of the world are more numerous and more important than the differences. There are certain common activities that go on in the study or laboratory of any professor whether he is in Florence or Detroit, and the shop talk of scholars is much the same whether it takes place in Tokyo or Princeton. Furthermore, most visiting scholars express warm admiration for the quality of advanced research and study in the United States.

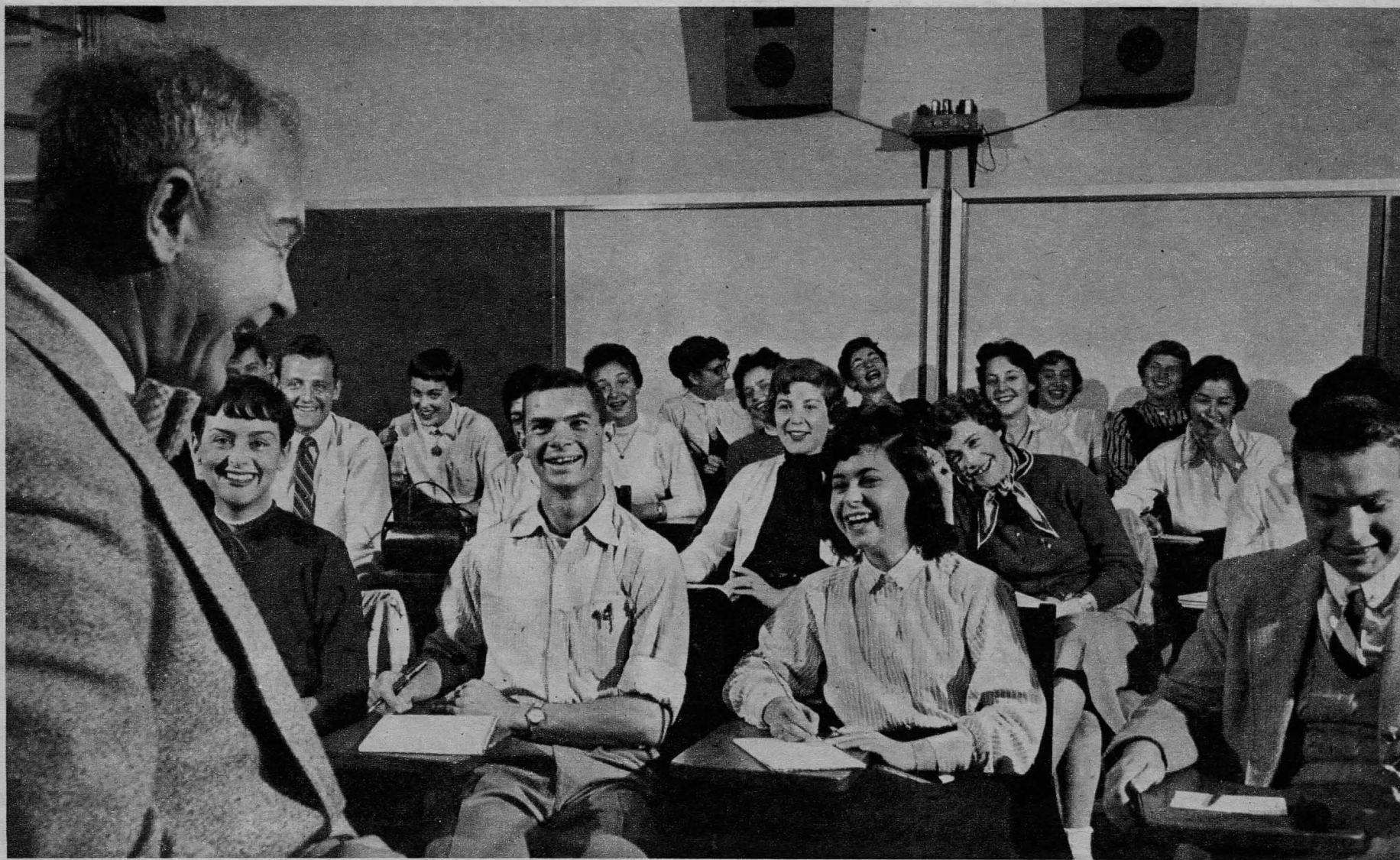
Beyond this, almost every foreign professor finds something in the American university scene that is peculiarly reminiscent of home. The British visitor is accustomed to the great emphasis on the teaching responsibilities of the professional scholar. The professor from the European continent recognizes the pattern of American post-graduate education as something

close to his own experience. And scholars from the new nations of the Middle and Far East respond immediately to the democratic character of American higher education, and see in what we do a guide to their own attempts to produce technicians and specialists and to make the university an instrument of practical service to the community.

MOREOVER, even where the American university has distinctive characteristics of its own, there is much that the foreign professor quickly finds intelligible and congenial. More often than not, the foreign professor comes from a university where students rise when he enters the lecture hall and rise again when he leaves. He has to be warned in advance that he will not be greeted in quite this way by American students, and that the large young man in the last row who addresses him as "Prof" is trying to be friendly rather than discourteous.

In the end, there are few visiting professors who do not accommodate themselves happily and eagerly to the personal contacts, the give-and-take of classroom (Continued on Page 42)

CHARLES FRANKEL is Professor of Philosophy at Columbia University. He is the author of the book, "The Case for Modern Man."



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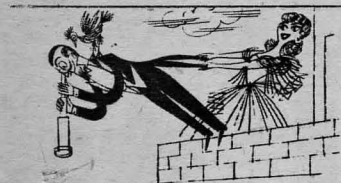
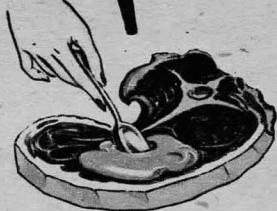
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Our Colleges—An Inside View

(Continued from Page 23)

discussion, and the general hospitality and family spirit they find on the American campus. In view of the fact that many of these visitors have to have even the idea of a "campus" explained to them when they arrive, this is a larger achievement than it may seem.

BUT there are also features of the American university scene that puzzle almost all our visitors. Most foreign professors assume, for example, that a higher education is not something that a student "receives," but something he must get by working pretty much on his own. Indeed, one purpose of a university education, as they see it, is to teach young men and women how to carry on demanding intellectual labors without excessive guidance from others. And so most visiting scholars are surprised at the extent to which the typical American college arranges the minutiae of the student's daily program. Even though they are aware of the difference in preparation between the product of American secondary schools and the product of the European *lycée* or *Gymnasium*, they have difficulty accepting the elaborate machinery of instruction in the American college—the standard course that meets at set periods three, four or five times a week, the assignment of a definite number of pages to read each day, the ubiquitous, elaborately simplified textbooks.

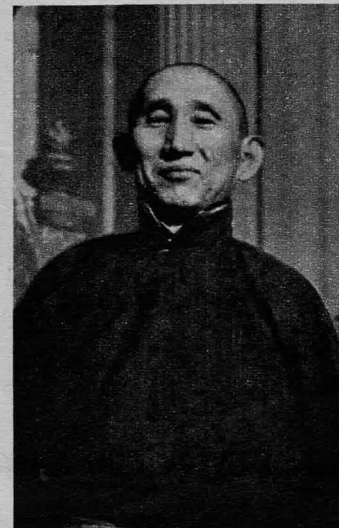
Is it really necessary, the foreign teacher asks, to spoon-feed American students so carefully? Are such methods wholly compatible with statements that it is the purpose of the American college to promote the student's capacity for critical and independent thinking?

IN a similar vein, the foreign professor is usually rendered a bit breathless when he contemplates the variety of subjects that are taught in many American colleges and universities, ranging from hygiene to citizenship and from home economics to mortuary science. He is particularly struck by the number of courses that are included in the curriculum because they are said to be "practical" or to "prepare students for life." Although he may not say so directly, his questions suggest that he is not quite convinced that such courses really are practical, or are quite so close to the realities of life as their inventors pretend. And he is even less convinced that a university can accomplish its main business when it allows such activities to divert it from the teaching and study of the established intellectual disciplines.

These issues usually lead the visiting scholar to raise still

another question. It is the question of how American colleges and universities choose their students. The foreign scholar is impressed by the size of the American college population, and he is even more impressed by the number of students of high quality whom he has met. Furthermore, he is likely to applaud the decreasing influence of money and family in the United States in determining who shall get an education.

Nevertheless, he remains unsatisfied that we have found a wholly reasonable method for selecting our students. He retains the suspicion that the American university system is



From Tibet—Lama Geshe Wangyal is a visiting professor at Columbia.

committed to the principle that anyone who wants a higher education is eligible to get it. And he feels that there is something false and self-deceptive in a system of higher education that accepts such a principle.

A GREAT many foreign scholars, for example, point to the rules which require certain state universities in the United States to accept any applicant who holds a diploma from a high school in the state in which the university is situated. And even though our visitors may be told that the number of students who leave such institutions after one or two years is large, and that these institutions actually apply a process of selection after the student has been admitted, they continue to feel that this "solves" the problem of selection only by putting another problem in its place.

For most visiting scholars feel that such a system of selection, even with the best will in the world, inevitably lowers intellectual standards. They believe it unnecessarily penalizes the better student by making it difficult for him to find the atmosphere and stimulation he needs in order to reach the top of his abilities.

In short, underneath all their other questions, foreign

(Continued on Page 44)

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(Continued from Page 42)

scholars have a fundamental question about the ideals and objectives of American higher education. The nub of the issue was put by a distinguished scholar from the Sorbonne, a man with a lifelong interest in the New World and a lively admiration for the American educational scene.

"I wish only to focus the issue," he said, "and so perhaps I overstate it. But in our own countries we notice the rise of television, the movies and a thousand and one other ways in which the intellect is put to sleep. Under these conditions we cannot help but believe that the university, more than ever before, must be the custodian of excellence. Its mission is to keep a culture of quality and distinction alive. And so, if you will forgive me, I cannot quite understand what is meant when it is said in the United States that it is the purpose of a university to train young people for citizenship in a democracy. I do not think that a university can be content with training just ordinary citizens. It must train the intellectual leaders of a nation."

WHAT is there in such reactions that can help us to see our educational problems more clearly?

The responsibility of providing a higher education to steadily larger numbers is the historic imperative that has shaped the university system of the United States. That imperative, plainly, is inescapable today, and not only in the United States but in an increasing number of other countries as well. The acceptance of the principle that everyone should be able to go as far in his schooling as his talents permit is one of the moral achievements of the present century.

But if it is one thing to say that everyone should be able to get as much education as profits him, it is quite another thing to say that everyone profits from the same kind of education. As American colleges and universities face the prospect of taking care of a greatly increased number of students, it is important to see that a system of higher education has different responsibilities to different students, and that not all educational institutions can have the same purposes or fulfill the same needs.

THE technical school fills one need; the four-year liberal arts college, public and private, fills another; the two-year college, which is becoming an increasingly important element in the American educational scheme, fills still another. Beyond all these types of institutions there is a need, too, for the college that devotes itself particularly to training those who hope to go on to advanced study in the arts, sciences, or learned professions.

No one of these institutions
(Continued on Following Page)

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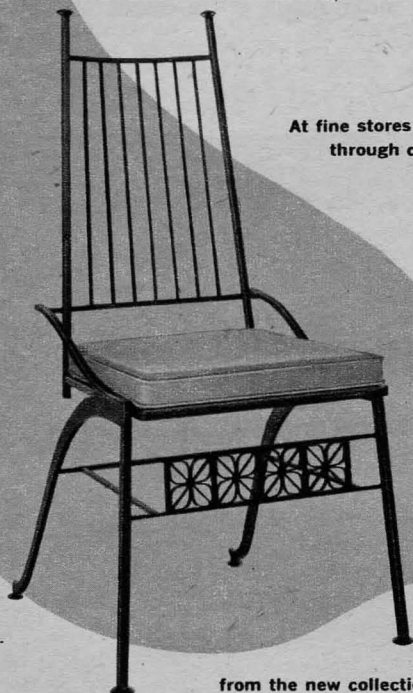
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(Continued from Preceding Page)

is more important than any other; but each of them serves a function that is indispensable. Equality of educational opportunity means equal opportunity to find the kind of education one needs, the kind of special environment that will allow the individual student to do as much with himself as he can. There is a danger in cutting all our educational institutions to the same pattern, and it is one to which American educators, as well as foreign visitors, are becoming increasingly sensitive.

IF they are to meet the demands that will shortly be made upon them, probably all American colleges and universities will have to be prepared to keep the exit-door from college as wide open as the entrance-door. And at least some educational institutions must be prepared to stake their destinies on the premise that it is impossible to aim too high. The institution that is extremely rigorous in selecting its students, and equally rigorous in its subsequent demands, performs an invaluable service in an educational system. It maintains the intellectual pace of the system as a whole. For the responsibility of American higher education is twofold. On one side, it must raise the average level of knowledge and taste. On the other side, it must preserve the tradition and the image of intellectual excellence.

American higher education is the product of the European tradition of scholarship, transplanted to a fluid society and made available to large numbers. This system is now in its maturity. The test it faces is to meet the challenge of providing an education to still larger numbers without compromising the ideal of what it means to be educated.



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Edw.

IN ORDER OF THEIR EMINENCE

An Appraisal of American Universities

BY EDWIN R. EMBREE

LAST winter in answering a politician's fantastic claims for the state university of his bailiwick, I hazarded a list of the dozen greatest universities in America. A storm at once broke about my temerarious head. Not only did the politician shriek curses and threats, but complaints and questions rained in from university presidents and professors all over the country. Even institutions which I had rated high protested that they should be higher, and universities omitted from the list wailed, and a few of them looked eagerly toward the libel courts. Only Harvard, which I placed first, was satisfied. Later followed a swarm of pupils and their mothers, asking my advice as to the college they should choose. Even instructors, ambitious for places in the sun, began to solicit my advice as to the transfer of their academic allegiances and my help in getting them positions on the faculties of my favored institutions.

Fortunately the rating of scholarly eminence among universities is not so much a matter of mere personal opinion as people generally assume. Authoritative appraisals are available of the attainments of individual professors and the relative standing of the several departments of science and learning at the various universities and research institutes. It is easily possible, although somewhat unusual, to add together the various elements of dis-

inction and thus to assess the scholarly status of American universities.

Before appraising the greatest centres of learning, let us be perfectly clear about what we are discussing. We are considering university scholarship, not college life. A university, according to Webster, is 'an institution organized for teaching and study in the higher branches of learning.' In Europe, where the concept originated, the university grew up as an aggregation of scholars who came together for the purpose of pursuing advanced studies under great masters and of collaborating with those masters in enlarging the borders of knowledge in their chosen fields. Colleges in these European universities were merely subgroups associated for convenience either of residence or of discipline. The term 'university' in most countries has been restricted to the highest forms of academic activity. In America it has been used to designate almost anything from an institution of higher learning to an association of quack doctors or a glorified high school. But by increasing agreement, even in America, 'college' is now used to designate undergraduate residence or the offerings of some special department; 'university' is reserved for institutions of higher learning.

Whatever the vagaries of current usage, in the present discussion I employ 'university' to designate in-

the horse, 'We'll all rush on him together and shout, "*Vive l'Empereur!*" . . . Ready? One, two, three!'

Dragged by her, we rushed upon the poor horse, screaming at the top of our voices, '*Vive l'Empereur!*'

Something happened then which is rather difficult to tell. Help me. Guess. Ask yourself what an animal would do that was afraid and had no command of words. You agree that he would make a noise? You've guessed it. He did. He made a noise. A noise that was like a tardy and resonant echo of the recent thunder. I don't believe it could be called the vulgar expression of a republican opinion of what we had shouted: nevertheless, Madame Sarah Bernhardt was deeply wounded. She said, 'We'll keep him, because he is not wicked. But he's a pig just the same.'

Then, turning to Rostand, she said to him as if he were nine years old and she fifteen, 'There! You have your horse. Are you happy now?'

And he said timidly, 'Yes, but . . . You see, madame . . . We'll want two.'

'Two what?'

'Two horses.'

'And why two horses?'

'We'll need one for Guitry. Flambeau leaves with you.'

She thought he was going rather far,

but said quickly enough, 'Very well, very well.'

Having made up her mind to refuse Rostand nothing, she turned to the stableboy and said, 'We shall keep this horse. Please bring this same one back to-morrow, and bring another. But he must be just as gentle as this one.'

Said the stableboy, 'Then I'll bring two others.'

'No, not two others. This one, and another one.'

'Can't be done. I'll have to bring two others.'

'But why? Why? Tell me why?'

She was becoming irritated and was jabbing him with 'whys' like a boxer's gloves as he stood rolling the drawers about the horse's head.

