

✓1957

Second Term

MEMBERS (PERMANENT)

Academic Personnel

SCHOOL OF HISTORICAL STUDIES

Academic Organization

SCHOOL OF MATHEMATICS

School of Historical Studies: of 14 permanent members, 8 professors; 3 professors emeriti, and 3 permanent members who do not work at or serve I. A. S.: (Viner, Weitzmann, & Mitrany).

+ School of Mathematics: of 15 permanent members, 11 professors; 1 professor emeritus (V.); and 3 permanent members: Alexander (not working I. A. S.), Bigelow, Goldstein--neither professorial material.

This means that permanent member classification is on way out as intermediate professorial category, in fact, that it is gone.

January

THEORETICAL PHYSICS

Academic Activities

YANG, CHEN NING

Biographical

Articles from Time magazine (January 28, 1957) and the New York Times newspaper (1/16) on Yang of the Institute for Advanced Study, Tsung Dao Lee, physicist of Columbia, and Chien-Shiung Wu, another physicist at Columbia, telling of upset in "parity law."

Articles filed in Vertical File under "T" for Theoretical Physics.

Sources above.

✓ 1957
COLUMBIA GRADUATE DIVISION

Educational Institutions

BARZUN

Biographical

New York Times' summary of criticism of grad schools.

Filed in Chronological File under 1957, 1/6.

New York Times

BARZUN DEPLORES CURRENT STUDIES

Public Demand for 'Any Kind' of Education Called Peril to Graduate Schools

The current system of graduate education was criticized yesterday by Jacques Barzun, dean of the Graduate Faculties at Columbia University.

In his first annual report, Dean Barzun said that shortcomings in graduate schools had been intensified by the rise in enrollments.

The 49-year-old educator and historian, who succeeded the late Edgar Grim Miller in October, 1955, warned that the demand of "mass civilization" for "any kind" of education was a threat to scholarship.

Under such pressure instruction from the fifth grade to the bachelor's degree would become a "refresher course in neglected fundamentals," Dean Barzun stated.

To relieve the shortage of college teachers and to keep scholarship alive, he said, graduate schools must prepare an increasing number of graduates without "watering down" the instruction. Dean Barzun continued that Columbia's Graduate Faculties could "conveniently" increase its enrollment of 3,000 by 10 per cent when the East Campus Development was completed.

His report listed these shortcomings in graduate education:

- ¶Time spent in preparing professional scholars is too long for the results achieved.
- ¶Instructors are required to do too much lecturing and students too much note-taking.
- ¶Research done on a master's or doctor's degree often adds little or nothing to knowledge.
- ¶Graduate study does not

form a "coherent whole." A lack of the right instruction and facilities has made it neither professional training for college teaching nor a disinterested intellectual enterprise by a company of scholars.

¶Devices for combining educational specialties under majors or minors rarely make a graduate student an educated man.

At Columbia, Dean Barzun suggested, shortcomings could be eliminated through departmental action in the Faculties of Philosophy, Political Science and Pure Science.

The departments can increase the number of candidates, he said, by requiring students to take a minimum of three courses a semester and to complete their work for a degree over a certain length of time. He also recommended "periodic reviews" of graduate work.

Dean Barzun said that students should do more independent study and then join their instructors for periods of true apprenticeship. He urged that instructors be freed of routine paperwork.

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CHICAGO UNIVERSITY

Educational Institutions

COLUMBIA UNIVERSITY

WISCONSIN UNIVERSITY

DE NEGRI, ENRICO

Biographical

WEINBERG, BERNARD

ORSINI, G. N. ~~G~~.

Notes of a luncheon conversation, January 8, 1957, with
de Negri and Weinberg.

Filed in Vertical File under Weinberg Interviews.

January 10

GENERAL (MEDICAL)

Educational Institutions

Notes on Plumb's article.

Filed in Chronological file under 1957, 1/10.

New York Times

1957
GREENBAUM, EDWARD S.

Biographical

Article on Edward S. Greenbaum, "Legal Perfectionist!"

Filed in Chronological File under 1957, 1/12.

The New York Times, 1/12/57

TURDAY, JANUARY 12, 1957.

ASSEMBLY OF U. N.
ASKS KOREA UNITY

By Vote of 57 to 8 It Urges
Free Elections on Issue
in North and South

By MICHAEL JAMES
Special to The New York Times.
UNITED NATIONS, N. Y., Jan. 11—The General Assembly today repeated the United Nations insistence that Korea should be unified through free elections in the north as well as in the south of that country.
By a vote of 57 to 8 with 9 abstentions, the Assembly adopted a United States-sponsored resolution calling on the United Nations Commission for the Unification and Rehabilitation of Korea to continue its efforts. The main point at issue in these efforts is the attempt to organize and supervise free elections in North Korea.
Such resolutions have been adopted every year since the end of the Korean war and the North Koreans have consistently refused to permit the United Nations to operate in their territory.

Assembly Is Thanked
Edward S. Greenbaum, alternate United States delegate, who shepherded the resolution through its committee stage, thanked the Assembly for having "endorsed the principles for the unification of Korea enunciated at the Geneva conference."

"The United States is convinced that these principles continue to provide a basis for establishing a truly independent, unified and democratic Korea," he said.

The resolution adopted asked that next fall's Assembly session take the matter up again.

The repeated pattern in discussions on the matter through the years has been that, as far as the majority of the United Nations is concerned, the North Korean regime has not shown that it has sufficiently changed the political flavor it had when it acted as aggressor against South Korea.

The majority of the United Nations continues to consider it to be an enemy and unworthy of participating in United Nations discussions on unification. The fact that North Korea does not permit the United Nations Commission for the Unification and Rehabilitation of Korea to function north of the thirty-eighth parallel is cited as evidence of its attitude.

The Communists' Stand
The Communist bloc, supported by India, has contended that it is unrealistic to attempt to debate the Korean unification problem without the participation of both North and South Korea. The United States always has led successful efforts to exclude the North Koreans. The Communists and Indians also assert that North Korea would never agree to an election that would mean participating in the already existing Seoul Parliament.

Arkady A. Sobolev of the Soviet Union repeated that thesis today and added that in his opinion the only way to unification led through direct talks between the two parties.

Mr. Greenbaum replied to Mr. Sobolev by saying that the United States was willing to join "with all parties in the Korean problem in a further attempt to work at the details of a just settlement."

It is willing to do so, he added, "whenever the Communist side demonstrates concretely that it will negotiate in good faith, that it recognizes the competence of the United Nations to deal with this question, and that it agrees to the unification of Korea on a basis consistent with the principles of the United Nations."

Seoul Wants Vote in N

Legal Perfectionist
Edward S. Greenbaum

WHEN Edward S. Greenbaum was serving in the War Department in World War II, he commuted between his Georgetown home and the Pentagon in an asthmatic 1932 Chevrolet. He called it "the brown bomber."

Some of the Regular Army high echelon looked askance as they saw this brigadier general step down from his battered vehicle. But indifference to such matters was characteristic of the quiet-mannered New York lawyer who yesterday in the United Nations General Assembly stated the United States position on the reunification of Korea. He is an alternate delegate.

Cars, during World War II, were hard to get, and his at least ran. Perhaps, too, his friends suggest, "the brown bomber" may have reflected a little of his dry humor.