Finally he explained. 'Because, madame, I'm going to tell you. This horse is n't afraid of anything else in the world, but he's afraid of other horses. That's why I have to put these drawers over his head, because he's afraid of other horses.'

Thereupon Madame Sarah Bernhardt made up her mind that there would be no horses in the Wagram scene. And every evening, for seven or eight hundred triumphant performances of the play, Madame Sarah Bernhardt raised her arms to heaven and cried, —

'J'empoigne la crinière! Alea jacta est!'

(To be continued)

stitutions which emphasize the higher reaches of scholarship. Great universities I regard as those which have on their faculties the great masters of the several branches of learning, masters who are not only imparting known truth to advanced students, but also working with their student colleagues in enlarging the borders of knowledge. Such high scholarship is a very different thing from either schoolmastering or the general pleasures of college life.

Creative scholarship is not necessarily better than teaching or better even than successful football teams. It is simply different. Judgments about it, therefore, must be made on different grounds from those applicable to other aspects of school and college. If I were rating the athletic standing of institutions, I should not confuse the discussion by mentioning the intellectual prowess of physically feeble professors. Similarly, when we are considering the scholarly eminence of universities, questions of football triumph or the country-club aspects of undergraduate life are not relevant.

While the search for wisdom is not the only goal of life, it is the essential feature of a university. Capitalistic business succeeds by profits, hospitals exist for curing the sick, the police are supported to maintain law and order. If these institutions fall short in these essential functions, their failure is recognized, whatever other qualities of an agreeable sort they may be able to show. Just as definitely, a university exists for the education of students in the highest reaches of scholarship and for advancing knowledge. In so far as a university falls short in this, it is a failure, no matter how handsome its campus or expensive its buildings, no matter how successful its football team or how fashionable its student body. To the degree that universities cultivate the best and most advanced intellects and to the extent that they

constantly add to the store of human wisdom, to that extent they are great.

I

How does one go about appraising the scholarly eminence of universities? In the first place, one may take the lists of the most distinguished scientists as published in *American Men of Science* and in somewhat similar records for the other branches of learning and tabulate the centres of concentration of these most eminent scholars. Second, since creative scholarship finds expression ultimately in publication, it is possible through the scientific journals to appraise the scholarly output of the several university faculties. The third and probably the soundest method is to rely on appraisals of the relative eminence of the several departments of universities made by competent scholars in each field. The scholars themselves are best able to judge distinction in their own subject and they are thoroughly acquainted with all the important workers in their own relatively small domains. Such appraisals have been made by juries of scholars in each of the various scientific and learned subjects. An initial rating of the eminence of given departments in American universities, intended for the guidance of prospective graduate students, was made a decade ago by committees assembled by Dr. R. M. Hughes, then president of Miami University. A new and more comprehensive study has recently been made by a Committee of the American Council on Education and the results published in the *Educational Record* of March 1934, and reprinted as a pamphlet of the American Council. In the earlier tabulation, the juries were asked to rate the several American universities in the relative order of their eminence in each subject. The second appraisal did not attempt a

numerical rating of the universities, but simply listed those which were judged to have adequate provisions in faculty and equipment for advanced graduate work in the given subject, and starred that smaller and highly select number which were judged to be especially distinguished in each field.

I have used this 1934 report of the American Council on Education as the basis of my rating of universities. That study records the judgments of fifty to one hundred competent scholars in each subject as to the standing of universities in thirty-five departments. If any university were judged distinguished in all thirty-five of the designated fields, it might be regarded as completely and universally distinguished. As a matter of fact, the university adjudged eminent in the greatest number of departments has only twenty-three stars to its credit out of a possible thirty-five.

In my own tabulations I have carried the study somewhat beyond the tables of the American Council report. I have, for example, combined a number of the subdivisions of the sciences into the general basic subjects, so that there would be fairly equal units for comparison. I have also asked individuals to rate for me the basic medical sciences, which are omitted from the American Council study. In all, I have compiled twenty-four major departments of learning, including the medical sciences, as contrasted with the thirty-five subdivisions of the American Council report. A list of these departments and of the universities starred for distinction in each appears in the table on page 655. I have supplemented this study by a tabulation of the centres of concentration of the most eminent scientists as compiled in the starred lists of *American Men of Science*. In addition, I have consulted individual scholars and national committees which were in a

position to judge the scholarly attainment of American universities.

It is surprising how consistently the several universities hold their relative places when any of these tests are applied, and it is amazing how uniform are the judgments of competent groups and individuals as to the standing of universities in given departments. For example, the American Council committee lists the universities most distinguished in anthropology as Harvard, Chicago, Columbia, California, Yale. I have asked anthropologists in various parts of the country to name the leading centres of this science; without hesitation every one has named these five universities, and no one has even mentioned any other. In certain other subjects the judgments are more difficult, but there is on the whole astonishing agreement among the scholars of any given discipline as to the university centres which are preëminent in that field. Remarkable also is the concentration of distinguished departments at a few universities. In the twenty-four basic subjects, 206 departments throughout the country are rated as of high excellence. The leading eleven universities account for 167 of these distinguished departments; only 39 are found scattered among all the other hundreds of universities and technical institutes of the United States.

There is nothing unusual or even very difficult in the rating of individual departments. That is currently done in all university thinking and planning. The thing that is out of the ordinary is to bring together these gradings of departments in an attempt to appraise the total scholarly eminence of the universities as a whole. While I have based my ratings on authoritative findings, most of which are matters of published record, I must in the end assume personal responsibility for the judgments.

With all these considerations and

reservations in mind, here is my rating of American universities in the order of their scholarly eminence:—

1. Harvard
2. Chicago
3. Columbia
4. California
5. Yale
6. Michigan
7. Cornell
8. Princeton
9. Johns Hopkins
10. Wisconsin
11. Minnesota

II

Harvard is in a class by itself. This oldest of our institutions has maintained its priority for nearly three hun-

dred years, almost the entire span of our colonial and national history. In 1636 the general court of Massachusetts Colony voted £400 toward a 'schoale or colledge,' whose site outside Boston was two years later named Cambridge in memory of the English university where some seventy of the leading men of the Colony had been educated. An immigrant Puritan minister, dying in Charlestown, Massachusetts, in 1638 bequeathed to the little wilderness seminary half of his estate, £780 and 260 books. In astonished gratitude the institution was at once named for him; thus John Harvard purchased enduring fame at one of the greatest bargains known to history.

Ever since Charles W. Eliot in 1869

TABLE OF DISTINGUISHED DEPARTMENTS

Including All Universities Judged to Have More Than Five Departments of High Excellence

	Anthropology	Astronomy	Bacteriology	Biochemistry (including animal and human nutrition)	Botany (including plant physiology, plant pathology, soil science)	Chemistry and Chemical Engineering	Classics	Economics	Education	Engineering	English	Geology	German	History	Mathematics	Pathology and the Clinical Sciences of Medicine	Philosophy	Physics	Physiology (including anatomy, pharmacology, embryology)	Political Science	Psychology	Romance Languages	Sociology	Zoology (including genetics and entomology)	TOTAL
HARVARD	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	22
CHICAGO	★	★	★		★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	21
COLUMBIA	★				★	★	★	★	★		★	★	★	★	★	★	★		★	★	★	★	★	★	19
CALIFORNIA	★	★	★		★	★	★	★	★		★	★	★	★			★	★	★	★	★	★		★	18
YALE	★		★	★		★	★	★	★		★	★	★	★		★	★	★	★			★		★	18
MICHIGAN		★	★		★	★	★	★	★		★			★		★	★	★		★				★	14
CORNELL			★	★	★	★		★		★				★		★	★	★	★		★			★	13
PRINCETON		★				★	★	★			★	★			★		★	★		★	★			★	13
JOHNS HOPKINS			★	★		★	★				★	★	★			★		★				★		★	11
WISCONSIN			★	★	★	★		★				★	★				★			★			★	★	11
MINNESOTA						★		★	★			★							★		★		★		7

24 Depts
No prof
schools.

began the transformation of a traditional New England college into America's first university, Harvard has persistently held primacy among the nation's institutions of higher learning. It is the richest as well as the oldest, holding probably the largest endowment for education (\$128,000,000) of any organization in world history; it has on its faculty by far the greatest concentration of distinguished men of science — nearly 40 per cent more than any other university; it has the greatest number of stars in the American Council list of distinguished departments and also in my reclassification by basic departments. Of the twenty-four major branches of learning, Harvard is starred for distinction in all except sociology and the engineering sciences, which latter, in a very proper division of labor, it leaves to the Massachusetts Institute of Technology.

Furthermore, Harvard's preëminence is widely — one might almost say universally — recognized among the laity as well as among scholars throughout this country and Europe. To hold a degree from Harvard carries social as well as scholastic distinction; to be a member of its faculty is an honor universally coveted; its president is ex officio the leader of American science and letters.

Even more striking in any study of American scholarship is the eminence of the University of Chicago. Here we have not an old foundation maintaining its standing, but a very new institution planted on the intellectually barren plains of a frontier, forging forward in pure scholarship ahead of institutions which had generations of distinguished history and tradition behind them. Chicago stands at least second by all the tests of eminence that have been applied. By certain of them she equals and even exceeds Harvard.

For example, in the earlier Hughes rating of relative standing of departments, Chicago had 8 departments rated first among all American universities, 4 rated second in eminence, and 5 third; Harvard had 7 firsts, 6 seconds, and 3 thirds. Of the twenty-four basic fields, Chicago is rated distinguished in all except the engineering sciences, philosophy, and biochemistry.

The University of Chicago is a shining example of what can be attained by the combination of ideals, consistent policy, and financial resources. Mr. Rockefeller generously poured in the millions that made it possible to build in the capital of America's middle empire one of the world's greatest universities — the most brilliant of all the accomplishments of the Rockefeller fortune. A total of \$70,000,000 was given from Rockefeller sources, including the personal gifts and the later grants from the Rockefeller boards. The announcement, in the nineties, that salaries for top professors were to be \$7000 rocked the academic world as much as Ford's later offer to pay laborers five dollars a day shocked industry. The university's generous and courageous attitude toward professors' salaries ushered in a new era in academic life.

But it was not money alone that made the University of Chicago great. Even to-day her endowment is less than half that of Harvard and well below that of other Eastern universities which she outranks in scholarly eminence. Chicago's distinction is in the fact that from the first she set out with single purpose, not to create a fashionable college or an enormous conglomerate institution, but to build a university in the real meaning of the term: a collection of the finest scientists and scholars, working with a selected group of mature students for the advancement of knowledge. The

undergraduate college, although an exceedingly good one, has never been the major interest; nor has the University of Chicago maintained large schools for purely professional training.

William Rainey Harper was perhaps the most picturesque figure in the whole history of American universities. Born in an unheard-of little town in Ohio, educated at the then little-known Muskingum College, he migrated for graduate study and teaching in Semitic languages to Yale and to a Baptist theological seminary in Chicago. No one would look in that beginning for the dynamic figure of American scholarship. But his Baptist and Midwest connections commended him to John D. Rockefeller and his advisers. And once chosen for the leadership of the new university, which was founded only forty-three years ago, Harper proved a wise and courageous builder, a persistent leech in sucking out Rockefeller millions, a 'flashing comet in the western sky of the universe of learning.'

Columbia University, which has grown from the early foundations of King's College in 1754 and the College of Physicians and Surgeons in 1767, is a strange conglomerate of contradictions. It sprawls on the northern hill of America's largest metropolis. Its size is in the most blatant American tradition: an enrollment of over 30,000 students annually, of whom 10,000 are in the huge summer sessions and over 5000 in extension classes. It is on the one hand a university offering a series of well-knit courses of enriching study, and on the other a giant day school purveying knowledge in well-docketed packages to a huge population of eager and ambitious young people — aged sixteen to sixty. Its Teachers College, a semi-autonomous unit, grinds out courses and degrees to thousands of persons who return to every city and countryside of America with none too

well digested 'credits in education,' on the basis of which they in turn pour instruction upon the defenseless heads of hundreds of thousands of pupils and pupil-teachers. Last year Teachers College gave the M. A. degree — that morsel delectable to all American teachers — to 1867 persons, all too many of them after merely a series of courses in educational busywork.

With all its size and in spite of its amorphous structure and uneven standards, Columbia has great intellectual wealth for those who care to search it out. It has excellent professional schools, especially in medicine and law. Even Teachers College, for all its degree-mongering, has some exceptionally fine scholars and some yeasty thinkers. The splendid graduate faculty is often embarrassed by the purple reputation of other departments, but its truly great scientists and scholars are not deflected from their high standards or their creative work. By any tests of scholarly eminence Columbia easily stands third among American universities. It has nineteen departments starred for distinction and numbers on its faculties fifty-four of America's most distinguished scientists.¹

¹A tabulation of the scientists starred for distinction in the 1932 edition of *American Men of Science*, excluding those who are retired or emeritus, shows that they are concentrated at the following universities, including in the list only institutions having twenty-five or more: Harvard 78, Chicago 57, Columbia 54, Yale 50, California 46, Johns Hopkins 39, Cornell 35, Princeton 31, Wisconsin 30, Michigan 29, Minnesota 26, Pennsylvania 26, Stanford 25.

Another measure of scientific standing is a study of the universities at which the leading scientists received preparation for their careers. The scientists starred for distinction in the 1927 and 1932 editions of *American Men of Science* took their advanced study, culminating in the Ph. D. or Sc. D., at the following universities, listing only those with twenty-five or more: Harvard 101, Chicago 96, Columbia 65, Johns Hopkins 50, Yale 37, Cornell 32, Princeton 29, California 25. — AUTHOR

III

The University of California is the leader of four state schools which find places in the list of preëminent centres of American learning. Only a few decades ago it was generally assumed that private endowments were the only guarantee of high scholarship and pure science. It was supposed that taxpayers and their legislators, while possibly willing to support extensively the passing on of knowledge to the younger generations, would never respect high standards or support research. Happily that has proved to be far from true. State universities are now in the very front rank of scholarship in America, as they have been for generations in Germany and France and most other countries except England.

In some ways state institutions are less secure than private foundations. Legislative appropriations which must be made afresh at each biennial session are less dependable than income on fixed endowment — at least they were supposed to be until the depression revealed the insecurity of any fiscal expectations. In the early days, politics tended to infect the administration of public universities. Even today an occasional outburst of political meddling occurs, as for example the scandal of a few years ago in Mississippi and the *opéra bouffe* antics last autumn in Louisiana. But the older state universities have won a real integrity, and the swift punishment by public opinion that recently struck the astonished heads of interfering politicians has pretty well taught self-seeking officials that they had better leave the educational institutions alone and concentrate upon easier and more accustomed spoils. While there has been some legislative interference with teaching, as in the notorious monkey laws of Tennessee, and while there are

constant threats by individual legionnaires and legislators against advanced opinions in economics and the social sciences, there is in actual fact probably no more interference with the intellectual freedom of state universities than comes from reactionary donors and boards of trustees of private endowments.

The University of California — opened in 1869, only twenty years after the gold rush — has outstripped even Columbia in the doubtful distinction of bigness. Some 24,000 students are annually in residence there and about 30,000 more attend extension classes throughout the state. Huge professional schools spread over from the University's seat in Berkeley into the city of San Francisco. And the jealousy of the southern section of the state has forced the development of a large subdivision in Los Angeles which already numbers nearly 7000 students, the overwhelming majority of whom are women studying to become teachers. In spite of its size and the factory aspects of certain of its divisions, the University of California in its higher departments has a galaxy of the most distinguished scholars and scientists in America, who have already set fine traditions in creative scholarship. Eighteen of the graduate departments of this university at the far shores of the Pacific are rated as among the scientific élite of America.

Yale for years has had the best undergraduate college in the United States. This is the purely personal opinion of a Yale graduate, since too many factors enter into college life to make objective appraisals possible. At any rate the college has always been Yale's pride and joy. Recently even greater renown has come from the eminent graduate and professional schools, and from the distinctive contributions to scholarly publication of the Yale University Press. In material

wealth Yale is exceeded only by Harvard. While a shocking proportion of her recent money — over \$50,000,000 during the past decade — has gone into the most extravagant building programme ever known in academic history, this is not entirely the University's fault. Those particular funds were available only for buildings, and during the same decade Yale has added even more — some \$52,000,000 — to her endowment, which now amounts to the impressive total of \$92,000,000.

Yale more than once has just missed the chance for primacy in American education. The most conspicuous instance was in the middle of the last century, when all the older colleges were in a rut and when an educational renaissance was simply waiting for a leader. The only signs of liberal education on the American horizon at that time were the newer universities of the West. The New England colleges of the fifties and sixties were still small seminaries where two to three hundred young gentlemen were presided over by clergymen and taught routine subjects by a dozen schoolmasters. There was a stalemate between the old classical teaching and the new sciences. It was not merely a question of alternative subjects. The old curriculum was almost entirely rote drill in grammatical construction and mechanical translation plus some equally routine cross-word-puzzle work in mathematics, while the sciences were an intellectual adventure, an opportunity for the student to join actively with his professors in exploring new fields.

At both Yale and Harvard strong forces of revolt were in evidence. Able exponents of the new sciences were at each place and active discussions of educational policy were disturbing the centuries of complacency of faculty and trustees. Momentous decisions were being forced upon these historic colonial colleges. Harvard, amid an-

guish and debate, turned from its clerical and formalistic traditions and elected as president in 1869 a young professor of chemistry, Charles W. Eliot, who immediately began the building of America's greatest university. At this same time Yale had carried even further than Harvard the new ideas in learning and had an even more brilliant group of scientists: Gibbs, Brewer, Brush, Marsh, Sumner, Dana, Gilman. Yale might have taken an educational step ahead of Harvard; she might have selected as the leader of a new programme the young geologist, Daniel C. Gilman, who in almost every way had the same relation to Yale and educational reform that Eliot had to Harvard. But Yale could not bring herself to accept her own greatness and potentialities. Instead, in 1863, the Sheffield Scientific School was founded as a separate corporation to foster the sciences which Yale College continued to snub, and in 1871 Reverend Noah Porter was made president to continue the clerical and schoolmasterish traditions.

Yale is sometimes referred to as the Mother of Colleges. Many of her graduates and professors have gone elsewhere to lead notable educational movements: Gilman to inaugurate the new University of California and to direct the brilliant course of Johns Hopkins, Andrew D. White to introduce fresh methods at Cornell, Harper to launch the University of Chicago, William H. Welch to start a new kind of medical education at Johns Hopkins, Charles H. Judd to create a great School of Education at Chicago, Guy Stanton Ford to build up one of the most vigorous of modern graduate schools at Minnesota, Robert M. Hutchins to introduce further educational liberalism at Chicago. Of course interchange of professors and leaders goes on continually among universities and is one of the means of educa-

tional progress. If Yale has suffered conspicuously, her loss is the nation's gain.

IV

The next six universities fall clearly into the second bracket, but the relative rating among them is difficult. One can arrange this second set in any order among themselves and have good reasons for it, except that Minnesota, in spite of recent rapid gains, is still probably not above eleventh in scholarly eminence. I have set them down in a certain rank, which seems to me justified, but even the criteria that I have followed indicate first one order and then another.

Michigan is the oldest of the great group of Western state universities, dating in its direct ancestry to the 'Catholepistemiad of Michigania' of 1817 and in its present organization to one of the first acts of the legislature of the newly created State of Michigan in 1837. It has an honored history and an illustrious present. Cornell, which I place next, is especially strong in the sciences which underlie medicine and agriculture, and is one of the few general universities which have developed the engineering sciences to a high point. Michigan and Cornell were among the first to develop the new sciences. Even in the sixties both of them were moving toward the modern concept of a university.

Princeton has the most brilliant recent history of all the universities of this second group. Up to the year 1902, when Woodrow Wilson became its president, no one would have thought of naming Princeton in any list of institutions selected for scientific research or the advancement of knowledge. At that time it was familiarly referred to as 'America's most delightful country club.' A fashionable assembly of young men between the ages of eighteen and twenty-two, many of

them from the leading families of the Old South, were wont to spend four agreeable years in this New Jersey village, attending classes under benign and not too vigorous teachers, playing football with enthusiasm and success, and singing on balmy spring and autumn evenings on the steps of Old Nassau. Meanwhile the Princeton Theological Seminary, Presbyterian and fundamentalist, kept up the traditions of gentility untroubled by anything so bourgeois as intellectual struggle.

President Wilson declared, 'The side shows have grown more important than the main tent,' and set out ruthlessly to change it all. He attacked the student clubs, citadels of complacent snobbishness. He urged a tutorial system to stir the intellectual fire of individual students. He opposed the project of Dean West to remove the Graduate School to a separate and secluded plot, arguing that even undergraduates should be scholars, and that research and high intellectual endeavor should not be confined to cloisters but should inspire and infect the whole life of an institution. It is hard, thirty years later, to recapture the spirit of that struggle; the driving enthusiasm of the crusading president; the bitter anger of the guardians of Princeton's pleasant traditions. Finally Dean West won his particular fight by getting a donation which sealed the fate of the new Graduate School. Wilson resigned, and it looked as though any hope for keen scholarship at Princeton were lost. But the spirit of the crusade survived its leader. Fortunately the technical victory of Dean West secured not only a home but an endowment for graduate studies, and as a result scholarship was enthroned at Princeton as it had never been before.

Other events have added to the scientific eminence of the Princeton community. For twenty years the de-

partment of animal pathology of the Rockefeller Institute for Medical Research has been near by. More recently Abraham Flexner has also placed his Institute for Advanced Study in Princeton. This new graduate school will share in and add to the scientific wealth of the university. Dr. Flexner, a lifelong protagonist of the university ideal, is building his new organization exclusively on pure science in its higher reaches. Among his first appointments was Albert Einstein and he has added four others of the world's greatest mathematicians to his small research group. Thus the mathematics personnel in this New Jersey community is already the most distinguished in the world. With Flexner's recondite faculty and the new devotion to scholarship of Princeton itself, ably financed by wealthy alumni and friends, this university in a single generation has changed from America's leading country club to one of the nation's centres of highest scholarship.

Johns Hopkins is another exciting member of our galaxy of institutions of higher learning. It opened its doors in 1876 as the first real university in America — that is, the first institution to put its emphasis on the higher branches of knowledge. Established by what at that time was a fabulous bequest (seven million dollars) from a Baltimore merchant, — quizzically reputed to have been so ignorant that he did n't even know how to spell his own first name, — the new university at once began to set fresh standards in American scholarship. The direction of the new school was put into the hands of a great scholar, Daniel C. Gilman, whose one purpose was to assemble a faculty of brilliant scientists and a student body of serious-minded scholars. The medical school, opened a decade and a half later under such leaders as William H. Welch and William Osler, transformed what had

hitherto been regarded as routine professional training into an organization devoted largely to advancing the science of medicine.

The intellectual ferment stirred up by this new kind of university spread widely. The influence of the Baltimore institution was for many years paramount in American scholarship. It was a potent factor in the development of research and graduate instruction at Harvard, and it started a movement which twenty years later another new school, the University of Chicago, was able to carry much further. By all reasonable expectations Johns Hopkins should have developed into America's leading institution of learning. But after the first dazzling bequest, and in spite of gifts totaling some twenty million dollars from the Rockefeller boards for the medical departments, the university has had great difficulty in financing itself. Furthermore, the urge to develop conventional departments became irresistible. College life on the handsome new campus at Homewood, the training of teachers, and extension courses have diverted a part of the attention which at first went solely to high scholarship. Johns Hopkins has failed to maintain the leadership that was expected of it fifty years ago. However, even to-day there are those who insist that it is still the finest of American universities, that within its resources — its annual budgets of approximately two and a half million dollars are less than one quarter those of Harvard, Columbia, and California — it devotes itself with more nearly single purpose to scholarship than any other institution on this continent.

The list closes with two of the most interesting of the Midwestern state universities — institutions which have combined the advancement of learning in its very highest branches with general educational service to the whole

population of their states. Wisconsin has the older history of scholarship and of state-wide service, but during recent years Minnesota has been climbing rapidly while Wisconsin has lost some of the distinction she held during the great days of Van Hise. Under intelligent leadership of president and deans, infused equally with imagination and common sense, with political sagacity and downright courage, Minnesota offers to-day the finest example of what a university may mean in influence upon a whole great state.

I have not named the twelfth institution. This is not only to allow myself an alley of escape from the fierce claims of a multitude of universities to a place in America's first dozen, but because no other institution, by any objective tests that I have applied, approaches the eminence of the eleven I have listed. If one were to attempt to fill this place he would have to weigh the claims of a number of universities which have distinction in certain branches but which lack the widespread eminence of the leaders. The most active contestants for twelfth place are Stanford University in California, the Universities of Pennsylvania, Illinois, and Iowa, and Ohio State University. Washington University, in Saint Louis, and the University of Rochester are strong in the medical sciences but not equally so in other subjects. The two great technical schools — Massachusetts Institute of Technology and California Institute of Technology — are preëminent in engineering and mathematics and the physical sciences which underlie this profession, but they lack the universality of scholarship implied in the term 'university.'

V

It would be agreeable to turn for a moment from this consideration of pure scholarship to contemplate schools

which are most interesting for other reasons. So far as undergraduates are concerned, the advancement of the borders of truth is not of such immediate concern as a stimulating environment in which to acquire a general grasp of existing knowledge and to begin a wholesome growth toward the ideal of a scholar and a gentleman.

If I were picking a small college, I should place Swarthmore at the head of the list. Standing just outside the culturally rich city of Philadelphia, with a tolerant and intelligent Quaker background, this college is one of the few smaller institutions which have been able to appoint professors of a distinction approaching those of the great universities, yet has never forgotten the fact that stimulating teaching is the first duty of a college. Under the able direction of President Aydelotte it has eschewed the temptations of bigness or any kind of professional training and has concentrated its very considerable resources on first-rate general education.

America has plenty of good small colleges. Among them Amherst and Williams in Massachusetts, Carleton in Minnesota, and the Claremont group of colleges in Southern California happen to be my favorites. Dartmouth, in the New Hampshire hills, is a most excellent place. Founded about 1750 by a Yale graduate first as a charity school for Indians, Dartmouth has educated many of America's famous men and has held an honorable place for nearly two centuries among the group of New England colleges which were the beginnings of American education. In spite of its recent growth in numbers and wealth, it takes pride in keeping itself a college rather than a university, cherishing the historic plea of Daniel Webster before the United States Supreme Court which established the inviolable rights of the college. There has grown up recently

an active group of 'progressive colleges,' among the most notable of which are Antioch in Ohio and Bennington (for women only) in Vermont.

The most exciting American institution for the general undergraduate student is the University of Hawaii. Situated on the slopes of the picturesque volcanic hills of Honolulu, at the crossroads of the Pacific, this youngest of our state universities offers sound instruction in the conventional subjects and a stirring education in world citizenship obtainable nowhere else. Among its educational influences is the presence of considerable numbers of able and attractive Japanese and Chinese students who guarantee an intellectual competition stimulating and often distressing even to the best of Nordic brains. A smaller number of Polynesians and a few students from Australia, New Zealand, the Philippines, and other Pacific countries combine to make this the most cosmopolitan of American colleges. The presence on the regular faculty of a Japanese and a Chinese professor and visiting lecturers from many countries of Europe and Asia, together with scholarly attention to Eastern arts and civilizations as well as to those of the West, offer a broadening of view highly desirable to the average American youth. The atmosphere is stimulating also because of the important scientific research of the biological experiment stations of the large sugar and pineapple interests of the Islands, the investigations in ethnology and natural history of the Bishop Museum, and the special studies of Pacific problems, both social and physical, supported by special grants from foundations.

A similarly stimulating environment is the University of New Mexico, where the student may rub shoulders with Indian, Spanish, and Anglo-Saxon cultures in a setting refreshing both as to human and as to natural scene.

For their undergraduate course I strongly advise every boy and girl who can possibly do it to go to a college outside the home region. This is done by large numbers from the West and South, who, as a matter of course, go East to college. But one reason why New England and the North Atlantic seaboard are so much more provincial than other sections of the country is that Eastern students have not even considered going elsewhere for their education. To-day excellent colleges may be found all the way from Boston to Hawaii, and any student who does not roam a thousand miles or more during his undergraduate years misses the very considerable educational stimulus of fresh environment.

VI

In contemplating American scholarship, the sectional distribution of the great centres is significant. A surprise is the wealth of the Midwest in institutions of the first rank. Of course the Eastern seaboard still holds priority. Of the eleven universities named in my list, five are on the Atlantic coast and one other, Cornell, while still regarded by New Englanders as hopelessly Western, is really a part of the Atlantic coastal group. The preponderance of America's scholars is still in the East, where the nation began. Nevertheless, one who has not thought much about it is amazed to find that four of America's eleven greatest centres of learning, and in addition three of the five most active claimants to twelfth place, are in that section which is so very new and which is supposed to have little regard for anything above the material progress represented by harvesting machines, canned meat, the wheat pit, and mail-order catalogues.

The scholastic eminence of the Midwest is due largely to a single influence:

DR. EDWARD EARLE WILL GO TO OXFORD TO LECTURE

(Continued from page one)

first half of the twentieth century.

A professor at the Institute for Advanced Study since 1934, Dr. Earle was formerly a member of the Department of History at Columbia University. He holds undergraduate and graduate degrees from Columbia and honorary degrees from Princeton, Union College and Colgate University. During World War II he was special consultant to the Commanding General of the Army Air Forces and for his wartime service was awarded the United States Presidential Medal for Merit as well as the French Legion of Honor.

Oxford's Chichele Lectures are given annually in history, law, political theory or economics and have been given in recent years by historian Arnold J. Toynbee of London, Bertil Ohlin of Stockholm and Dover Wilson of Edinburgh. The Chichele Lecture endowment memorializes Chichele, Archbishop of Canterbury, who with King Henry VI founded All Souls College, Oxford, in the 15th century. The Chichele Lecturer becomes an associate member of All Souls College for the term he is in residence at Oxford.

Dr. Edward M. Earle To Lecture at Oxford

Dr. Edward Mead Earle, distinguished American historian and a member of the Institute for Advanced Study here in Princeton, has been named Chichele Lecturer at the University of Oxford, England, for the year 1950, according to word received today from England. Dr. Earle will be in residence at Oxford from April to June, 1950, and will lecture on American Foreign Policy during the
(Continued on page five)

LEAF COLLECTION SCHEDULE

Burning your leaf pile in the street or on the sidewalk is forbidden in the Borough because smoke from such fires is a hazard to motorists. Just pile those leaves in the gutter and the new Princeton vacuum leaf loader will pick them up.

The leaf machine does not follow an exact street-by-street schedule, but it collects in the area of town west of Witherspoon Street (extended) on Mondays, Tuesday, and Wednesdays and in the eastern half of the Borough on Thursdays, Fridays, and Saturdays.

June 25, 1954

E. M. EARLE DEAD; MILITARY EXPERT

Professor of History at the
Institute for Advanced Study
Was Author and Lecturer

Dr. Edward Mead Earle, a specialist in the role of the military in foreign relations, died Wednesday at the Hospital for Special Surgery. Dr. Earle, who was 60 years old, became ill on June 2, the day he received the honorary degree of Doctor of Humane Letters from Columbia University.

He was a professor of history at the Institute for Advanced Study, Princeton University, for the last twenty years. At the same time Dr. Earle taught at British and American military staff colleges. He served with the Office of Strategic Services and with the Army Air Forces during World War II.

A native of New York, Dr. Earle was graduated with highest honors from Columbia in 1917. He then entered the Army and rose to first lieutenant.

For a brief period after his military service, he was employed by the National City Bank of New York, but in 1920 joined the Columbia faculty as a lecturer in history. Dr. Earle's interest in banking continued, however, and he was educational director of the New York Chapter of the American Institute of Banking from 1921 to 1927.

Joined Institute in 1934

In 1923 he received the degree of Doctor of Philosophy at Columbia, and rose successively on the faculty there to assistant and associate professor of history. He left in 1934 to join the Institute for Advanced Study as professor of history.

When the Nazi forces swept through France, Dr. Earle became concerned about this country's status and, with thirty-three other educators, urged President Franklin D. Roosevelt in 1940 to proceed at once with full mobilization.

Prophetically, less than a month before Pearl Harbor, Dr. Earle declared that the United States had failed in its plan for the security of this nation.

In that year and the next, he was a member of the board of analysts at the Office of Strategic Services, and later became a special consultant to the Commanding General of the Army Air Forces. Dr. Earle went overseas and in 1944 and 1945 was on temporary duty with the Ninth and Tenth Air Forces. His war service earned him the Presidential Medal for Merit and the rank of Chevalier of the French Legion of Honor.

Lectured in Britain

Dr. Earle's career at military staff colleges began in 1924, and after World War II he lectured at similar schools in Britain. He had taught also for a brief period at All Souls College, Oxford, in 1950.

Dr. Earle received honorary degrees from Colgate and Princeton Universities and from Union College. He was a recipient also of the Columbia University Medal for Distinguished Public Service.