An Aide to War Secretary
A lack of pretension and the gleam that suddenly lights his hazel eyes behind rimless glasses stood General Greenbaum in good stead during his service as executive officer to Under Secretary of War Robert P. Patterson.

"He had the gift of working out compromises between people who were mad at each other and leaving them all happy," an associate recalled. "Everybody felt he was a reasonable man."

Called into active service as a reserve army colonel in World War II—he had entered World War I as a private—he was commissioned a brigadier general. His first responsibilities were those of a lawyer representing the War Department in contracts with private industry and then for five years he played an important part in keeping the supply of vital munitions flowing. In 1945 he received the Distinguished Service Medal.

In the War Department he displayed the same talent for cutting through complexities that has marked his private practice of law.

He was trustee for the American estate of the bankrupt Kreuger & Toll enterprises, the multimillion dollar tangle after the suicide of Ivar Kreuger, the Swedish match king.

Prosecuted Noted Banker
As a special assistant to the United States Attorney General, he prosecuted Charles E. Mitchell, the banker, for income tax evasion. He was chief counsel for the commission named by the then Governor, Thomas E. Dewey, to reorganize the Long Island Rail Road after the two 1950 disasters.

General Greenbaum was born in New York April 13, 1890, one of two sons of Samuel Greenbaum, later a Supreme Court Justice. Both Edward and his older brother, Lawrence, studied law at Columbia University. Herbert A. Wolff was a classmate.

In 1913, the three took offices together at 2 Rector Street. The quarters were on the second floor because the rent was higher upstairs. Every time the Ninth Avenue elevated roared by conversation had to be suspended.

In 1915, Morris L. Ernst joined them, and the firm of Greenbaum, Wolff & Ernst was organized. Lawrence Greenbaum died in 1951, but the association of the three others has continued. In the firm's large offices at 285 Madison Avenue today there is another original figure, Miss



He eschews specialization

Ethel Hirschman, who was the young lawyer's first secretary.

In the profession, General Greenbaum is known as a perfectionist. He is exacting with his subordinates and with himself. He personally assumes even the most detailed work if he thinks it vital to a case. He eschews specialization and, in this sense, is known as an "old-fashioned" lawyer.

Associates find him unflinchingly considerate. If he reprimands an employee, he takes occasion later to drop a friendly word of reassurance. He is never too busy to see old friends who have a problem, and his sympathies appear limitless.

A Worker for Court Reform
For years he has been a leader in efforts to achieve more effective organization of the courts. He has been chairman of many professional groups studying court reform, and in February, 1955, helped start a Citizens Committee for Modern Courts.

He had a major part in the establishment of an Adolescent Court here. He also was a founder of the Jewish Big Brothers, which aids troubled youths.

General Greenbaum is not given to hobbies, but he enjoys fishing at Martha's Vineyard, where the family has spent summers for twenty-five years, and he plays golf.

He lives quietly with his wife, the former Dorothea Schwarcz, in a white Victorian house on heavily shaded Mercer Street in Princeton. They moved there from New York two years ago. Mrs. Greenbaum has achieved recognition as a sculptor.

One of his friends summed him up this way: "If you were to tell me that Eddie had done something wrong, I would deny it. If you were to convince me that he had done what you said, I would answer that his knowledge of the facts involved must be greater than my own. And if you were then to disprove my judgment, I would say, 'Then he has lost his mind, and that isn't likely.'"

The Greenbaums have two sons, Daniel W., a civil engineer, who lives in Mamaroneck, and Dr. David S. Greenbaum, a physician on the staff of the Veterans Administration Hospital in the Bronx. There are three grandchildren.

GENERAL

Educational Institutions

GENERAL

Academic Procedures

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

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

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

New York Times

EDUCATION IN REVIEW

Government Support for Many Community College Units Will Be Pressed This Year

By BENJAMIN FINE

The Federal Government was brought into the college picture at a meeting in Atlantic City, N. J., last week. Recognizing the need for an expanded college student body prominent educators and Government officials brought the problem of Federal support into the open.

Senator Clifford P. Case, Republican of New Jersey, outlined a bill that he proposed to introduce in Congress this session. It will call for the largest and most comprehensive system of two-year community colleges ever attempted in this country. Although the exact number could not be ascertained at this time, the total will be anywhere from 200 to 400, at a cost of approximately \$2,000,000,000.

One-third of this sum would come from the Federal Government under the Case plan. Another third would come from the states and a third from the local communities.

The question of Federal aid for education has been before Congress and the public for several decades. Indeed, it was just about thirty years ago that the National Education Association began to sponsor its annual Federal aid bills. None have passed, although this year the chances are good that the President's school construction bill will be passed.

White House Group

The White House Conference on Education last year focused attention on the need for Federal aid for public schools. By better than a two-to-one vote the delegates supported the principle of funds for education. But the issue did not go beyond the public-school system.

President Eisenhower appointed a Committee for Education Beyond the High School, headed by Devereux C. Josephs. At the Atlantic City meeting last week, sponsored by the American Alumni Council and the American College Public Relations Association, Mr. Josephs gave a preview of his committee report. Thirty-five prominent educators, industrialists and civic leaders have been working on the President's committee for the past year. Their findings can be expected to have tremendous influence on the direction that the country will take toward meeting the coming crisis in higher education.

It is known that the Josephs committee is devoting considerable attention to the importance of the two-year, or community, college. In its interim report, several months ago, the committee urged the public to consider the advisability of expanding the role of the two-year institutions.

We now have a pretty explicit blueprint of what the direction will be. Senator Case has been studying the question of higher education for several months. To show that he takes his task seriously he has sent out questionnaires to probably a thousand educators seeking their views on his proposals.

Case Proposed

Briefly, this is what Senator Case plans: The creation of a chain of two-year junior colleges to be located wherever they may be needed to meet the needs of thousands of boys and girls who may be unable to find room in existing facilities. The plain facts are the existing institutions will be unable, even if they expand to the limit of their capabilities, to admit more than half of the high-school graduates who will seek to enter college by 1970.

The situation in New York State is typical. This past June 115,000 boys and girls were graduated from the high schools. By 1970 the number is expected to go to 240,000. Also, about 30 per cent of the high-school graduates now enter college.

By 1970 that proportion is expected to rise to 40.

Thus, on the one hand, the high-school graduates will jump by more than 100 per cent, and, on the other, the number of those graduating who will seek college education will go up by one-third. Hence the 3,000,000 students who are now in college will go up to 6,000,000 by 1970. Some educators said this figure was conservative; it may go to 8,000,000 or more. President Francis H. Horn of Pratt Institute predicted that it would go to 9,000,000.

The four-year liberal arts colleges expect to expand by 50 per cent, at most, by then. This would mean that 1,500,000 high-school graduates who seek to enter college will find the doors locked. The need for college students is apparent; as our technological needs grow, so will the demand for college-trained men and women.

Fantastic Sums

To attempt to meet the needs by providing sufficient numbers of four-year liberal arts colleges is unrealistic. The money needed would run into fantastic sums. But the two-year community colleges can help fill the demand at less expense because they do not need such things as expensive laboratories or campuses. Senator Case pointed out that with these colleges many students can remain at home while going to college. The colleges would be geographically located within easy commuting distance. Thus high board and room costs would be eliminated. Community colleges usually have far lower tuition rates than the traditional four-year institutions.