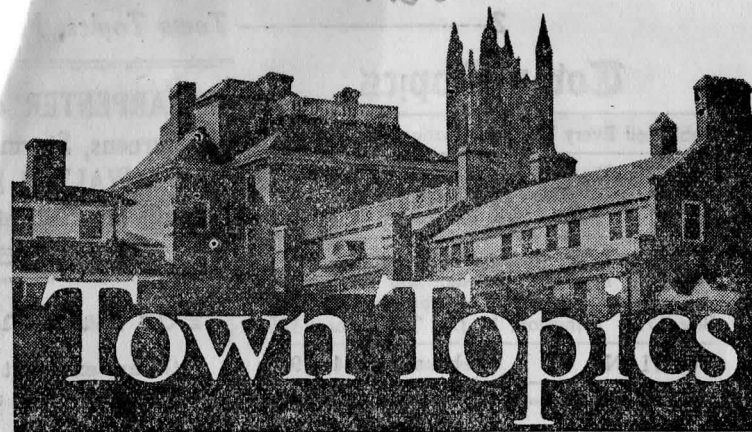
His career as an author began with a doctoral thesis on Turkey, later expanded and published as "Turkey, the Great Powers and the Bagdad Railway." Among his other books were "Outline of Modern History," "Outline of the Economic Development of the United States" and "Against This Torrent." Dr. Earle also edited several books, including "Makers of Modern Strategy."

Surviving are his widow, the former Beatrice Lowndes, whom he married on Feb. 11, 1919, and a daughter, Miss Rosamond Earle of Washington.



The New York Times Studio, 1946

Dr. Edward Mead Earle



Town Topics

WE NOMINATE

Edward Mead Earle, a member of Princeton's Institute for Advanced Study for the past 14 years and one of the great historians of his time, who—as much as he might like to do so—will never be permitted to hide his lights. The recipient at war's end of the Medal of Merit, the highest decoration available to a civilian for war services, and looked upon as a "leading world authority on the air aspect of military science," Earle last week added to his collection of honors the "Columbia Lion" which is annually presented to an outstanding Columbia-educated resident of New Jersey.

Refuting by his every action the widely held belief that scholars dwell in marble halls, miles apart from the work-a-day world, Earle during his undergraduate years at Columbia etched in broad outline the patterns that his career has now followed for some 53 years. He waltzed through his studies with highest honors, held forth as chairman of the student governing board, was a member of the debate panel and carried away silverware as a member of crack relay teams.

From 1920 on, when he joined the Columbia faculty, this veteran of World War I gained more and more attention as a specialist in American foreign relations and in military affairs. Understanding better than the majority of the nation's pre-war leaders that war at all times is an inherent part of statecraft, he lectured extensively and early in 1941 here at Princeton flatly declared that a direct attack upon this country was the logical corollary to the pact between Germany and Japan.

To the credit of the powers-that-were, he was summoned to Washington where he became a maker of global strategy. He advised high-level agencies, both stateside and overseas, but his most notable contribution was the insight he displayed as a member of the Committee of Operations Analysts that was charged with selection of target priorities for the Air Forces. The destruction of the Nazi air arm was urged and the Joint Chiefs of Staff acted accordingly, apparently casting out the schemes of military brain trusts. Not until D-Day was the civilian analysts' judgment fully vindicated. Then, while troops were streaming ashore, the Allies were flying 13,000 sorties to the Germans' 200.

For constantly emphasizing that "unless we destroy war, war will ultimately destroy us," for realistically asserting that the continuing discussions of atomic weapons are only "frontal attacks on weapons of war" and not a "frontal attack on war itself," and for still insisting that American foreign policy will be bankrupt, unless it is recognized that "political commitments and military power remain inseparable," he is TOWN TOPICS' nominee for

**PRINCETON'S
MAN OF THE WEEK
February 8-14, 1948**

Earle

EDWARD MEAD EARLE

The death of Professor Edward Mead Earle last June at the age of sixty came as a shock to his many Oxford friends, both those who had enjoyed his hospitality at the Institute for Advanced Study at Princeton and those whom he met during his visit to All Souls as Chichele Lecturer a few years ago. Those who heard Professor Earle's lectures will not need reminding of his intellectual distinction and of his firm belief that the study of foreign policy, pursued in the proper spirit, could be a valuable contribution to better understanding between the countries of the English-speaking world. Few of our American visitors have done more to build up ties of friendship between the academic communities on both sides of the Atlantic, and his death at a relatively early age, after a long and gallant struggle against ill health, has brought real sadness to many here.

From The Oxford Magazine, October 21, 1954.

W W II
Encls

May 16, 1942

Admiral T. S. Wilkinson
Director of Naval Intelligence
Navy Department
Washington, D. C.

My dear Admiral Wilkinson:

Although the Government has taken advantage of many of the facilities of American universities, the academic world as a whole is very eager to make an even larger contribution to the successful prosecution of the war. Modern war is, as you know, a many-sided and complicated business which requires a great variety of skills and the utilization of all available scientific and specialized knowledge. American universities have built up over the years a carefully trained and experienced personnel which is at the disposal of the Armed Forces and other Federal agencies, and which might profitably be employed by them. The universities likewise have physical equipment in the form of laboratories, residence halls, libraries, map collections and class rooms which it would be difficult to duplicate elsewhere, and which well might make unnecessary the construction of buildings and other specialized facilities, as well as avoid the further concentration of personnel in Washington and other over-crowded centers.

I am taking the liberty of calling your attention specifically to the potentialities of the Princeton community partly because it is the academic group which I know best and partly because it is in many ways unique as a possible center of research, instruction, or other activities of the Navy. The educational and research institutions located here represent a wide variety of interests but can do unusually effective collaborative work.

It is not too much to say that the institutions and personnel in Princeton constitute a really remarkable going concern as regards special fields of knowledge, unusually qualified specialists, and excellent physical facilities. This going concern may well be broken up if individuals continue to be called into the Government service, civilian or military, elsewhere. Each of the institutions in Princeton is, of course, quite willing that members of its staff shall be at Government disposal during the period of the emergency. However, their value as individuals may well be less than their value as members of a team -- that is to say, the whole would be greater than the sum of its parts. It is also probable that in many ways work done in Princeton by Princeton personnel and with Princeton facilities might prove to be more satisfactory in most ways than similar work done by the same in-

dividuals in Washington or other centers of military activity. Furthermore, Princeton is conveniently located midway between New York and Philadelphia and within about three hours of Washington, and can therefore draw upon and cooperate with the metropolitan area and the national capital. It is entirely a residential town and therefore is not now over-crowded. There are a substantial number of large residences which could be used as offices or for housing of additional personnel. There are also the Hun Schools for boys which possess dormitories, gymnasium, dining hall, class rooms and playing fields which could be obtained if necessary or desirable. Princeton University and the Institute for Advanced Study also have extensive facilities which they would be glad to have your Staff inspect at any time.

For these and other reasons I feel justified in submitting to you a brief statement on what the Princeton community might offer to the Navy or any other Government department which might see fit to utilize its facilities and personnel.

The following educational and research institutions are now located in or very near Princeton:

PRINCETON UNIVERSITY

Aside from the activities of the undergraduate college, the Graduate School, the professional schools of engineering and architecture, Princeton University supports the following special activities:

School of Public and International Affairs

A school primarily concerned with the preparation of undergraduates for government service, offering basic training in the problems of national and international government. At present specializing in problems of Latin-America and the Far East. Its director, Professor Dana C. Munro, was at one time in the Department of State specializing for twenty years in Latin-American relations, and is particularly well informed on problems of Central America and the Caribbean.

Princeton Surveys

Collaborative research in state and municipal government but well equipped from the standpoint of both personnel and experience for investigations of other problems of public administration as well. Their record of practical results over a ten-year period is unique in this area. The personnel are experienced in work with State and Federal officials.

Industrial Relations Section

The first and probably the best university group concerned with industrial relations of employers, employees, and government. Conducts research in labor relations and personnel problems and is widely known throughout the United States for its annual conferences at which leaders in industry and labor participate.

Population Research Office

A group of scholars concerned with research and instruction in demographical problems, making its data available to the Department of State, the Board of Economic Warfare and the Coordinatory of Information.

Public Opinion Research

It is no exaggeration to say that Princeton is the center for research and analysis of public opinion. Under the general direction of Professor Hadley Cantril, confidential work of this character is being done for the Office of Facts and Figures, the Psychological Warfare Division of Military Intelligence, and the Coordinator of Inter-American Affairs. Individual members of the Psychology Department have likewise engaged in the study of special problems of an emergency character, and the closest liaison is maintained with commercial and quasi-commercial organizations, such as the American Institute of Public Opinion (which conducts the Gallup Polls), Public Opinion Surveys, Inc., and the Audience Research Institute.

Bureau of Urban Research

The study of war-time problems of urban life, including housing, and post-war readjustments.

International Finance Section

Concerned with comprehensive research and advanced instruction in international finance.

Department of Aeronautical Engineering

Recently established in the School of Engineering for instruction and research in problems of commercial and military aviation.

THE INSTITUTE FOR ADVANCED STUDY

School of Mathematics

A distinguished group of mathematicians and physicists headed by Professor Albert Einstein which could be utilized for research in ballistics, cryptography, problems of sound and light and related matters.

School of Humanistic Studies

Ordinarily concerned with art, archaeology and the classics. Might now be utilized because members of the staff are gifted linguists and possess first-hand knowledge of Italy and the Near and Middle East.

School of Economics and Politics

This school consists of two distinct groups: Economists, especially qualified in public finance and statistics, and political scientists, concerned primarily with military problems. The latter are intimately associated with the Departments of History and Politics of Princeton University, and their work is more thoroughly described at a later point in this letter and by a memorandum attached hereto. The School of Economics and Politics is the headquarters for the American Committee for International Studies, an organization concerned with problems of the prosecution of the war and post-war settlement.

ECONOMIC, FINANCIAL AND TRANSIT DEPARTMENT
OF THE LEAGUE OF NATIONS

Transferred from Geneva, this group of specialists is continuing its research in international economic problems. Although none of the personnel is American, it is composed almost entirely of citizens of the United Nations or of occupied territories. There are no enemy aliens and only two neutrals, both Swedes. One of the most distinguished groups of economists in the world and one which could be effectively utilized for specific or generalized research.

ROCKEFELLER INSTITUTE FOR MEDICAL RESEARCH

Contains an excellent laboratory and a remarkable staff for basic research in animal and plant diseases with reference, of course, to the cause, transmission, and prevention of diseases among human beings, as well as the conservation of animal and plant foods. Has done notable work in epidemiology. One member of the staff is an outstanding authority on sleeping sickness and syphilis.

LABORATORIES OF THE RADIO CORPORATION OF AMERICA

Recently established at Penns Neck (two miles from Princeton) for the conduct of all basic experimental research in problems of radio transmission and reception.

AMERICAN INSTITUTE OF PUBLIC OPINION
AUDIENCE RESEARCH INSTITUTE
PUBLIC OPINION SURVEYS, INC.

The American Institute of Public Opinion (founded and directed by Dr. George Gallup) takes polls for the purpose of determining trends in public opinion. Public Opinion Surveys, Inc. (under the direction of Dr. Claude Robinson) is concerned with what are called "spot analyses" and now, among other things, is making studies of morale in various industries. The Audience Research Institute is conducting inquiries into the reactions of movie audiences (including special studies for the United States Treasury) and is likewise concerned itself with the motion picture as a means of propaganda. All three

of these commercial or quasi-commercial enterprises cooperate closely with the Departments of Psychology and Politics of Princeton University.

The resources above outlined may be translated into different terms -- that is, by division into various specialized fields of interest which cut across institutional lines. Among these are the following:

Mathematics. The mathematicians and theoretical physicists at Princeton University and the Institute for Advanced Study constitute the most distinguished school in the United States and probably one of the most remarkable ever gathered together in any community.

Military studies. The Princeton group engaged in the study of military affairs is unique among academic institutions. Its members have written extensively on military and naval history, on problems of political and strategic geography, and on war as a social and economic phenomenon. Princeton is now the headquarters of the American Military Institute, which publishes a quarterly journal, Military Affairs.

Public opinion and propaganda. The resources of the University and the quasi-commercial enterprises in Princeton combine to form a remarkable group of technicians in problems of public opinion and propaganda. There is also one member of the Institute for Advanced Study who has had unusual experience in psychological warfare. The Public Opinion Quarterly, published in Princeton, was the first periodical to deal with problems of this character. The idea of listening to and analyzing foreign radio broadcasts originated with the Princeton Listening Post, which has now been made unnecessary by reason of the monitor service of the Federal Communications Commission. The archives of Princeton on the subject of propaganda, propaganda analysis, and public opinion are the most complete in the world and include among other things all the data gathered by the Gallup organization.

Military intelligence. There is a large number of persons in Princeton University, the Institute for Advanced Study, and the Princeton Theological Seminary who have unusual linguistic ability and who have resided and traveled in various areas of the world which are of strategic importance in the present war.

Physical sciences. Unusual facilities exist here for work in chemistry, physics and meteorology, among other disciplines. Some of these scholars are now engaged in the solution of problems for the O. S. R. D. but will be available for other work in the near future.

Public health. The Rockefeller Institute for Medical Research and the Princeton University Departments of Biology and Chemistry could operate effectively as a unit.

#6. Admiral T. S. Wilkinson. 5/16/42

The foregoing is by no means a complete description of the resources of the Princeton community. It is rather a brief survey of some of the most promising potentialities from the point of view of the Navy. Of course, any or all of the institutions in Princeton will welcome further inquiries or a visit from you or the members of your Staff.

As I see it, we could be useful in the instruction of Navy personnel (particularly Staff Officers), as a center of research, or as a liaison group between the Navy and other academic institutions.

We should welcome the assignment to us at any time of a specific task which would enable you to learn at first-hand the possibilities of further and more intimate cooperation.

Respectfully yours,

Edward Mead Earle

P. S. Of course, a considerable number of the personnel of Princeton University and the Institute for Advanced Study are already engaged in some form of government service in Washington or in Princeton, part-time or full-time.

STANFORD UNIVERSITY

DEPARTMENT OF HISTORY

STANFORD UNIVERSITY, CALIFORNIA

January 20, 1941

Professor Edward Mead Earle
Institute for Advanced Study
Princeton, New Jersey

Dear Professor Earle:

In response to your invitation to make certain comments on the work of the Institute, I find myself somewhat handicapped. You will doubtless remember that I came for only a part of the year, confined myself to a project that was to some degree apart from the work of the rest of the seminar, and for various reasons found it necessary to attend the last few meetings by commuting from Washington. My experience was not, therefore, the normal one; and I am not sure that I have clearly in mind what you are aiming at in your future program. This is not to say, however, that I did not have a thoroughly enjoyable and most profitable stay. I have nothing but praise for the cooperation and helpfulness of everyone, from the janitor on up.

I particularly appreciated the quiet and scholarly atmosphere, which, far removed from the clatter of students, provides an ideal atmosphere for creative thought. I was also glad to have an individual room for study, for my experience has been that my work is seriously hampered if I have to share study quarters with another; and I can but hope that you will never become so crowded that this ideal situation will be changed. Freedom from classes and committees and association with like-minded persons also conduced to more satisfactory work. The seminar, of course, was the high point of my experience, and I greatly admired the skilful way in which you handled it, breaking the discussion in the middle for tea, and interrupting what might have otherwise become heavy formal papers by inviting questions and directing searching ones yourself. From this experience I derived not only ideas and inspiration, but certain valuable suggestions as to the technique of conducting a seminar.

With regard to the seminar, it occurred to me that it might be more valuable if it met twice, rather than only once, a week. Perhaps one of these two sessions, or even both, could be held in the evening, when the creative labor of the day has usually ended.

I was much pleased with the participation of the Princeton men in the seminar, and noted with satisfaction the regularity of attendance on the part of several. Would it be possible to prevail upon more of them to come; or persuade those with rather specialized interests to come even when their specialty is not up for discussion? Such increased participation, in my judgment, would add to the value of the seminar. In addition,

5 it probably would tend to break down some of the feeling among certain members of the Princeton faculty that the Institute, with its fine marble halls, harbors a group of men who do little because they do not actually teach classes.

6 In this connection, would it not be well to invite in, during the course of the year, six to ten prominent scholars of the Eastern Universities, to sit for one session with the seminar and engage in an informal discussion of a topic of common interest? Such men probably could not be induced to come unless they were offered an honorarium and traveling expenses; but it seems to me that the expenditure of a thousand or so dollars this way would be rich dividends, and would further serve the purpose of publicizing what the Institute is doing. I recall particularly that Charles A. Beard came down for a few days; and this visit remains in my memory among the highlights of the year. Why could not other men be brought from Columbia, Yale, Cornell, etc.?

7 My most serious handicap at the Institute was the absence of books. I presume that since my departure you have filled your shelves and have added to your current subscriptions of scholarly magazines. I do not suppose, however, that it will ever be practicable to have more than this working library; and even though the Princeton library is excellent for many things, having to shuttle back and forth will always be, I presume, a thorn in the flesh. Unfortunately, as you know, the Princeton library is a most unattractive place; and it will be a great boon to the Institute when a large, well-lighted, well-ventilated building, with the materials readily accessible, is constructed at the University. I wish that it were possible for you to put some fire under the Princeton people.

8 It seems to me that your best work in the future can be done with post-doctoral scholars, rather than with men of professorial rank who are pretty much set in their ways. The older men already are working on something, they know what they want to do, and it will be difficult to force them into a general pattern that will be of common interest to a seminar group. Assuming that you propose to build your work around such a common interest, I should think that the post-doctoral fellow would be more satisfactory than a professor on parole from his regular institution.

9 So much for my own suggestions. In conclusion, perhaps I should mention two items of outside gossip which may or may not be new to you. The first is, that the Institute has too strongly a Jewish flavor. The second, doubtless inspired in part by jealousy among academicians, is that the members of the Institute sit in their quiet and palatial surroundings, think a little, and "produce" nothing. In short, why are they not "producing" great quantities of heavily documented monographs, since they have no students and no committees? I feel, as you do, that there is an undue disposition in this country to measure scholarship by the shovelful; that we need more thinking before, during, and after the actual research; and that the world would be farther ahead if more of our scholars stopped their frantic scrambling for facts and began to think and write about the

significance and correlation of facts already dug up.

Perhaps enough scholarly material is now being produced by the Institute to meet this criticism, even granting its essential validity. Certainly no one could complain of your own productivity if he were to take the trouble to consult your numerous and stimulating articles in the learned journals. Perhaps enough projects are about to be published by men on the ground to put to rest such outside gossip. In any event, it seems to me that it would be well for the prestige of the Institute to spike such rumors by going to considerable pains to publicize precisely what the Institute has in mind, who is there, what they have done, what they are doing, and what they will do. Along these lines, the mimeographed sheet listing the members of your seminar would do much good if it had a wide circulation.

With best New Year's wishes to yourself and your family, and to our friends in Princeton and at the Institute, I remain,

Very sincerely yours,

Thomas A. Bailey

THE DEEPER PROBLEM IN EDUCATION

IT IS TO DIG OUT EDUCATIONISTS' DEBRIS AND REDISCOVER LEARNING'S TRUE NATURE

It is still a shock to realize the penalties a good teacher must pay, just to do his country's most important job (*see pp. 93-101*). We must do something quickly about improving teachers' salaries, training and status. But teachers and the public must also get together on a problem less tangible but more basic—how to straighten out the debris left by 40 years of the progressive educationists. It is a legacy of distended play facilities, substandard curricula and principals whose intellectual confusion can no longer be disguised by the compulsory smile on their faces.

American schools have done a tremendous job in educating people at a rate beyond the dreams of most nations. Such a quantitative achievement was bound to hit some snags on the quality side. And it serves no purpose to polarize the educational debate by shouting "un-American" at the late John Dewey's bones (a distinctive Americanism, in fact, was one of Dewey's intellectual boasts), or by making blanket denunciations of "frills" in education (if *How to Run a Beauty Shop* has no place in a general high school curriculum, a good challenging music appreciation course very definitely *has*). The problem underlying all our confusion is—to use words long out of favor in pedagogical circles—a matter of tradition and philosophy. Only by grasping this can we figure out where and how our education system went wrong.

Until the arrival of Dewey and his disciples, American schools had the stated objective of educating individuals in an inherited and enlarging body of learning. Confident of their own established values in ethics, law and culture, the old-fashioned teachers deliberately set out to pass down these values as part of a living tradition. They held that it was all one cultural heritage—everything from Boyle's Law to Cicero's First Oration against Catiline—and the more of it you learned the wiser and more mentally alert you would be.

Dewey and his disciples revolted against this certitude, which had indeed grown more than a little ossified in its teaching methods. But history records no more egregious case of throwing out the baby with the bath. Instead of modernizing the oldtimers' teaching methods, the new educationists went deeper and denied tradition in anything.

"We agree," Dewey once said, "that we are uncertain as to where we are going and where we want to go, and why we are doing what we do." In a kind of country club existentialism, Dewey and his boys genially contended that the traditional ends of education—and indeed of human life—like God, virtue and the idea of "culture" were all debatable and hence not worth debating. In their place: enter life adjustment. The alternative to educating the individual thus became, as John Keats puts it in his excellent new book, *Schools without Scholars*, "to bring the individual by a process of conditioning, to a realization of his functional role in society."

The Deweyites thus transformed conditioning techniques into ends in themselves. As they tracked through U.S. education, teachers' colleges assumed the dignity of lamaserics. They called their system science, but they worshiped its doctrines like a cult. In thousands of schools teachers were denied the chance of learning more about their subjects in favor of compulsory education courses in how to teach them.

Within the schools discipline gave way to increasingly dubious forms of group persuasion. "With teen-agers," one high school principal said proudly, "there is nothing more powerful than the approval or disapproval of the group. . . . When the majority conforms, the others will go along." It

would not easily occur to the modern educationists that such blind fostering of group pressure is a travesty of free democracy. Such criticism honestly puzzles them, as do suggestions that they might concentrate more on dry "learning" subjects, like mathematics and languages, to the exclusion of teen-age problems, beauty care, flycasting. But they try to "understand" their critics, for "understanding" is part of the progressive code—a recently popular educational tract is titled *Helping Teachers Understand Principals*.

By their own trusted empirical test, the poor performance of their students has proved the educationists wrong. U.S. high school students are plain ignorant of things grammar school students would have known a generation ago. Years of barren discussion courses in English have made a whole generation chronically incoherent in the English language (the mutterings of a U.S. teen-ager trying to discuss his beliefs generally sound like a sanitized version of Elvis Presley). By substituting "projects" for study, the educationists have soothed students' curiosity, but left them with little intellectual patience for solving problems. Cut off from any but the most obvious contact with his tradition, *e.g.*, an occasional project visit to the local courthouse, the student has lost his sense of history, at a time when his country needs this most. Surely the history of the Crusades can give a young American a better grasp of the problems implicit in the U.N. or NATO than dressing up as a Pakistani delegate in an imitation U.N. assembly at school.

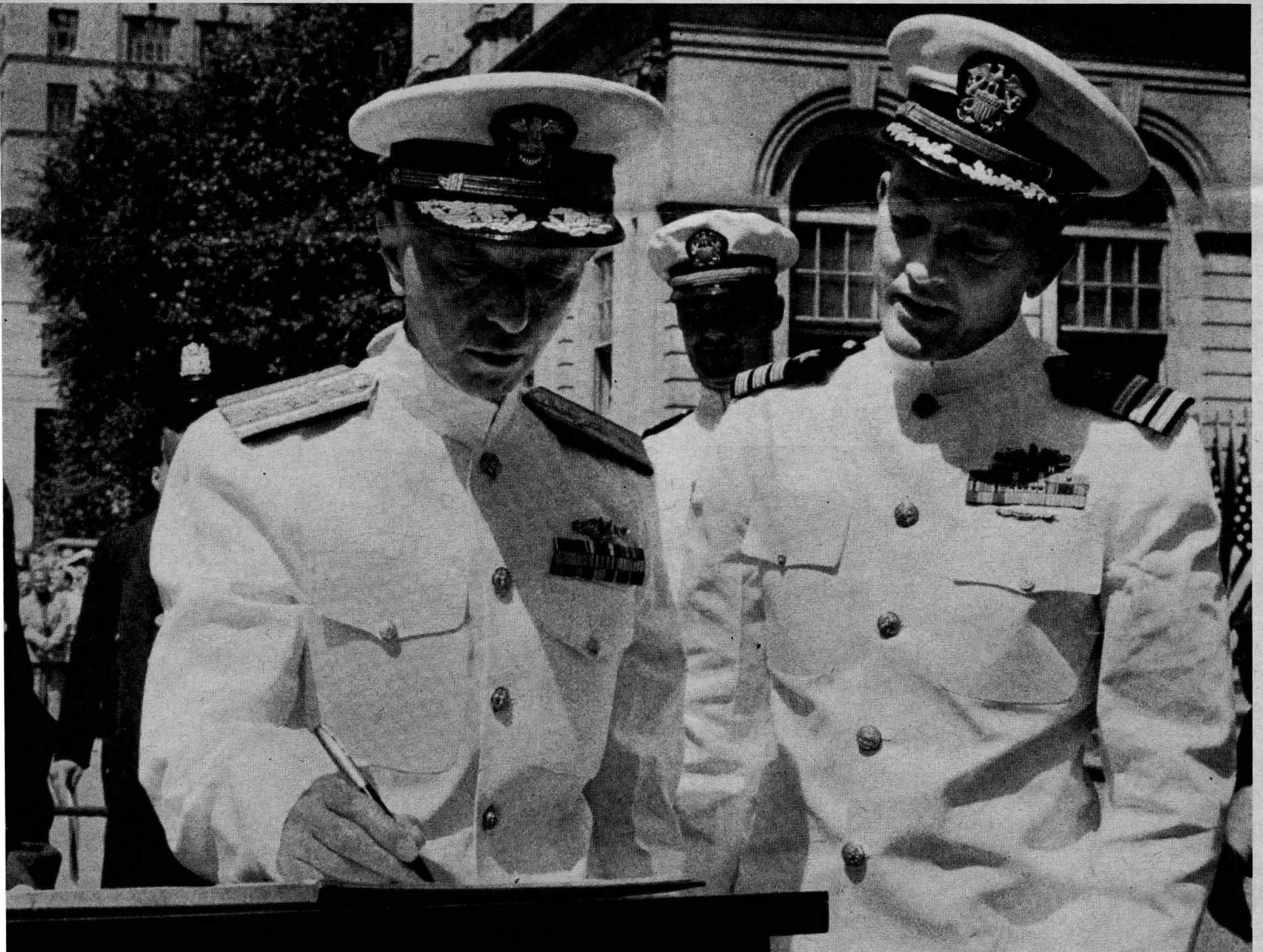
With Dewey's world so demonstrably in tatters, one might think the educationists would run up the white flag. Far from it. Entrenched in public school administrations, they defend with the adhesiveness of a band of brothers every article of their gobbledygook canons. In Holland, Mich. the Christian High School, a respected institution of impeccable academic standards, has recently been denied accreditation by the North Central Association of Colleges and Secondary Schools because it refused to dilute its academic standards with shop and cooking courses. A sample of the canons by which such schools are judged: "Is the control and atmosphere of the individual's rooms and classes based upon teacher authority or group self-control and group defined standards . . . ? To what extent are opportunities provided for children to develop moral and spiritual values through the process of direct experience in working with each other . . . ?"

We cannot expect to cure such lopsided standards just by giving teachers the pay they deserve, building the schools we need, and ordering up more science courses. A few important steps *can* be taken by state and local authorities. For one thing, most of our state teachers' colleges should be abolished as such and converted into liberal arts colleges, with subordinate education departments. There must also be some drastic upgrading of curriculum requirements.

But most of all we need to do some thinking about the true ends of education. The worthwhile innovations in method brought by Dewey's educationists should be kept. But their exclusive devotion to techniques and group adjustment should never again be allowed to hide the fact that American education exists first of all to educate the individual in a body of learning, with a tradition and purpose behind it. A man so educated is far better equipped as a democratic citizen than the merely "well adjusted." For he will have not only the social ease to make his civilization comfortable, but the intellectual discipline to help save it.



WITH REAR ADMIRAL RICKOVER ABOARD AS AN HONORED GUEST, POLAR-VOYAGING NUCLEAR SUBMARINE "NAUTILUS" COMES UP NEW YORK HARBOR AFTER



SHARING HONORS. Admiral Hyman Rickover, representing President Eisenhower, signs register at New York City Hall with Commander William

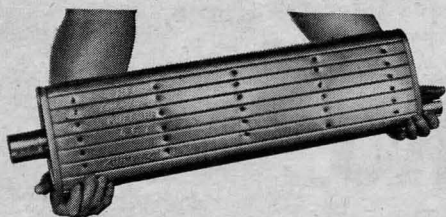
Anderson, *Nautilus* skipper he helped train. Afterward the two men were city's luncheon guests at Waldorf-Astoria Hotel, where they both received medals.

114
E. Anderson



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BOARDING "NAUTILUS," Admiral Rickover transfers from Navy tug-boat off Brooklyn to share sub's triumphal entry into New York harbor.

RICKOVER CONTINUED

thick necks. Rickover, as a man who lives almost entirely by his mind, seems to have an uncommonly large head. Actually the head is of normal size, but as one watches Rickover in action, the head seems to expand. He looks like thought incarnate and this seems to induce a feeling of inferiority, even resentment, in his beholders.

Rickover is a small man, about five feet, six inches in height and 125 pounds in weight, and his body is so overshadowed by his head that it seems to exist merely as an appendage to it. It is an adequate body, tough and wiry, but it attracts no attention at all. The admiral feeds it on such things as skim milk, fruit, hard-boiled eggs and black coffee, and in return it provides the head with transportation and various necessary fluids. It is not a temperamental or complaining body and perhaps does not dare to be: if it were to suggest telegraphically that it had sore feet or a cold, the head would no doubt give it a ferocious tongue lashing. It is utterly controlled by the head, is not permitted to engage in frivolities such as dancing or golf and may not take tobacco smoke into its lungs. It is a body brought up in the old-fashioned ascetic school: it will do its job faithfully until at last it falls apart. In sum, Rickover is an egghead.

It is tempting to list other reasons for Rickover's unpopularity, mainly because it is so easy, but in order to grasp the full stature of the man—or as some might prefer to say, his full enormity—one should look more closely at who he is, what he does and how he does it.

Rickover's great achievement has been to put atomic energy to practical, nonexplosive use. He has been responsible for the design and production of the world's first nuclear-powered engines. One of them has powered *Nautilus* since 1954; another produces 60,000 kilowatts of electric power for the city of Pittsburgh; still others, now in development, will propel a destroyer, a cruiser and an aircraft carrier. Within 50 years almost all the major ships in the world may be propelled by atomic power, and Hyman G. Rickover, for having produced the prototypal machinery, will have a place in nautical history not far below John Ericsson, inventor of the screw propeller.

Rickover is not a scientist. The theory of the atomic reactor is of course not his. Rickover is an engineer, translating others' theories into objects. But in this field he is an unquestioned genius, an unusual creature for any society to have produced: a tough intellectual.

Perhaps tough intellectuals, like diamonds, are produced by pressure. In Rickover's youth, certainly, the pressure was ample. He was not only poor, he was scrawny; not only an immigrant, but a Jew. These pistons of prejudice, ramming him from four sides, crystallized his character early. Born in Russian Poland in 1900, he came to the U.S. with his family in 1904. His father, a tailor, ultimately settled in Chicago. Hyman began to work as soon as he was old enough, as a delivery boy and as a Western Union messenger. He delivered telegrams after school, then worked at his homework until long past

CONTINUED

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RICKOVER CONTINUED

midnight. He went to Annapolis not because nautical life particularly appealed to him but because the education was free. At the academy he was withdrawn, studious, determined to succeed scholastically. He was not well liked and took little part in athletics or in such social life as there was. He was a grind and a rebel but already so hard intellectually that he was untroubled by the stigma that attaches to such individuals. The prejudice against Jews at Annapolis, almost nonexistent today, was strong in his years, 1918-1922. The man who ranked number two academically in Rickover's class, for example, was a Jew. His picture in the class yearbook was printed on a perforated page—for easy removal. As may be imagined, Rickover developed no gluey sentimental Navy spirit, although he has a deep sense of obligation to the Navy for his education.

After graduation (he stood 107th in a class of 532) Rickover began an unspectacular career in the peacetime Navy. He specialized in electrical engineering, earning, at Navy expense, a master's degree at Columbia. While there he met his future wife, Ruth D. Masters, who was studying for a master's degree in international law. They were married in 1931 and have one son, Robert, now a student at Yale.