Is a two-year college education inferior to the four-year one? Not necessarily, Senator Case proposed that these colleges expand their base to provide not only terminal programs, but courses that would be accepted in senior colleges if the student seeks to transfer to them at the end of two years. For some 600,000 or so students the two-year colleges might provide just what the doctor, or the Senator, ordered.

A week ago, in Albany, the New York State Board of Regents called together 100 college and university heads to consider the expansion of the community-college program. It was agreed that the state should embark upon a vast two-year college project at a cost of \$100,000,000. These colleges, in effect, would provide additional facilities for those who want to take special technical or sub-professional courses, or for those who might want to go on to a senior college later. The Legislature in Albany will be asked to act upon this request later this session.

Educational Value

Some educators are not happy about this trend. They feel that the two-year colleges provide an inferior education. But that view is rapidly disappearing among educators who are concerned with providing both quality and quantity.

There is no reason why a community college cannot give as good a program, in its field, as a four-year institution. If the community college employs top-notch faculty members and offers the best kind of curriculum, the education should not be inferior in any way.

One thing is certain: community colleges are here to stay. And another fact is likely to appear: these colleges will continue to grow in numbers. It is important, therefore, for the future growth of higher education that these two-year institutions receive the support of the community, state and nation. Whether the Federal Government will agree is another question. Senator Case did not make any predictions. But many of the educators hoped his bill, when it is introduced in the Senate, will set the pace for a great expansion of the community, or people's, colleges.

11/3/57

EDUCATION IN REVIEW

College Officials Consider the Challenge Of the Coming Flood of Students

By BENJAMIN FINE

For the members of the Association of American Colleges who convened in Philadelphia last week, the main topic was inevitable: swelling enrollments. The question is how to accommodate the vast increase in the number of college students expected within the next fifteen years.

The educators talked, as usual, about the need for more colleges, more buildings, more laboratories—above all, more money. They also heard some challenging questions: Are existing facilities and faculties being used to the best advantage? How can higher education be improved at the same time that it is expanded?

Many of the questions were posed, and answers suggested, by Dr. Clarence Faust, president of the Fund for the Advancement of Education and vice president of the Ford Foundation. In this capacity, Dr. Faust has been on the “giving” end of education. He has helped many institutions experiment with new teaching methods and with modern practices of instruction.

Dr. Faust outlined a program which, if adopted, might go far toward alleviating the critical shortages that now exist, the serious cultural lags that have crept into higher education. He did not appear concerned at the pressure of numbers. He suggested that far from being a misfortune, the coming tidal wave might prod many institutions into correcting long recognized weaknesses in undergraduate education.

Independent Study

Basically, what Dr. Faust proposed was the elimination of spoon feeding in colleges. He urged that students be given more independence and more responsibility through reduction of the hours of formal instruction required in a course. He proposed that the first three or four weeks of a fifteen-week course might be spent in lectures or discussions designed to make clear to the students the kind of problems to be dealt with and to demonstrate the ways that the students could find solutions.

The students would then spend six or eight weeks working on their own. The course would be concluded with three or four weeks of class discussion in which the students' work was submitted to the criticisms of their colleagues and their instructors.

Another type of independent study, Dr. Faust said, would let students do the work of a course without any formal class sessions. Instead of each student covering the same ground on the basis of reading lists and a syllabus, he could work his way into and through a subject along the line of his special interest. Properly developed comprehensive examinations might insure adequate appraisal of his achievements.

A third plan would involve the establishment of a four-quarter academic year, with the provision that each student should be a resident for two quarters and off campus the other two. Under this arrangement one quarter would be vacation, one would be devoted to independent study out of residence, and two would be on campus. This plan would enable an institution to double the number of students it now handles.

To Dr. Faust, and some others here, the great value of plans of this sort lie in the possibility of making “self-starters” of students in their intellectual development. Students would be on their own more. This process would soon separate the free-riders from serious students.

Objections Stated

There is much opposition to plans as radical as those proposed by Dr. Faust. Many educators are afraid that American students cannot accept initiative or responsibility for their education. They point out that students come to college unaccustomed to doing much work on their own. They are conditioned by twelve years of schooling to study only specific assignments laid down by their instructors. They make progress only in the lock step of class lectures, recitations, deadlines for papers and examinations.

If that is true, Dr. Faust observed, then the need for insisting on independent work in colleges is even greater than it otherwise might

be. This would call for a sharp break between secondary and collegiate education. To continue to coddle students, to baby them, is not the way to create intellectually adventurous students, he said.

Dr. Faust proposed that colleges stop “packaging” education in academic courses. The course now must run through a quarter, semester, or year. It must meet a specified number of hours a week, so that it can be duly inscribed on the registrar's records as a step in the education of the student.

As Dr. Faust put it: “We have a touching faith in the course as almost the only instrument of education, and indeed as the essence of education.”

Saving of Time

Other educators advanced even more drastic proposals to meet the coming crisis in higher education. Dr. Earl J. McGrath, former United States Commissioner of Education and now director of the Institute of Higher Education at Teachers College, Columbia University, suggested that superior students condense the regular eight-year high school and college program into six years. And by “superior” he did not refer to a few geniuses. He said that the upper one-third of the high school and college classes could safely cut their programs by two years. What this would mean to the nation in the way of additional facilities and earlier graduation of trained personnel is easy to see.

Also, a little figuring would show that several billion dollars a year would be saved this way. And, said Dr. McGrath, the students who really concentrated on their work would be better for it. The waste and water would be squeezed out of the educational system.

“What is sacred about the four-year high school or the four-year college?” Dr. McGrath asked. “The time has come to take a hard look at these programs.”

Finally, the educators were concerned with the perennial problem of liberal arts versus the vocational studies. President A. Whitney Griswold of Yale University said that the nation was endangering its freedom because too many college graduates had neglected the liberal arts. Pay more attention to the humanities and to the arts, Dr. Griswold pleaded. He pointed out that in 1955 only 26 per cent of all male graduates majored in the liberal arts and sciences. He called upon the colleges to restore the arts to their rightful place in the education system.

Engineering Schools

Inducements Offered to Meet Faculty Shortages

With 85 per cent of the engineering colleges now understaffed, engineering deans are taking steps to alleviate this manpower shortage. They are supplementing regular salaries with research opportunity, consulting work and summer employment.

This emergency treatment of the situation, according to a recent report by the Engineers Joint Council, is becoming a definite pattern in faculty employment practices to help meet competition for qualified engineers. Today colleges not only permit but encourage faculty members to take summer employment in industry. They often develop specific programs with cooperating companies. When summer sessions in the colleges are scheduled, many faculty members increase their income by as much as one-fourth of their base salary.

Commenting on the manpower shortage of engineering faculties, the report emphasized that there was a danger of oversimplifying the problem by studying only numerical deficiencies. Many deans fear the deterioration of the staff at the very time that engineering education faces its greatest task.

The report is the result of a survey, during the first quarter of 1956 of deans of accredited engineering colleges. The study covered more than one-half the total engineering education staff in the United States.

1957
AYDELOTTE, F.

Biographical

PARTICIPATION IN ADMINISTRATION

Academic Personnel

PANOFSKY (another exc. for last
paragraph)

Biographical

CHERNISS

Faculty resolution Aydelotte's death.

Filed Vert. "A" for Aydelotte

✓1957

1/26

GENERAL

Corporation

Article from the Christian Science Monitor, January 26, 1957,
"Scholars at Work With No Interruptions". By Carol B. Hewitt.

Article Filed un Chronological File under 1957, 1/26.