Rickover served various tours of sea duty, some in submarines, but merely gained a reputation as an unsocial, work-obsessed man whose chances of promotion were dim. The only seagoing command he ever held

was the U.S.S. *Finch*, a dilapidated mine sweeper on the China station. But chance and 20th Century technology were working in his behalf. Early in World War II, still a lieutenant commander, he became chief of the Electrical Section of the Navy's Bureau of Ships. It was not a post much envied by regular Navy men, who did not see any particular glamor in fuse boxes. But at that time the power-generating equipment and circuitry of combat vessels was in poor shape. After a salvo from the main battery, half the electric circuit breakers on a warship were likely to pop out. Throughout the war Rickover worked to cram the Navy's ships with the best available equipment, driving his men to exhaustion, snarling at boobs, wrestling like Laocoön with the serpents of red tape. By the end of the war he had made naval electric gear far safer and more reliable and had earned a reputation as a man who could accomplish a job. But he had also earned a reputation for making enemies in large round numbers. It was the latter that weighed most heavily in peacetime, and again his future seemed dim.

In 1946 Rickover heard that the Bureau of Ships was about to send a captain to Oak Ridge to study atomic energy. The opportunity was extraordinary, but of all the qualified captains in the Navy only one, Rickover, bothered to apply for the assignment. At Oak Ridge he soon concluded that the future of the Navy lay in nuclear propulsion and that the most suitable vessel to be first converted was the submarine. But his vision was not shared by his superiors. He expounded and orated, needled and wheedled, and in the end was recalled from Oak Ridge, assigned some vague "advisory duties" and given an office in an abandoned ladies' room in the Navy Building.

But Rickover is not merely persistent. He has a fatalistic view of life and the courage that arises from it. "A military organization is set up to do routine, not imaginative work," he says. "If anyone comes along with a new idea, the people in the organization naturally tend to make him conform. The first thing a man has to do is make up his mind that he is going to get his head chopped off ultimately. If he has that feeling, perhaps he can accomplish something."

Accordingly Rickover bypassed several echelons of superior officers and in 1947 went directly to the then Chief of Naval Operations, Admiral Chester W. Nimitz, with his plan for an atomic submarine. Nimitz quickly grasped its potentiality and recommended the project to the Secretary of the Navy. Presently Rickover became chief of a new section in the Bureau of Ships, the Nuclear Power Division.

To a man less jaundiced in his view of The System than Rickover, the appointment might have meant that he could go ahead and produce a nuclear submarine. But Rickover had been in the Navy and in Washington too long. He knew that it might be 15 years before the project could be completed within the organizational framework. He had to deal not only with powers, legions and dominions of administrators in the Navy but with other administrators in the Atomic Energy Commission, which controls all the nuclear fuel in the nation.



MIDSHIPMAN Rickover was described in 1922 Annapolis yearbook as studious, with little time for humor.

CONTINUED



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AT PRESS CONFERENCE in Brooklyn Navy Yard admiral answers a question about *Nautilus* performance. At left is Rear Admiral Chester C. Wood. At this conference Secretary of the Navy Gates told newsmen he had discussed possibilities of Rickover's promotion with him last spring.

RICKOVER CONTINUED

The thought of being caught between two phalanxes of administrators was horrifying to Rickover. "Superefficient 'administrators' are the curse of the country," he says. "Their main function seems to be to harass brainworkers with trivia and to waste as much time as possible."

To avoid this kind of administrative "help," Rickover executed a classic maneuver in antibureaucracy. It was arranged that the AEC should establish a Naval Reactors Branch to cooperate with the Nuclear Power Division in the Bureau of Ships and that this new branch should be headed by a likely fellow named Hyman G. Rickover. Thus it came about that Rickover, wearing his captain's hat, would write letters to be opened by Rickover, wearing his civilian hat. Whatever Rickover wanted, Rickover got. It was a rare example of the kind of cooperation that can be established when military and civilian branches of the government have a genuine mutual interest.

Having secured a little elbowroom by his maneuver, Rickover set out to recruit talented men who would help him complete his project. Rickover himself interviewed more than 1,000 young engineers, both naval and civilian, subjecting them to treatment designed to reveal their strengths and weaknesses as quickly as possible. In his office he kept a chair whose front legs were shorter than its rear ones. As the interviewees sat in it, constantly sliding forward and hitching themselves backward, blinking in the direction of that eminent, seemingly disembodied head, Rickover would ask questions.

"Are you resourceful?" he once said to a hapless engineer.

"Um—well, yes."

"Suppose you're on a sinking boat with five other men. The conditions are that one, and only one of you, can be saved. Are you resourceful enough to talk the other five into letting you be the one?"

To a question so hypothetical the engineer felt safe in once more replying "Um—yes." Thereupon Rickover gave a signal and five grim-faced men marched into the room and arranged themselves behind the victim. "All right, son," said Rickover. "Start talking."

There is no record of what the engineer said. However, in the closely knit group of 100 engineers in Rickover's Washington headquarters, there is none who is not resourceful.

During his interviews Rickover makes it a point to discover the extracurricular interests and abilities of his personnel. Some time ago he encountered a poor trembling girl, a Wave, who wanted a secretarial job and who admitted that she could sing.

"Sing? Anybody can sing."

"But I took voice lessons."

"All right. So sing something."

Thereupon the Wave burst into loud song, revealing that she had indeed a fine voice. Rickover filed the information and long afterward found a use for it. By that time his program was so far advanced that prospective commanding officers for nuclear submarines had been selected and were being trained in his headquarters. These men,

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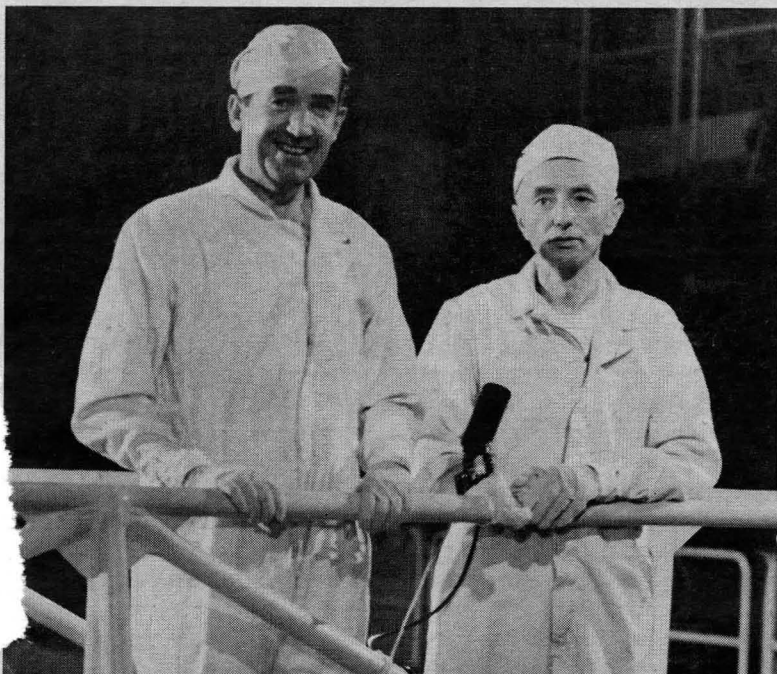


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AT NUCLEAR POWERHOUSE, Rickover and commentator Edward R. Murrow (left) wear protective clothing while visiting Rickover-developed reactor in Shippingport, Pa. which supplies electricity for Pittsburgh area.

RICKOVER CONTINUED

like Commander Anderson of *Nautilus*, are among the very finest in the Navy. They are chosen from scores of eager applicants and their selection marks them as individuals with great futures. But their very selection may cause them to think too highly of themselves, a possibility that disturbs Rickover. To deflate them Rickover has ordered his singing Wave to go into their presence on the first day of each month, remove her shoes in deference to the hallowed ground on which she stands and sing *My Hero*, loudly and completely. In time they have all learned the words and perhaps something else.

Rickover's method of selecting personnel is not so frivolous as it may sound. Like many other older executives he has a gloomy view of the security-obsessed college graduate, whom he calls "a nest-builder, a bird-hatcher." He is also depressed by the lack of fundamental knowledge among young engineers. "They know a lot of facts," he says, "but few principles. They simply are not educated."

In his respect for the old-fashioned virtues of intellectual curiosity, energy and initiative, Rickover has made some grievous mistakes in judgment—in the eyes of the administrators. Within his command he has frequently arranged things so that higher-ranking officers work for their juniors or that important jobs are filled by civilians rather than naval officers. Most of the men immediately around Rickover, in fact, are civilians, and most of these in turn are in the highest salaried levels of the civil service. This annoys the Navy brass, but Rickover has a sound reason for it. "A naval officer is usually assigned to the Bureau of Ships for a two-year period," he says. "It takes him a year to understand his job. Then he works at it for six months and spends the next six months worrying about his next assignment. There is no continuity of responsibility. An officer makes an important engineering decision in 1958, and when the project comes to maturity in 1962, where is he? In Honolulu. A man should stay in place long enough to see the fruit of his decision, to take pride in its success or take the blame for its failure."

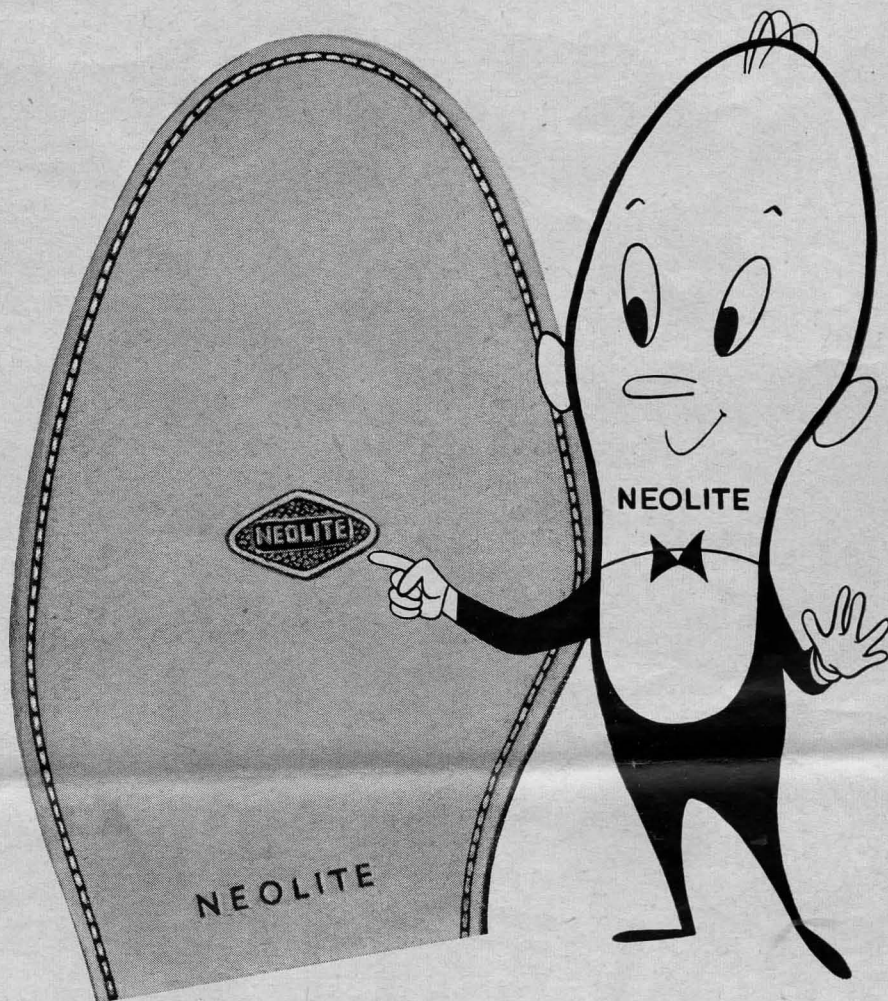
In 1949, having surrounded himself with good men who seemed likely to stick with him, Rickover set out to produce some nuclear propulsion machinery. One might have thought this a relatively easy task, given the men, the money and the American technological know-how. But it is Rickover's view that Americans really do not know how. "Much of our technology is only empiricism," he says. "We know an automobile engine works, but we don't know why. We go along by trial and error, turning out enormous quantities of goods without understanding the basic principles involved."

The making of a power-producing nuclear reactor involves both facts and principles previously unknown to American industry. In idea the reactor is a simple thing. The element uranium, which can be made to explode, can also be brought to a point short of explosion in which it produces great heat. In a nuclear propulsion system this heat is made to produce steam. The steam rushes through a turbine, the turbine turns a shaft running into a gear box, the gears in the box turn another shaft running to the propeller and presently one is under the North Pole. To be sure, a few volumes of information are

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RICKOVER CONTINUED

missing from this explanation, but the theory remains a simple one. However, the engineering, the practical application of the theory, presents problems of fantastic difficulty. It is in solving these, in getting the job done, that Rickover's genius has revealed itself.

In designing, developing and building his nuclear-propulsion units, Rickover dealt with American industry on a massive scale. More than 500 corporations and many thousands of men have been involved in the project. Most parts had to be designed and fabricated from scratch, and it was in this area of origination and improvisation that American industry revealed a few weaknesses. For example, the reactor program has required a number of very large castings and forgings, chunks of stainless steel or manganese-molybdenum steel as much as two feet thick and several feet in diameter. About 50% of those made to date have had to be rejected because of various defects, at a cost of many millions.

Not long ago Rickover placed an order for two pieces of equipment so large that they had to be fabricated in left-hand and right-hand sections, later to be welded together. The manufacturer carelessly made four left-hand sections. On another occasion a 16-inch valve failed because it had a sharp corner in a critical location. The failure occurred after the reactor was in operation and necessitated a shutdown for many weeks. "And yet," Rickover says, "if there is one lesson that any engineer worth his salt should have learned, it is that he must avoid sharp corners in design."

Obviously American industry has responded to Rickover's challenge: the submarine reactors have been built. But industry did not respond quite so handsomely as worshipers of Yankee know-how might have expected. "It has been drummed into us," says Rickover, "that we have some God-given superiority in our way of doing things. This is not true, and some changes are in order. We must stop depending on routine production systems and methods. The nuclear age demands much better technology than we are now using. And we must cut out the organizational red tape and get down to fundamentals. The man running a factory or a project must keep himself personally informed of what is actually going on. He can't rely on progress reports from underlings."

Rickover on U.S. education

If these points seem obvious, that does not make them any less significant. What Rickover is talking about is the survival of the country. There are other changes he would make. He is a puritan. He would do away with some of the needless luxury of American life.

But the primary alterations he thinks necessary are in the field of education. He believes American standards are far too low. He despises the theory of John Dewey's adherents that the purpose of education is to prepare the child for life adjustment. He thinks schools should be used solely to train the mind in the arts and sciences and that such matters as citizenship, group living and apprentice garage mechanicship should be learned elsewhere. Emphasis on irrelevant subjects in the schools, he believes, will soon lead to disaster.

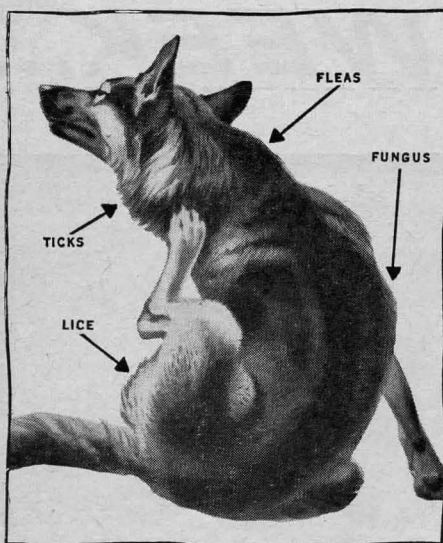
Rickover thinks a national standard of excellence should be established for the high schools, the standard to be determined by a group of outstanding scholars rather than by professional "educators" or pedagogues. A number of schools—perhaps 25—in which this standard is employed should be set up in various parts of the country so that parents and school boards may see the result. Strong efforts should be made to accelerate the education of talented children. The school year, established in the old agrarian days when it was necessary for children to work for three summer months on the farm, should now be lengthened.

In his criticism of the school system Rickover has alienated yet another group of people. If angry educators are placed alongside the Navy brass, the Atomic Energy Commission brass, the industrialists and businessmen who dislike Rickover, the array of enemies appears so formidable that one wonders how he has managed to survive thus far. Why has not one among them managed to cut his throat?

Unlikely as it may sound, Rickover is a superb politician. He has an acute understanding of the congressional mind and of the pressures upon it. He is summoned frequently to the Capitol to testify on the state of his program, on appropriations or on some other subject, and invariably he creates a favorable impression. He rarely presents the customary prepared statement. Instead he merely awaits questions and answers them with startling candor. "Haven't you prepared for this hearing?" a congressman once asked him. "Certainly," said Rickover. "I shaved and put on a clean shirt."

"You can't fool a congressman for long," Rickover says. "Sooner or later he will find out whether you're telling the truth. If you are, he'll help you. If not, you get the meat ax." Rickover has always given Congress a straight, if sometimes horrifying, answer. As a

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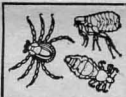
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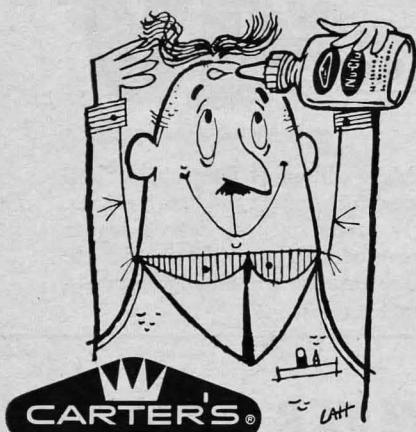
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STRONGEST SUPPORT for admiral comes from Congress. Here joining him in look at polar area on globe before hearing him testify are (from left) Senators Flanders of Vermont, Johnson of Texas, Stennis of Mississippi.

RICKOVER CONTINUED

result he enjoys enormous prestige in the Capitol. Earlier this year when the House was discussing the expenditure of \$35 million to develop a nuclear power plant for a destroyer, there took place the following colloquy:

"Rep. Holifield: Mr. Chairman, I rise in support of the bill. . . . I have a great deal of confidence in the man who is in charge of this particular program, Admiral Hyman Rickover. . . .

"Rep. McCormack: Admiral Rickover appeared before the special select committee of which I am chairman in connection with outer space the other day. He made an outstanding witness and made a profound impression. . . .

"Rep. Holifield: . . . I do not believe there is a man in existence that has the composite knowledge which is embodied in Admiral Rickover . . . there are many industrial companies that would pick this man up and pay him five times as much as the Navy. . . .

"Rep. McCormack: I would say 10 times as much . . . very dedicated man, an unusual gentleman, frank . . . a rugged individualist . . . a great leader . . . persuasiveness . . . sincerity . . . dedicated mind . . . maximum benefit possible for our country. . . .

"Rep. Durham: Mr. Chairman, will the gentleman yield? . . . Words are hard to find to do merit to Admiral Rickover. . . .

"Rep. Van Zandt: Mr. Chairman, will the gentleman yield? . . . I would like to join in the tribute to a very distinguished American and naval officer. . . ."

The request for \$35 million was speedily granted.

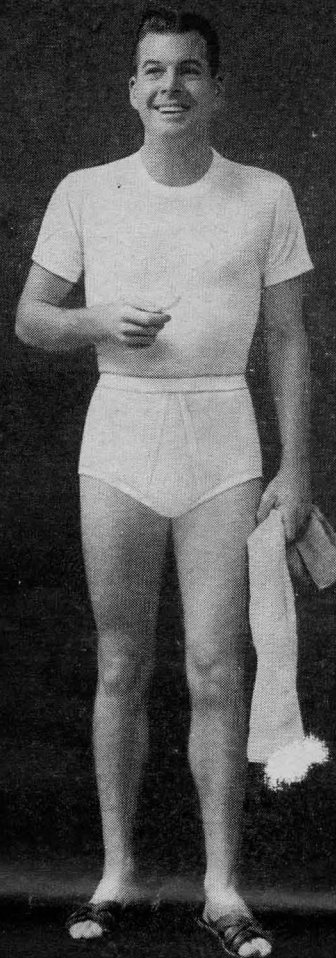
In 1952, while *Nautilus* was under construction, the Navy brass made one serious attempt to get rid of Rickover by retiring him. He was then a captain and had once been "passed over" by a selection board which had not seen fit to make him a rear admiral. According to the rules governing promotion, a second passing-over would have meant automatic retirement. Despite an urgent last-minute commendation by the then Secretary of the Navy, Dan Kimball, who pointed out that Rickover had done "the most important piece of development work in the history of the Navy," the board passed over Rickover again. He was, so the admirals thought, through. But thereupon the Senate Armed Services Committee lit such a fire under the Navy that a special selection board was convened with instructions that left the clearest of implications: promote Rickover or the committee will overhaul the promotion system forthwith. Rickover was promoted.

It should not be thought that the only friends Rickover has are in Congress. He has others. The closer one gets to Rickover the more warmth there appears to be: the handful of men who work intimately with him in his headquarters, if not sentimentally about him, do have a reverence for him that borders on affection. In his treatment of his men Rickover draws no lines of rank. The lowest of his subordinates can and does argue heatedly with him. Rickover delegates large amounts of responsibility and authority to his subordinates, thus giving them the satisfaction of conceiving and implementing ideas. This is rare in the Navy or in private industry, where brainworkers' children are customarily ripped untimely from them by the administrators. It is, indeed, the only coin sufficient to pay Rickover's men.

As his own personnel officer Rickover takes good care of his men,

CONTINUED

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RICKOVER CONTINUED

procuring for them the highest civil-service rating or the highest naval rank he can. He also protects them from outside interference except when he is too busy protecting himself from the same, which is often. "Today everybody is an expert on nuclear reactors," he says. "Everybody has an idea that will work better, on paper, than ours. These guys will go to someone in authority, the Chief of Naval Operations or even the Secretary of the Navy, and say, 'Why doesn't Rickover try this?' We have to examine and answer every one of these helpful suggestions, and so we spend half our time fielding foul balls. If they would only leave us alone, we could get the job done a hell of a lot faster and better."

There are some who see more than a natural desire not to be heckled in Rickover's wish to be left alone with his power, his massive budget and his vital project. "He is not just an ordinary empire builder," said an angry AEC official. "He's a complete autocrat." Rickover himself, speaking of his organization, says, "This is complete democracy." To which a member of the organization replies, "Democracy hell. It's benevolent despotism—but I don't mind." Rickover is driving, domineering man who can be pitiless in his treatment of intellectual inferiors. He has a remarkable knack for attracting attention and credit. Several of the engineers in his organization have done magnificent jobs for which the nation should be deeply grateful, but somehow no one has ever heard of those engineers.

But Rickover has warmth. When the young child of one of his prospective submarine commanders died not long ago, Rickover telephoned the father at an odd hour of the night to read the Bible to him. Rickover has a meticulous sense of honor: he makes a good deal of money with his extracurricular writings and speeches and gives the whole of it to charity, believing that what he has learned he has learned in the Navy and that the profit from it is public property. Rickover has the many other virtues that have enabled him to do the job he has done: intelligence, courage, tenacity, toughness, energy. He is a man to be admired and emulated—or so it would seem, despite the opinion of his enemies.

Today the plight of these enemies is almost pathetic. In their efforts to injure Rickover they have been reduced to the use of petty snubs such as the White House affair or the designation of ladies other than Mrs. Rickover to christen submarines. No doubt other snubs are in preparation, although at least a few of Rickover's enemies must have realized by now that this is not quite the way to get at him. Another snub will probably get him a fourth admiral's star; still more snubs may even put him in line for a fifth star. There has never been a six-star admiral in the Navy, but with a little resourcefulness Rickover's enemies could overcome that obstacle. Indeed, that may be part of their grand strategic design: get him so weighed down with the hardware of rank that someday he will ignominiously fall off a submarine.



RICKOVER AND ASSISTANTS meet to discuss an atomic ship project. They are (from left) Robert Panowff (seated), Howard Marks, Lieut. Commander Willis Barnes, Milton Shaw, Harry Mandil, Jack Grigg, Lieut. Commander David Leighton. All have been with him at least five years.

WEDNESDAY, SEPTEMBER 17, 1958.

SCIENTISTS CALLED NAIVE IN POLITICS

Foreign and Military Policy
Out of Physicists' Realm,
Rome Parley Is Told

Special to The New York Times.

ROME, Sept. 16—An American's warning against the "political naiveté" of the space age's scientists was applauded here today by an international gathering of political experts. Prof. James K. Pollock of the University of Michigan said that "foreign and military policy is hardly the task of the nuclear physicist."

Opening the fourth world congress of the International Political Science Association, Dr. Pollock, president of the organization, also declared: "In our present scientific revolution when scientists are playing a perilous game with nuclear power and astronautics, it behooves all of us who are trained to understand influence, power, control and authority to apply ourselves to problems the solution of which will determine the future of the civilized world."

Delegates from the Soviet Union, Poland and Yugoslavia were among the 500 members of Dr. Pollock's audience. Soviet

participation in the congress had been doubtful until almost the last minute because the three Soviet delegates ran into difficulties in obtaining Italian visas.

Though no comment from Communist delegates was available, members from several Western countries tonight praised Dr. Pollock's outspoken view that "to assimilate the pace of scientific discovery into our social and governmental processes becomes the greatest problem of our age."

Scientists Held Pampered

The Michigan professor added that whereas "natural and physical scientists are now the darlings of governments, and billions of dollars worth of fantastic equipment is lavished upon them and they are assisted by thousands of helpers, political scientists, on whom rests the responsibility of understanding and of making public knowledge of power relationships, are impoverished and neglected."

The process of government has become so intricate, Dr. Pollock said, that "policy must not be formulated by specialists if we are not to become a loose confederation of modern feudal interests."

Dr. Pollock's remarks will not be discussed by the congress delegates. The organization's secretary, Franco Alberto Casadio, said they constituted a keynote address reflecting the

views of political scientists all over the world.

The working sessions of the congress are to be devoted to these themes: local government in developing countries; relations between theory and practice in political science; control of public enterprise; interest groups; executive-legislative relations; and international conflicts.

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NEW' COLLEGE MEN ARE FOUND ABLER

But Report Says They Are
Hobbled by Grades System
and the 4-Year Plan

By LOREN B. POPE

Today's college student is new and different species, more mature abilities and serious purpose, but he is often hobbled by obsolete college programs, a study commission has concluded.

In the first of two major inquiries into changes in college students and the implications for the institutions, the Commission on the College Student of the American Council on Education declared yesterday that it was time colleges considered junking "artificial" practices. It mentioned specifically grades-and-credits requirements for graduation, and the four-year span of study.

First-year programs should also be reviewed, among other things, the commission said, to provide more opportunity for independent study.

The inquiry was undertaken last year by the commission, a permanent unit of the council, which is an organization of officials of more than 1,000 colleges and universities. On the commission are thirteen college presidents, deans and profes-

3 Continued on Page 40, Column 1

gs Sold for



Paul Cézanne's "Garçon au Vest) drew top price of \$6

Mr. Wilson said afterward he had never before sold so much so fast.

"And I don't think I ever will again," he added.

Cézanne's "Garçon au Gile

NEW COLLEGE MEN ARE FOUND ABLER

Continued From Page 1, Col. 4

sors, two students and two council officials. Their report was prepared by Dr. W. Max Wise, a former dean of students at the University of Florida and now Professor of Education at Teachers College, Columbia University.

The genesis of the study was a belief that "many of the solutions to educational problems will be found where they originate, on the individual campus." In the last twenty years, the commission explained, the demands—first of national defense, then for expansion of college facilities—have distracted attention from the changes that have been taking place in individual students and their needs.

"We weren't sure the college student had changed," said Dr. Edward D. Eddy Jr., vice president and provost of the University of New Hampshire and a member of the commission. Dr. Eddy is director of the commission's second inquiry into the things in a college that affect student attitudes and values.

an assembly-line type educational process."

The college faculties, with responsive students, have an opportunity to practice the art of teaching that has been available to few of their predecessors during the last three centuries, the commission declared.

To take advantage of such an opportunity, the commission suggested giving freshmen encouragement to do independent work, instead of rigidly restricting them to "syllabi and required reading lists."

The commission also urged an end to practice of awarding degrees on a basis of a certain number of credits and honor points. It called this an artifi-

cial system of academic book-keeping that "tends to defeat the educative process by establishing different goals for student and teacher."

Further, the traditional four-year college program, originally a device to allow a much younger student body to mature, now serves only to equate education with time, the report said. It added that it was an indefensible thesis to declare an educated man was one who had spent four years at an institution of higher learning.

Members of the commission, in addition to Dr. Eddy are:

E. Wilson Lyon, president of Pomona College and chairman;
Allen D. Breck, Associate His-

tory Professor, University of Denver;

W. H. Cowley, School of Education, Stanford University;

Wilson H. Elkins, president, University of Maryland;

Kathryn L. Hopwood, dean of students, Hunter College;

Robert B. Kamm, dean of the College of Arts and Sciences, Oklahoma State University;

Martha Peterson, dean of women, University of Wisconsin;

Aaron Sayvetz, Professor of Natural Sciences, University of Chicago;

The Rev. Charles E. Sheedy, dean, College of Arts and Letters, University of Notre Dame;

Hoyt Trowbridge, chairman, English Department, University of New Mexico;

Thomas Y. Whitley, president, Columbus College;

Ray Farabee, 1957-58 president

of the National Student Association;

Mary Jane Jagger, class of 1959, Denison University.

Arthur S. Adams, president of the American Council on Education, is an ex-officio member. Frank C. Abbott, staff associate of the council was secretary.

Goldfish Goes for Swim INDIANAPOLIS (AP)

Passersby became curious at sight of four small clustered around a rail on a local street. closer and saw the were merely goldfish a b ming.

LIGHTNING

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son's second inquiry into the things in a college that affect student attitudes and values.

Changes to Continue

However, Dr. Eddy said, the process of pulling together much existing research and extensive interviews with college students established eye-opening discoveries. Not only will changes in college students continue, Dr. Eddy declared, but they and the coming enrollment bulge will make more and more compelling "a pretty harsh re-examination of the colleges' traditions and conclusions of many years."

"Joe College is no more," the commission found. His place has been taken by a much abler and highly individualistic seeker after independence rather than conformity. This student is seriously intent on preparation for a career, likely to be working his way through and much more interested in a concert or exploring religious ideas than in campus traditions, activities or fraternities. Those accoutrements of campus life he is likely to consider "collegiate." Even interest in athletics has diminished.

Today's student is older—he often may be married—and college no longer represents his whole life. His outside ties are often the dominant ones. Only 55 per cent of last year's 3,138,000 college students were in the 18 to 21 age group; the rest were older. Only 5 per cent were in the 14 to 17 age group, and this proportion is not expected to increase.

Since 1953, the percentage of 18 and 19 year olds rose 30 per cent, but there was a 47 per cent jump in the students aged 25 to 34.

Before World War II, the commission noted, married students were rare, and many colleges required the resignation of any who did marry. Last year, 22 per cent of all college students were married.

Many Students Work

Many are in college because of the increase in job opportunities and the commission estimated that probably 40 per cent of all students earned more than half of their college expenses. Few colleges have data, they said, and estimates of those working range from 10 per cent up to 92 per cent in one large university. Harvard and Yale estimate that about 40 per cent of their students have scholarships or work during the school term, and more work in the summer.

The commission also found that more students tended to come from a "working class" family or from a lower socioeconomic level than in previous years. They also are more likely than ever to be members of a minority racial or religious group. It is a diverse group, more nearly a cross-section of the population.

Their range of ability is far wider than is commonly believed.

At one college, it was said, the freshman class had only a sixth-grade reading level. At another, the freshmen represented the top tenth of their high school graduating classes. The mean level of ability for all college students, it was said, has shown a "radical increase" in just five years' time, and will continue to rise.

The commission said that observations "suggest that college faculties have neither fully sensed the radical change in their student bodies nor taken adequate steps to provide challenge and stimulation for these 'new' students."

It pointed out that large numbers of students transferred from or dropped out of the schools where they first had registered, with the proportions varying from 5 to 50 per cent of the able students. Many leave dissatisfied with what the college is doing to prepare them for their vocations, the commission said.

"The comfortable assumption that these [able] students leave because of financial difficulties is not fully supported by the available data," the commission declared. It added that many of the able ones felt that their college had not enough to offer.

Programs Called Obsolete

"It is unrealistic," the commission went on, to base programs on assumptions that students have the same qualities they had in the Nineteen Thirties. The rising level of student ability, it suggested, has already made the instructional programs in some colleges obsolete, inappropriate or devoid of challenge.

The increasing pressures of mass education, the report continued, "have led to the growth of an impersonal quality in higher education [that] has blunted the efforts of teachers to stimulate each student's exploration."

Today's diverse student body, it added, "lends itself poorly to

BIDDING ON BRAINS LAID TO COLLEGES

Continued From Page 1

sons to obtain college educations they cannot afford.

But they say they are against practices that pit institutions against each other in an all-out financial competition to obtain students of superior academic abilities. In a few cases, the charge is made, colleges offer more in the way of scholarship help than the applicant needs or has asked for.