Source Above.

1/26/57

Education

Scholars at Work

With No Interruptions

By Carol B. Hewitt

Special to The Christian Science Monitor

Princeton, N.J.

Teatime at the Institute for Advanced Study in Princeton, N.J., has a truly international flavor. On any given day, people from maybe 20 countries gather in the lounge. There were members last year from England, Nigeria, Japan, Canada, Germany, France, India, Hungary, Switzerland, South Africa, Sweden, Austria, Greece, Belgium, China, Ceylon, Denmark, Finland, Italy, and of course the United States.

This Institute might be described as a kind of academic retreat where scholars from all over the world come together to pursue their work unencumbered by interruptions. They have no undergraduates to teach, no faculty committees to sit on, no papers to grade, no administrative duties to perform. Instead, the members of the Institute are free to devote themselves entirely to their researches.

Pure Scholarship

When Louis Bamberger and his sister, Mrs. Felix Fuld, founded the Institute in 1930, they stated that its purpose was the "pursuit of advanced learning and exploration in fields of pure science and high scholarship." This freedom to work unhindered is a real challenge to the individual, for it robs him of any excuse for not working and puts the responsibility for his attainments squarely on his own shoulders. Actually, however, no one is admitted to membership at the Institute until he has already proved himself capable, at least in some degree, of original work.

The work of the Institute is divided into two departments only: the School of Mathematics and the School of Historical Studies. In general, the members of the former school are pure mathematicians and theoretical physicists; however, there are also occasionally members working in other sciences, such as chemistry, biology, meteorology, and astronomy.

The School of Historical Studies comprises members working in such fields as medieval and modern history, paleography, the history of art, politics and economics, Greek archeology, epigraphy, philosophy, and philology. By keeping the fields of endeavor limited in number, the Institute stresses quality of research rather than quantity.

One special advantage of the Institute, according to Prof. Marston Morse of the School of Mathematics, is that an individual has a chance to be universal in his outlook. A physicist, if he feels so inclined, can suddenly turn his attention away from physics to something else. Professor Morse himself has recently been thinking and writing about the "basic affinity between mathematics and the arts," as he puts it. The director, J. Robert Oppenheimer, besides being a leading physicist, is a Sanskrit scholar of no small accomplishment.

Differs From University

The Institute differs in many respects from a university: it grants no degrees—in fact, its members are only those scholars who have already taken their highest degree; it has no students, no formal courses, nor

does it even pretend to represent the usual varied departments of learning generally found at universities.

Because pure research rather than applied knowledge is emphasized, there are no laboratories as such—only blackboards, chalk, pencil, paper, and books. The closest thing to a laboratory is the building housing the high-speed electronic computing machine which helps to solve problems in the field of non-linear mathematics and meteorology. This computer project, organized in 1946 by John von Neumann (now of the Atomic Energy Commission), is supported in part by various government agencies. It has served as a model for numerous other such projects throughout the country.

The Institute has some 18 permanent professors and about the same number of other members with long-term appointments. In addition, there are always 100 or so visiting members in residence for just one or two years. Most of the members are men, but there are women from time to time. Last year, there were two husband and wife teams present. The temporary members are usually supported by grants from the Guggenheim, Ford, Carnegie or similar foundations; and sometimes by funds from the Institute itself or from the individual's own university.

The Institute provides housing for many of the visiting members, in particular those with families, and one can wander around the compound and hear children chattering away at one another in a multiplicity of tongues. When it comes to play, language apparently knows no barrier.

Distinguished Names

In the list of both past and present members of the Institute, many distinguished names stand out: J. Robert Oppenheimer, Nils Bohr, George Kennan, Albert Einstein, John von Neumann, Oswald Veblen, Erwin Panofsky, Ernst Kantorowicz.

Contrary to common belief, the Institute has no organic, administrative, or financial connection with Princeton University. The two merely happen to be located in the same town, and of course they do have a fairly large community of interest. Seminars and conferences are often attended jointly, libraries are used interchangeably, and there are many instances of collaboration in research.

The Institute is located about a mile and a quarter outside of the business section of Princeton on a square mile of land, predominantly farm and woodland. The main building, Fuld Hall, stands at the apex with three smaller buildings flanking it. All have a broad expanse of view across the spacious lawns. It is indeed a restful yet inspiring atmosphere in which to pursue the challenging task of pushing back ever further the frontiers of human knowledge.

1957
GENERAL (RAND CORPORATION)

Educational Institutions

Article, "Cogitation, Inc.: How California Company Makes Money by Thinking."

Filed in Chronological file under 1957, 1/29.

Wall Street Journal

Cogitation, Inc.: How California Company Makes Money by Thinking

Continued from First Page

cient ore will be discovered, as has happened with once-scarce uranium ore.

It would be feasible to use beryllium in certain parts of a plane today, according to RAND. But they would have to be non-moving parts which could be cast. To produce sheets or extrusions, additional basic research is required to overcome the metal's lack of ductility. RAND is urging the Government and industry to step up the attack upon this problem. Still another hurdle, toxicity of the metal's dust, can be overcome by modern industrial safety measures, it predicts.

A World of Pretense

Some of RAND'S best brains dwell in a world of pretense—a world of violence in which the casualties are often shocking but so far purely imaginary. They are conducting an endless series of mock air battles by feeding complex data into a huge, flashing analog computer. The object: To discover, by bloodless trial and error, the best combination of men, weapons and tactics to crush an enemy.

Take this typical "battle." The scene and time: Around Greenland, 1970. An enemy striking force of 400 planes is flying over the North Pole on a line for Boston and New York. A U. S. force of 275 planes is put into the air immediately, and another 100 planes are held back as reserves. Thirty-six ground defense crews in the far North immediately swing into action. Visibility is excellent; a full moon and clear skies. These and many other factors are translated mathematically into terms the computer can digest. The speeds, range and armaments of American and enemy craft of 1970, for instance, must be supplied—on the basis of Air Force data and intelligence reports. Once the battle terms are fed to the computer, it reveals in a few seconds how the fight came out.

If New York is wiped out, the scientists try again. Indeed, hundreds of versions of this same basic battle are fought out. Men in RAND's operations division jiggle the terms a bit each time, allowing a few more planes to the enemy here, a different combination of interceptors and ground fire there.

RAND's Dr. Willis H. Ware suggests business firms could well use the same sort of technique to work out the best solutions for their risk-taking ventures of the future. "You could make a mathematical model of the economy—or at least that section of it you deal with in your business. Then you'd let your junior executives play with it. You could test them by feeding their ideas into the computer—without actually risking any money. It would even be possible to set things up so the junior executives wouldn't even realize it was a game instead of the real thing."

Boeing's Contract

A nasty idea, perhaps. But the fact is that RAND Corp. is not particularly intent on being nice to people; on the contrary, its officials often feel obliged to be exceedingly "difficult." One of them cites this example: Not long after World War II ended, the Air Force awarded Boeing Airplane Co. the contract for this nation's present heavy bomber, the B-52.

Exact dimensions of the sky giant had not been definitely fixed, however. Boeing submitted plans. RAND advised the Air Force the projected craft was too heavy. Boeing's engineers went back to their drawing boards and created a slenderized B-52 whose weight dropped nearly one-third. With fuel and load, it now weighs something above 400,000 pounds. And because weight is a fairly accurate determinant of cost, the price dropped about one-third, too; the price tag is now about \$8 million, counting "extras."