'Prestige' Schools Do It, Too

This practice, according to reports, is not limited to the lesser known colleges, which understandably want to raise the caliber of their student bodies. It is going on at many of the so-called prestige institutions, which have no trouble attracting qualified candidates for admission.

Hand-in-hand with this tendency of some colleges comes the habit of some scholarship applicants of making no secret of the fact that they want as much as they can get. Officials point out this should not be construed as an indictment of the great majority of scholarship applicants, who only ask what they need and do not choose a college on the basis of what it offers financially.

"Each college is afraid that another will outbid it," said one college official who admitted that his institution engaged in the practice "but only because so many other colleges do so."

"It is getting to the point," he said, "that a college will say to a scholarship applicant whom they want, 'Get in touch with us after you have heard from all the other colleges.'"

Illustration Given

College admissions officers and others, in recent conversations, gave illustrations to point up the problem.

For instance, one top candidate was offered a \$400 scholarship by a college, which figured—after carefully considering the boy's financial circumstances—that this was the amount of actual need.

Another institution also studied the boy's family's finances and came to roughly the same conclusion. But because the second college was eager to have him at all costs, it offered him a scholarship of more than \$1,000 that did not have to be awarded on the basis of need. It got the student.

The official who related this added:

"Of course, because we gave



FOR STUDENT LOANS:
Dr. Grant E. Curtis, director of admissions of the College of Liberal Arts, Tufts University. He is for making loans to freshmen.

one boy more than he needs, we will have to give another boy less than he needs. But we did get a student who we expect will be an asset to us."

Much of the progress that has been made in recent years in "getting the bargaining out of scholarships"—as one official put it—is attributed to the College Scholarship Service, established in 1954 by the College Entrance Examination Board.

One hundred and seventy-five colleges make use of the service, which requires parents who seek aid for their children from participating institutions to fill out a detailed financial report.

This enables the participating colleges to base their scholarship determinations on the same information, known to be accurate.

The service, however, does not say how much each prospective student is to receive—that is left to the individual colleges. The actual scholarships offered by the colleges to an applicant may vary because of differences in tuition rates, fees and living expenses.

Starting with this September's entering class of freshmen, Arthur Howe Jr., Yale's dean of admissions, reported, his school is making "a radical departure" in its student assistance programs.

For the first time, assistance

awards to needy qualified freshmen will consist partly of loans. Students entering Yale on the part-loan basis will be able to eliminate the loans by compiling outstanding college records, as has been the policy in the past.

Use of Loans Weighed

"To the best of my knowledge," Mr. Howe said, "Yale is making greater use of loans in its opening offers than any comparable college in the country. By setting this precedent we hope to eliminate some of the current bidding for top students."

However, Mr. Howe conceded that the new policy might affect "our immediate 'bargaining power' for outstanding students."

But, he added, "We think that we are doing what is right with regard to the current problems of admissions and finances in higher education."

Another who favors the greater use of student loans for freshmen is Dr. Grant E. Curtis, director of admissions of the College of Liberal Arts of Tufts University.

"This would cut down on much of the bidding and shopping that has become associated with scholarships," he said.

Scholarship funds could then be used, he added, to help students proved worthy after their freshmen year.

Scholarships Questioned

In an address earlier this year to the New York Academy of Public Education, Dr. Carroll V. Newsom, president of New York University, asserted that large scholarship programs, with all their benefits, could cause many social and economic difficulties. He said:

"The arbitrary creation of a group of young men and women who are to be favored with grants of money for their education, transcending the common social and economic struggles that characterize life in a normal sense, is certain to introduce elements of injustice into our society."

"It is my belief that we may have moved too rapidly in the creation of large scholarship plans in this country—without adequate understanding of objectives and without knowing very much about the net consequences within our society."

Dr. Newsom emphasized that he was not opposed to scholarships, but he said that discretion was needed in developing and awarding them. This, he said, was especially true in the cases of competitive scholarships where a student can get more aid from one institution than from another, regardless of his needs.

1942

Vertical File.

WORLD WAR II

Government Relations

EMIGRES

Academic Personnel

Memoranda regarding enemy aliens, requirements for travel,
etc.

Filed in Vertical File under "E" for Emigres.

D File, Enemy Alien Material - Memoranda

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INSTITUTE OF INTERNATIONAL EDUCATION

MEMORANDUM

By proclamation of the President of the United States, all those who are natives, citizens, denizens or subjects of the countries which have declared war against the United States, 14 years of age or upward, are classified as "alien enemies". This includes aliens possessing first citizenship papers. The full text of the President's proclamation of December 8, 1941 (no. 2526) is contained in the Federal Register of December 10, 1941 (no. 239) which can be obtained by sending ten cents (not in stamps) to the U.S. Government Printing Office, Washington, D. C.

Special attention is called to two regulations of the proclamation concerning alien enemies:

- (1) No alien enemy shall have or use specifically defined articles, including short-wave radio receiving sets, cameras, or firearms. The possession of these articles may subject the alien to immediate apprehension. (It has been suggested that cameras or proscribed radios might be sold or unconditionally given to American friends or relatives.)
- (2) An alien enemy shall not change his place of abode or his occupation or otherwise travel or move from place to place without full compliance with regulations which may be made by the Attorney General of the United States.

Those aliens who fall in the classification of "alien enemies" are advised to do as little travelling as possible. If planning to visit friends or relatives during the Christmas holidays they may do so provided they write to the U. S. Attorney in their district giving the name and address of the person to be visited, the date on which they intend to leave their present abode and the date on which they expect to return. They should leave their temporary address where they are now living and also information as to when they expect to return.

It is extremely important that all aliens carry their alien registration cards with them at all times.

Edgar J. Fisher
Assistant Director

December 15, 1941

THESE REGULATIONS ARE SUBJECT TO CHANGE

March 5, 1942

MEMORANDUM FOR NON-CITIZEN MEMBERS OF THE INSTITUTE:

1. For the sake of emphasis I wish to repeat the information which has already been circulated to the effect that former subjects of Korea, Austria, and Hungary are no longer classed as enemy aliens, provided their registration at the post office has been made in due form. Once that registration is properly completed, enemy alien restrictions will not apply to them.

2. I am happy to report to those persons who are still classed technically as aliens of enemy nationality that, on arrangement with Princeton University, I am now able to withdraw the request which I made to the effect that they should not enter the Princeton campus. Aliens of enemy nationality may now consider themselves free to pursue their work in the main library and in McCormick and McCosh Halls. They may, furthermore, feel free to use the University Store and to visit friends in the Graduate College. For their own protection, however, they should not enter other buildings on the Princeton campus without special authorization from the authorities of Princeton University. Any request for such permission can be made through my office. Careful observation of these restrictions will protect those who are still classed as aliens of enemy nationality from the irresponsible criticism and gossip which is so prevalent in war time.

FRANK AYDELOTTE

THE INSTITUTE FOR ADVANCED STUDY

Former subjects of enemy countries who have not yet been naturalized

Dr. and Mrs. Valentin Bargmann 44 Park Place tel. 1797-W	Dr. Bargmann has first papers ✓ Mrs. Bargmann is applying for first papers ✓
Dr. and Mrs. Alfred T. Brauer 24 Wilton Street tel. 2066-R	Both have first papers ✓
Mrs. Lotte Brodfuhrer 10 Bayard Lane tel. 2174	Has first papers ✓ Sister of Professor Ernst Herzfeld of the Institute faculty
✓ Dr. Kei Won Chung 33 Witherspoon Street	A Korean, but a political subject of Japan. Not eligible for U. S. citizenship
Dr. and Mrs. Charles de Tolnay 293 Nassau Street tel. 1671	Both have first papers ✓
Mrs. Pauline Fiedler 30 Nassau Street tel. 1845	Has first papers. Mother-in-law of ✓ Dr. Kurt Weitzmann, who is a member of the Institute and U.S. citizen
Dr. Paul Frankl 19 Vandeventer Avenue tel. 160-J	Has applied for first papers
Prof. and Mrs. Guido Fubini 94 Bayard Lane tel. 714-W	Both have first papers ✓
Dr. Felix Gilbert 345 Nassau Street tel. 1255-R	Examined for final papers Dec. 2, 1941 ×
Dr. and Mrs. Kurt Goedel 3 Chambers Terrace tel. 2433-W	Both have first papers ✓
Prof. Ernst Herzfeld 10 Bayard Lane tel. 2174	Now making application for final papers. × Member of faculty of the Institute
✓ Prof. Shizuo Kakutani 56 Jefferson Road tel. 2095-J	Not eligible for U. S. citizenship
Dr. Karl L. G. Kalisch 47 Wiggins Street tel. 555-M	Has first papers ✓
Dr. and Mrs. Robert A. Karm 162 Jefferson Road tel. 1174-W	Both have first papers ✓
Dr. Doro Levi 103 Moore Street tel. 975-J	Has first papers ✓
Prof. and Mrs. Wolfgang Pauli 15 West Palmer Square tel. 984	Both have first papers ✓

Dr. and Mrs. Stefan Possory
5 Murray Place tel. 406-M

Both have first papers ✓

Dr. Anthony E. Raubitschek
43 Wiggins Street tel. 605-J

Examined for final papers Dec. 1, 1941 ×

Dr. and Mrs. Hans Samelson
46 Park Place tel. 1797-W

Both have first papers ✓

Prof. Carl L. Siegel
243 Jefferson Road tel. 1218-W

Has first papers ✓

Dr. and Mrs. Hanns Swarzenski
347 Nassau Street tel. 590

Examined for final papers Dec. 1, 1941 ×

Dr. Paul Tedesco

Now at Yale University

Mrs. Klara von Neumann
26 Westcott Road tel. 2186

Wife of Prof. John von Neumann, member of
faculty of the Institute and U. S. citizen.
Mrs. von Neumann's naturalization proceedings
are under way.

Mrs. Josepha Weitzmann
30 Nassau Street tel. 1845

Examined for final papers June 5, 1941. ×
Wife of Dr. Kurt Weitzmann, who is a member
of the Institute and a U. S. citizen

THE INSTITUTE FOR ADVANCED STUDY

Former subjects of enemy countries who have not yet been naturalized

School of Humanistic Studies

Prof. Ernst Herzfeld 10 Bayard Lane tel. 2174	Now making application for final papers
Dr. Paul Frankl 19 Vandeventer Avenue tel. 160-J	Has applied for first papers
Dr. Charles de Tolnay 293 Nassau Street tel. 1671	Has first papers
Dr. Doro Levi 103 Moore Street tel. 975-J	Has first papers
Dr. Anton Raubitschek 43 Wiggins Street tel. 605-J	Passed examination for final papers Dec. 1
Dr. Hanns Swarzenski 347 Nassau Street tel. 590	Passed examination for final papers Dec. 1

School of Economics and Politics

Dr. Felix Gilbert 345 Nassau Street tel. 1255-R	Passed examination for final papers Dec. 2
Dr. Robert A. Kann 162 Jefferson Road tel. 1174-W	Has first papers
Dr. Stefan T. Possony 5 Murray Place tel. 506-M	Has first papers

School of Mathematics

Dr. Valentin Bargmann 44 Park Place tel. 1797-W	Has first papers
Dr. Alfred T. Brauer 24 Wilton Street tel. 2066-R	Has first papers
Dr. Gerhard K. Kalisch 47 Wiggins Street tel. 555-M	Has first papers
Prof. Guido Fubini 94 Bayard Lane tel. 714-W	Has first papers
Dr. Kurt Gödel 3 Chambers Terrace tel. 2433-W	Has first papers
Prof. Shizuo Kakutani 56 Jefferson Road tel. 2095-J	Not eligible for U. S. citizenship

Prof. Wolfgang Pauli
15 West Palmer Square tel. 984 Has first papers

Dr. Hans Samelson
46 Park Place tel. 1797-W Has first papers

Prof. Carl Siegel
243 Jefferson Road tel. 1218-W Has first papers

Gest Oriental Library

Dr. Kei Won Chung
33 Witherspoon Street

A Korean, but a political subject of Japan.
Not eligible for U. S. citizenship

CONFIDENTIAL

December 16, 1941

MEMORANDUM FOR MEMBERS OF THE FACULTY:

I am most eager, as I said yesterday, that members of the faculty should come to know personally the ex-citizens of enemy countries who are now at the Institute and who have not yet completed their naturalization. I am sure that if the members of this group are known to members of the faculty there will be many opportunities to express the kindness which we all feel and thus neutralize any unforeseen incidents which may happen as the intensity of feeling about the war increases. To this end I hand you the attached list of names of such members, which you may find useful.

FRANK AYDELOTTE

November 17, 1942

Dear Judge Forman:

I am told that an announcement was made recently by Mr. Biddle or someone in his department that the naturalization proceedings were to be accelerated in the case of applicants who have qualified and whose cases have been pending for some time. This prompts me to make inquiry whether anything can be done to hasten the final proceedings in connection with the cases of several of our people here at the Institute for Advanced Study who had their final examination practically a year ago and who for various reasons are most anxious to have their naturalization completed.

The people I have in mind are Professor Ernst Herzfeld (a member of our faculty), Dr. Felix Gilbert, Mrs. Klari von Neumann, Dr. and Mrs. Hanns Swarzenski, and Dr. Anton Raubitschek. I am particularly interested in the cases of Dr. Gilbert and Mrs. von Neumann, for there are in both instances immediate reasons for their eagerness to receive their citizenship.

Mrs. von Neumann is the wife of Professor John von Neumann, a brilliant young physicist and a member of the faculty of this Institute, who since our entry into the war has been engaged in research of an important and confidential nature for the armed services. Professor von Neumann is a member of the Scientific Advisory Committee for Aberdeen Proving Ground and in addition is doing operational research for the Navy, so you can readily understand that both he and his wife are most eager that she should receive her American citizenship. Mrs. von Neumann was born in Hungary, came to this country in December 15, 1938, and had her final examination for naturalization in January of this year. There is no question in my mind or in the mind of any of her friends here as to her loyalty to this country.

Dr. Gilbert was born in Germany, left there in 1933, and lived in England until he came to this country in August of 1936. He had his final examination for citizenship on December 1, 1941. Dr. Gilbert has been a member of this Institute for three years and is intimately known to a great many of us here. He has distinguished himself both by articles which he has written in his chosen field (European and American history) and by his participation in seminar meetings held here on the subject of military affairs. His work has attracted the attention not only of scholars but of government officials as well, and he is practically assured a government post in Washington once his naturalization has been completed. I am thoroughly convinced of Dr. Gilbert's qualification for citizenship at this time, and if there is any way in which the necessary formalities could be completed so as to enable the government to have the benefit of his fine mind during this emergency it would be a very gratifying thing.

Dr. Gilbert is of Jewish parentage and, I might add, is a grandson of Felix Mendelssohn, the composer, and a nephew of Albrecht Mendelssohn Bartholdy, the great German historian, who fled Hamburg at

the beginning of the Nazi regime and died a few years ago at Balliol College, Oxford. This will give you some idea of the fine stock from which he springs. His only close relative is a sister, Mary Enole Gilbert, who is a British subject and who lives in England.

I should be very grateful for any word you may be able to give me in connection with these cases.

Yours sincerely,

FRANK AYDELOTTE, Director

Honorable Philip Forman
Federal Building
Trenton, New Jersey

FA/MCE

COPY

January 2, 1941

Honorable Charles M. Phillips
United States Attorney
Post Office Building
Trenton, New Jersey

My dear Mr. Phillips:

Since I talked with you today about permission for Dr. Brauer to travel to Durham, North Carolina, it has developed that the University of North Carolina may offer a similar teaching post to Dr. Hans Samelson, who is now a member of this Institute. The University has asked Dr. Samelson to be prepared to leave for North Carolina on short notice if it develops that their registration of students for the coming semester is such as to demand the services of another instructor in mathematics. They will notify Dr. Samelson on January 6th, when they know what their registration is, and if they require Dr. Samelson's services they will probably want him to leave on January 7th. Dr. Samelson has asked me to lay these facts before you, in the hope that you will be willing to give him ^{and his wife} permission to travel if he is asked by the University of North Carolina to come.

Dr. Samelson is a German citizen. He came to the United States from Switzerland on June 3, 1941. He took out first papers on October 24, 1941. His alien registration number is 5878243 and that of his wife, Renate Reiner Samelson, is 5878244. If Dr. and Mrs. Samelson go to North Carolina they would travel by railroad from Princeton to Durham. Their stay there would be for approximately three months. I might add that Dr. Samelson is twenty-five years old and his wife is twenty-four.

Very truly yours,

Assistant Secretary