RAND boasts it saved taxpayers another tidy sum when two manufacturers gunning for Air Force contracts designed separate missiles. RAND researchers decided a single missile would go the job—and shocked all parties involved by recommending that the front end of one missile be mated to the back end of its competitor. The Air Force concurred.

How does it happen that the Air Force listens to such schemes suggested by economizing eggheads?

In the first place, they asked for it. RAND actually began life as an Army Air Force project in 1946, when Gen. H. H. "Hap" Arnold decided to gamble \$10 million to retain a

nucleus of top scientists for air warfare research.

RAND's Name

RAND gets its name, incidentally, from a contraction of the words "research and development," although the oldest story making the rounds at the company still insists that the letters actually mean "research and no development."

Gen. Arnold, according to Mr. Haydon, listed one condition on the scientists' use of the \$10 million: They were to get as far away as possible from Washington and its red tape.

The scientists moved into a tiny sealed-off corner of the huge Douglas Aircraft Corp. plant in Santa Monica, Calif., some 3,000 miles from the nation's capital. After about three years they got quarters of their own in downtown Santa Monica. Some of RAND's top officials, including F. R. Collbohm, president, are former Douglas officials.

RAND researchers are a young lot, averaging 34 or 35 years of age. They come to RAND for many reasons.

"Lots of variety here. There's something different to work on every day," says Gene Jacobs, 28, a mathematician who works as a "programmer" in the computer area.

William Micks, a 33-year-old structural engineer from Texas, remarks: "I like the fact there are no laboratories here. You're not tempted to run around and test out an idea in labs every hour or so. Instead, you're forced to think things through and this tends to keep you from getting sidetracked."

Mr. Micks and most of his colleagues do their heavy thinking amid park-like surroundings at RAND's handsome Santa Monica headquarters building, a few hundred yards from famed "Muscle Beach" and its continuous display of "Mr. America" brawn. But the company also maintains offices in Washington, D. C., Dayton, Ohio, Lexington, Mass., and Weisbaden, Germany.

Working out of RAND's Washington office, a group of Chinese economists has reached some tentative conclusions on the Chinese economy.

Among these: China is producing less food today than it was in the pre-war years, before 1937. Rice production has not increased significantly in recent years, and the Chinese Communist government may be forced to persuade the people to change ancient dietary habits and switch from rice to coarser, cheaper grains such as wheat.

The report compares China's first five-year plan with neighbor India. China is spending about 44% of total investment upon industry, and only 8% on projects to raise food supply, housing and clothing. In direct contrast, India is spending about 44% of her five-year plan investment to increase production of food and other consumer welfare items, with only 14% going for industry.

Why should the Air Force care?

"Because the Air Force asks RAND to engage in long-range and broad research. After all, informed estimates of the state of China's economy in 1970 may be extremely useful in future military planning," Dr. Oleg Hoeffding, RAND economist, answers. While intensive study of China is new at RAND, the company's social scientists have for years studied Soviet Russia.

Training Technicians

Beyond the realm of pure thought, RAND does have one down-to-earth problem—training technicians how to alert the nation against enemy air attack. The company, under a \$13 million Air Force contract, is helping to set up the SAGE (semi-automatic ground environment) air defense program.

SAGE will replace present manual operations in which men at remote radar stations watch radar screens to establish speed, altitude and direction of unidentified planes. When such planes are spotted, the radar operators must guide U. S. interceptor planes to contract with the potential enemy.

Under the SAGE system computers will "watch" the radar screens and report what they see. A human "monitor" must still decide whether the plane is friendly and whether to "scramble," which means to send out the interceptors. If interceptors do go aloft, the computers instantly come up with all the information needed by the pilots. This is passed along by the human monitors whom RAND is training.

1957
GENERAL

Educational Institutions

Article from Time, February 4, 1957, "Here Come the War Babies!" "U. S. Colleges are Ill Prepared for Their Invasion".

Tells about the bad situation now.

Article Filed in Chronological File under 1957, 2/4.

Source above.



Chicago's Big 2

Two symbols of hospitality wherever gourmets gather! At the Porterhouse of the Hotel Sherman your coffee will be courteously poured by a full-blooded Indian Chief. At the famous Pump Room of the Hotels Ambassador you'll be ministered to *elegantly* by a plumed Coffee Boy. This is the atmosphere you enjoy in the distinguished restaurants of Chicago's two finest hotels. It's what you find. Suites and rooms with television, radio, and air-conditioning are ready and waiting when you come to town. You'll be welcome!

In the Loop...
HOTEL SHERMAN
 RANDOLPH, CLARK & LASALLE STREETS
 TELEPHONE: FRANKLIN 2-2100
 TELETYPE: CG 1387

On the Gold Coast...
THE HOTELS Ambassador
 NORTH STATE PARKWAY AT GOETH
 TELEPHONE: SUPERIOR 7-7200
 TELETYPE: CG 1955

to admit that there are faults in this, but for us it is not a matter of expediency. It is a matter of necessity. We have to get the horde off our necks."

Retention v. Admission. As the standards go up at both private and public institutions, some educators have begun to worry about whether the emphasis on brains and tests might go too far. Many state-supported schools still feel they have a moral obligation to give every taxpayer's child his chance, even though he may flunk out. "We believe," says President Fred Hovde of Purdue University, "in the doctrine of opportunity. If students fail, they at least know they've had their chance." To Headmaster Seymour St. John of Choate, mere "quickness of mind" may become far too important. "Is there not a hazard," he asks, "of neglecting by default other vital factors in a student's makeup?" Adds Admissions Director Robert Jackson of Oberlin: "You have to leave the door open for the Winston Churchills. It is said of him that on the basis of his school record, he wouldn't be admitted to any college today."

Unfortunately, there is no sure scientific way to identify late-blooming Churchills. But most campuses try their best to look for more than brains. Today, says Director of Admissions Charles William Edwards of Princeton, "we talk in terms of the ideal entering class, not the ideal individual candidate. We want a well-rounded class. We wouldn't want everybody to be geniuses in physics, or editors of their school newspapers." "We want," says Dean Walker of Brown, "the brightest boys, but we want them balanced too." A typical well-balanced group is this year's freshman class at Yale. Of 1,031 boys, 506 were captains of varsity teams or won varsity letters, 228 were editors of their school papers, 114 were editors of their yearbooks, 178 were either presidents of their student councils or of their senior classes.

Bribes & Phone Calls. With all this emphasis on brains and balance, the competition to get into college sometimes becomes a desperate affair. Dean Robert Pitt of the University of Pennsylvania says that in one year he received phone calls or letters from ten governors, as many Congressmen, and a host of board chairmen, all interested in pushing candidates. He has also been offered bribes ("O.K., how much do you want?" demanded one father as he whipped out his checkbook), has seen another father offer the university \$3,000 if only it would take his son in. In Washington, D.C., the wife of a State Department official is even planning to move to France so that her two sons can learn French and German and thus have an advantage when the time for college comes. One Princeton alumnus hounded his alma mater to take in his boy, even though he knew the boy would probably flunk. The father's argument: unless his son got in, he wouldn't be eligible for the Princeton Club of New York.

To cut down on the number of student



Jules Schick

PENN'S PITT Could Winston Churchill get in?

casualties and parental disappointments, city after city has organized elaborate counseling programs to try to identify the college material early and to steer students to the schools best suited to them. At the same time, private prep schools are trying to persuade ambitious fathers not to think only in terms of big-name colleges. But, says Headmaster W. Gray Mattern Jr. of Wilbraham (Mass.) Academy, "It's difficult to convince the third generation Harvardman that his obviously unqualified son just won't be admitted. After a while, you get tired of talking and say, 'All right, go ahead and apply,' even though you know it's hopeless."

Goodbye, Loafer. No matter how much U.S. higher education expands or how many junior colleges the nation builds, there will still be casualties, because the admissions standards of most colleges are bound to keep rising. But to Headmaster Lloyd M. Clark of Pennsylvania's Kiskiminetas Springs School, the big competition for education is not a crisis but a cause for rejoicing. "This change at the admissions office," says he, "has altered the atmosphere all over the campus. In the classrooms the professors can insist on high achievement levels and dismiss the loafer . . . The time has come when the college student must really produce . . . How the educators love this!"

In Marin County, Calif. last week, young Mike Zeller, a senior at the Sir Francis Drake High School, added an observation of his own that is as good a summary as any of the plight of the American student: "We all have the feeling," says he, "that we're not going to get into the college we want to. When I was a sophomore, older kids told me that it was tough to get into college. But I didn't believe it. When you're a sophomore, you want to have fun. I wish somebody had made me believe it. I'm really sweating it now."

VON NEUMANN, JOHN

Biographical

Articles in the New York Herald Tribune and the New York Times,
both of February 9, 1957, on the death of John von Neumann the
same date. 2/8/57

Filed in Chronological File under 1957, 2/9.

NY Herald Tribune
2/9/57

NEW YORK H

John Von Neumann Dies; Helped to Create H-Bomb

From the Herald Tribune Bureau

WASHINGTON, Feb. 8.—Dr. John Von Neumann, fifty-three, one of the world's leading mathematicians and a member of the Atomic Energy Commission, died today of cancer at Walter Reed Hospital.

The Budapest-born scientist was stricken with cancer in the summer of 1955, shortly after he had been appointed to a full-five-year term on the A. E. C. after serving as an interim appointee for six months.

He was confined to a wheelchair when, on last Feb. 15, President Eisenhower awarded him the Medal of Freedom, citing him for "exceptionally meritorious service" in advancing the nation's security through its scientific armament program. Two months later he was given the \$50,000 Enrico Fermi Award for outstanding contributions to nuclear science.

Expert on Strategy Games

Dr. Von Neumann was often referred to as "the brain behind the electronic brain" of computers and his work in this field is credited with an essential role in the creation of the H-bomb. He was also an expert on games of strategy and his theory of games is regarded as one of the great new concepts of modern mathematics.

In a statement today members of the A. E. C. said his death brought "a deep sense of the irreplaceable loss to the commission, to science and to the nation," and paid tribute to his "human qualities, his personal charm, warmth, sense of humor and wide sympathy."

Before joining the A. E. C., Dr. Von Neumann was a member of the Institute for Advanced Study at Princeton, N. J., where he was a close associate of the late Albert Einstein. It was there that he performed his brilliant and painstaking work on electronic brains, leading to the development of MANIAC, UNIVAC, ENIAC, ORDVAC and NORC, computers which solved in hours calculations that would otherwise take years to be worked out.


He was born in Budapest on Dec. 28, 1903, and studied in Berlin and Zurich before earning his doctorate in mathematics at the University of Budapest in 1925. He received an M. S. in engineering and chemistry in Zurich the following year. He studied as a Rockefeller Fellow at Gottingen, Germany, and taught at the Universities of Berlin and Göttingen.

before coming to Princeton University as a lecturer in 1931. In 1933, after a year's leave in Berlin, he returned to Princeton, N. J., joining the Institute for Advanced Study where he remained until his appointment to the A. E. C., becoming a naturalized citizen in 1937.

Dr. Von Neumann was appointed a member of the General Advisory Committee to the A. E. C. in 1952 and served as a consultant to the Central Intelligence Agency. In 1954 he testified before Congress on the serious state of government relations with the scientific community and urged using judicial procedures for security cases.

He was one of the twenty-six members of the Institute who issued a statement in June, 1954, declaring that their confidence in their director, J. Robert Oppenheimer, "had not been shaken" by his loss of A. E. C. security clearance and although he and Dr. Oppenheimer had differed in their opinions on the advisability of accelerating the hydrogen-bomb project (Dr. Von Neumann had favored an accelerated program), he testified that he did not consider Dr. Oppenheimer a "security risk." He reiterated this opinion when questioned before his A. E. C. appointment.

Surviving are his second wife, Mrs. Klara Dan Neumann, and a daughter, Marina, by his first marriage.



Dr. John Von Neumann

DR. VON NEUMANN OF A.E.C., 53, DIES

Mathematician Who Speeded
Development of H-Bomb
Built Electronic 'Brain'

RECEIVED FERMI AWARD

Architect of Contributions
to Quantum Theory Wrote
on Economic Behavior



Associated Press

Dr. John von Neumann

Special to The New York Times.

WASHINGTON, Feb. 8—Dr. John von Neumann, a member of the Atomic Energy Commission and a world-famous mathematician who speeded development of the hydrogen bomb, died today of cancer. He was 53 years old.

Dr. von Neumann became ill in the summer of 1955, only a few months after his appointment to the A. E. C. was confirmed by the Senate. His term of office was to have ended on June 30, 1959.

Despite his illness, Dr. von Neumann continued for several months to carry out his duties as an A. E. C. Commissioner. He frequently was taken to its headquarters by ambulance and brought to the commission meetings in a wheelchair.

A mass for Dr. von Neumann will be celebrated Monday in the chapel at Walter Reed Army Hospital, where he died. He will be buried at Princeton, N. J., where for several years he was a professor at Princeton University and associated with the Institute for Advanced Study.

Eminent in Three Fields

Dr. Von Neumann achieved eminence in three major fields:

1. He was one of the world's greatest mathematicians, the principal architect of a new branch of mathematics that proved a mathematical approach to economic behavior, social organization and strategy in war.
2. He made fundamental contributions to the quantum theory, upon which rests our present concepts of nuclear energy.
3. He was recognized as the world's leader in the development and construction of the high-speed computing machines, the electronic "brains" that have made possible the solution of problems that would otherwise require many lifetimes to solve.

For many years Dr. von Neumann occupied a key place in the scientific councils of the nation. His advice was sought on matters of scientific policy and in the solution of the most difficult technical problems. He played a major role as a member of the Los Alamos group of scientists who developed the atomic bomb.

After the establishment of the Atomic Energy Commission in 1946, Dr. von Neumann served with distinction as a member of the commission's General Advisory Committee. In October, 1954, he was appointed by President Eisenhower to serve as a member of the commission, where his profound knowledge of theory and practice of the application of nuclear energy to military

von Neumann for the Navy, can do a twenty-four hour weather prediction in a few minutes. NORC, Dr. von Neumann said, could be used to compute the tidal motions of the entire Atlantic and Pacific oceans; throw new light on the core of the earth, believed to be liquid, by computing the turbulent motion at the center; and help the armed forces plan the movement of men and material by mathematically simulating logistical problems.

Dr. von Neumann worked for a number of years on his theory of games. A treatise devoted to the theory was published during 1928. After the Hungarian-born Dr. von Neumann came to the United States in 1930, he worked on the theory with Dr. Oskar Morgenstern, Professor of Economics at Princeton University. They collaborated on a book, "Theory of Games and Economic Behavior," first published in 1944.

This union of mathematics and economics aimed to demonstrate that "the typical problems of economic behavior become strictly identical with the mathematical notions of suitable games of strategy . . ." The theory is also considered of value for the study of government and sociology, and is being applied to problems of military strategy by the United States.

Dr. von Neumann was born in Budapest on Dec. 28, 1903. He studied at the University of Berlin from 1921 to 1923, and at the Federal Institute of Technology, Zurich, Switzerland, from 1923 to 1925. In 1926 he obtained a doctorate in mathematics at the University of Budapest.

After serving as assistant professor at Berlin and Hamburg Universities for four years, Dr. von Neumann went in 1930 to Princeton where he served as a visiting professor until 1933. He then joined the Institute for Advanced Study, where he was a Professor of Mathematics until 1945.

For the next ten years Dr. von Neumann was director of the Electronic Computer Project at the institute, when he left to join the Atomic Energy Commission. He had become an American citizen in 1937.

On Many Government Agencies

Since 1940 Dr. von Neumann had served as a member of various Army, Navy and other Government agencies. He was a member of the Department of Defense Technical Advisory Panel on Atomic Energy; De-

Beatrice ...
From the ...
1946, Dr. von Neumann served with distinction as a member of the General Advisory Committee. In October, 1954, he was appointed by President Eisenhower to serve as a member of the commission, where his profound knowledge of theory and practice of the application of nuclear energy to military and peacetime uses contributed vitally to the national welfare.

Received Medal of Freedom

For his services to the nation, Dr. von Neumann received the Medal of Freedom, which was pinned on him by President Eisenhower on Feb. 15, 1956, "for exceptional meritorious service in promoting the scientific progress of this country's armament program."

Two months later, Dr. von Neumann received the \$50,000 Enrico Fermi Award for his "outstanding contributions" to the design and construction of computing machines used in nuclear research and development. The award, authorized by Congress in 1954, was made on the recommendation of the General Advisory Committee of the Atomic Energy Commission, with the approval of the President.

The citation that went with the tax-free award said that Dr. von Neumann, "more than anyone else foresaw the important and necessary role" that the electronic "super-brains" would play in the control and use of atomic energy and in the general advancement of the arts and sciences.

It was a giant electronic brain known at MANIAC (mathematical analyzer, numerical integrator and computer), developed by Dr. von Neumann at the Institute for Advanced Study at Princeton, N. J., that made it possible for this country to build and test its first full model of the hydrogen bomb on Nov. 1, 1952, more than nine months ahead of the first Soviet test.

That machine, also known as the JONIAc (after John von Neumann), was the fastest and most accurate of its kind in the world at that time, and it played a vital role in making the essential calculations, that would otherwise have required several lifetimes, in a matter of months.

MANIAC contains 23,000 electronic tubes similar to those used in a television set. It can do 2,000 multiplications, 1,200 divisions or 100,000 additions in a second. It was built at a cost estimated at \$1,000,000. (A machine 100 times faster has since been built at the University of Illinois).

By a most fortunate coincidence, this MANIAC, which took six years to build, was ready for its gigantic task in 1952, just in time to do its work bringing the hydrogen bomb into being ahead of the Soviet Union's. Had it not been for this great electronic "brain" conceived by Dr. von Neumann, the hydrogen bomb tested by the Soviet Union in August, 1953, might have been the first.

A more recent electronic calculator, NORC (naval ordnance research computer), built by Dr.

... American citizen in 1937.
... On Many Government Agencies
... the Communist Party, U.S.A.
... had served as a member of various Army, Navy and other Government agencies. He was a member of the Department of Defense Technical Advisory Panel on Atomic Energy; Department of Defense Weapons System Evaluation Group; United States Air Force Scientific Advisory Board and chairman of its Nuclear Weapons Panel.

He was a member of the National Academy of Sciences, the American Academy of Arts and Sciences, the American Philosophical Society and the Academies of Science of Peru, Italy and the Netherlands. He also belonged to the American Mathematical Society, of which he was president from 1951 to 1953, the American Physical Society and Sigma Xi.

He was the author of "Mathematical Foundations of Quantum Mechanics," and of more than a hundred papers on mathematical subjects.

Dr. von Neumann married Mariette Kovesi in 1930. The marriage ended in divorce in 1937. In 1938 he married Klara Dan, who survives him. Also surviving is a daughter by his first marriage, Mrs. Robert Whitman.

Tribute by President

Special to The New York Times

THOMASVILLE, Ga., Feb. 8—President Eisenhower praised Dr. von Neumann tonight when he was informed of the death of the scientist-member of the Atomic Energy Commission after he had arrived here by plane from Washington for a brief holiday.

General Eisenhower issued this statement:

"I have just learned of the death of Dr. John von Neumann, a member of the Atomic Energy Commission since October, 1954.

"Prior to that time he had served the United States brilliantly and devotedly in time of war and in time of peace. He was a leader among the gifted group of scientists who found refuge in our country from the tyrannies that had beset their native land. Like many others he gave generously of his rare and great gifts of mind for the defense of his adopted land and the cause of freedom.

"His loss will be deeply felt not only by the people of our nation but by peoples the world over. To his family Mrs. Eisenhower and I extend our profound sympathy."

ROCKEFELLER INSTITUTE FOR MEDICAL RESEARCH Foundations

GENERAL

Academic Procedures

PEARCE, LOUISE

Biographical

FLEXNER, ABRAHAM

FLEXNER, SIMON

SABIN, FLORENCE

EINSTEIN, ALBERT

CARRELL

Table conversation with Louise Pearce February 10th 1957.

Filed in Vertical File under Pearce Interviews.

✓1957

VON NEUMANN, JOHN

Biographical

Article from Time magazine, February 18, 1957 on
John von Neumann.

Filed in Vertical File under Von Neumann. ("V")

Time, February 18, 1957, pp. 57, 58, 60

1957
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

GENERAL

Educational Institutions

CONANT, JAMES B.

Biographical

James B. Conant second lecture, "Three Ways of Thinking."

Filed in Chronological File under 1957, 2/27.

Jas B Conant 2nd lecture "Three Ways of Thinking" 2/27/57

American learning by inductive method; German by deductive.

Empirical knowledge and use more respected in US than in Germany.

See AF I Remember, p.345. Mean the same thing?

C. poked fun at college courses in cooking, and noted no grad. courses.

Case study of law inaugurated by Landell in US: inductive.

German law opposite. Hvd Sch. Business employed case study method which has come to be accepted as proper substitute for the apprenticeship method (which AF thought was only way to learn business, journalism, etc.

American activity in social sciences based on same thing; practically no such studies in Germany (West) because it is not subject to their scientific method. Said nothing about attempts to adapt social sc. in US to mathematical treatment.

✓ 1957
COMMITTEES (NOMINATING)

Corporation

STRAUSS, LEWIS L.

Biographical

MITCHELL, SIDNEY

Strauss (President) appointed Mitchell to vacancy on
Nominating Committee!!

Oppenheimer tumbled to it. (Oppenheimer to Lewis March 22)

D, Nominations, Committee on

April

1957

AYDELOTTE, FRANK

Biographical

Copy of The American Oxonian, April, 1957 (Vol. XLI V,
No. 2) with tributes paid to Dr. Frank Aydelotte by
Brand Blanshard, Lord Elton, and Lady Wylie (Kathleen Wylie).

Filed in Vertical File under "A" for Aydelotte.

D, Aydelotte, Frank 1946- .

✓ 1957

4/11

MAASS, HERBERT H.

biographical

Maass died April 11, 1957. Herald Tribune and New York Times articles in file. Special notice inserted in the vital statistics column by Strauss and Leidesdorf: "The Institute for Advanced Study records with profound sorrow the passing of Herbert H. Maass, Trustee and guiding hand since the Institute's founding in 1930 and Chairman of the Board since 1942. With wisdom and understanding he led the Institute through its formative years and brought it to maturity."

June 13, 1957, Oppenheimer transmitted copy of a testimonial to Mrs. Maass written by, Oppenheimer thought, Admiral Strauss. Printed and embellished by Mr. Conkright of the Princeton University Press. Statement: "The officers and trustees of the Institute for Advanced Study record with profound sorrow the death of their colleague, counsellor, friend, and chairman, Herbert Halsey Maass. Adviser to the generous founders from the birth of the idea of which the Institute is the crystallization, he was associated with it from its beginnings. The Institute became the chief interest of his widely ~~diversified~~ diversified career and he gave freely and

unstintingly of his time, energy, and thought to its welfare and growth. Ever accessible to its faculty and officers, his sound judgment, meticulous taste, and devoted concern for its well being were employed over the years in fostering the purposes for which the Institute was established and in making secure the foundation upon which it is reared.

"Though his personality and principles have made an enduring impress upon the aims and policies of the Institute, his absence from our meetings will long be sadly noted, and we will carry the recollection of him in our hearts.

"It is ordered that this minute be permanently inscribed in the records of the Institute and that a copy suitably prepared be offered to his widow with the sympathy and condolences of his associates who mourn his passing."

D, Maass, 1947-

TRUSTEES

Corporation

MAASS, HERBERT H.

Biographical

Article from the New York Times of April 12, 1957, on
death of Herbert Halsey Maass on April 11, 1957.

Article Filed in Chronological File under 1957, 4/12.

New York Times, 4/12.



The New York Times
Herbert Halsey Maass

**HERBERT MAASS,
ATTORNEY, WAS 79**

**Law Partner Here Is Dead—
Was Chairman of Institute
for Advanced Study**

Herbert Halsey Maass, board chairman of the Institute for Advanced Study, Princeton, N. J., died Thursday in his home at the Sherry-Netherland Hotel after a long illness. His age was 79.

Mr. Maass, a lawyer and corporation executive here for many years, was one of the men instrumental in bringing the late Dr. Albert Einstein to the United States. Dr. Einstein became Professor of Mathematics at the institute in 1933.

Born in San Francisco, Mr. Maass received an LL. B. degree at New York University in 1898, an LL.M. the next year and also held an L. H. D. from the Case Institute of Technology in Cleveland.

Mr. Maass started the practice of law here in 1899. His firm in recent years had been Maass, Davidson, Levy, Friedman & Weston.

A former director of the Consolidated Cigar Corporation, Mr. Maass also served as its counsel and served in a similar capacity for the Pershing Square Building Corporation and the Murray Hill Operating Company, the latter of which ran the old Murray Hill Hotel. He was a vice president of the Building Corporation.

Since the founding of the Institute for Advanced Study in 1930, in which he played a prominent role, Mr. Maass had been one of its chief guiding spirits. He had long been a trustee and had been board chairman since 1942. He had also served as president.

A member of the American and New York State Bar Associations, Mr. Maass belonged also to the New York County Lawyers Association and the Association of the Bar of the City of New York. His clubs included the Harmonie and the Ocean Beach, Elberon, N. J.

His widow, Mrs. Hannah Lowenstein Maass; a son, Herbert H. Jr.; two daughters, Mrs. Dorothy Guiterman and Mrs. Joan Oristano, and seven grandchildren survive.

4/29

MEMBERS

Academic Personnel

CHERNISS, HAROLD

Biographical

Wace was a retiree who was almost impossible to get rid of. Danger is they have nowhere else to go. Careful arrangements with strict terminal facilities necessary.

Interview, 4/29/57

1957

5/3

BENEFITS (1, 2, 3)

SALARIES (1)

FACULTY (2)

TRUSTEES (2, 3)

DIRECTOR (2, 3)

ECONOMICS (4, 5, 6, 7)

SCHOOL OF ECONOMICS AND POLITICS (4, 5, 6, 7)

SCHOOL OF HUMANISTIC STUDIES (5)

WOLMAN (1, 2, 4, 7, 8)

AYDELOTTE (1, 2, 3, 8)

DE TOLNAY (1, 2, 3)

PANOFSKY (1, 2, 3)

EARLE (2)

VEBLEN (2, 5)

MOE (2)

FLEXNER (2, 3, 8)

EINSTEIN (3)

CLAY (7)

VINER (6)

WARREN (6)

BAMBERGER (3, 5)

STEWART (4, 6, 7, 8)

RIEFLER (4, 5, 7)

MAASS (5)

OPPENHEIMER (5)

Academic Personnel

Corporation

Administration

Academic Activities

Academic Organization

Biographical

Interview with Wolman 5/3/57.

Filed in Vertical File under
Wolman Interviews.

1957

6/1

BAILEY, ESTHER

Biographical

FLEXNER, A.

Lunched with Mrs. Bailey.

Learned Flexner revising I Remember for republication.

Going to Ahmic after June 13. No time for interview.

6958
From a pamphlet entitled ANSWERS TO YOUR QUESTIONS ABOUT THE
ADMISSION OF PRINCETON SONS. The Alumni Council of Pctn Univ.,
Pctn, N.J. June 1, 1958.

Most Pctn men, for self-evident reasons, feel deeply and warmly
on the subject of getting their sons into Pctn.

Yet there's ample evidence that a large number of alumni have
an inaccurate picture of the University's admissions policy as
it applied to Pctn's sons.

You hear rumors...that Pctn sons get no priority whatsoever, and
that with thousands of boys applying for every class your son has
to be a scholar of terrifying brilliance or he doesn't stand a chance.

..
These misconceptions do nothing to build esprit de corps among
Pctn alumni....

Q and Answers.

Does an alumni son have a better chance of getting into Pctn than
a boy whose father didn't go to Pctn? A. Yes. E.G. class 1962,
just admitted. "Of all Pctn sons who applied, approx. 70 % made
the grade. Among non-alumni sons, approx. 35% were admitted. In
other words, about two out of three P. sons were admitted, while
only about one out of three non-alumni sons were admitted!"

Q Are these figures typical? A "Yes. In the previous ten years,
at least 70% of Pctn sons were admitted each year except one. (That
year the figure was 69.8%.)"

Q What other indications of leniency? A. "In this year's Freshman
Class 50% of the bottom quarter, academically speaking, was made
up of P. sons. And of the nine freshmen who failed at midyear,
five were P. sons. This was a far higher percentage than their
representation in the class."

Q "When a P son applies for entrance these days, is he in direct
competition with thousands of other boys? A. No. Actually, the
P son does not have to compete against non-P sons. No matter how
many other boys apply, the P. son is judged solely on this one
question: Can he be expected to graduate? If so, he's admitted.
If not, he's not admitted. It's as simple as that. (Of course,
he must not only measure up scholastically, he must have a satis-
factory character record, too.)"

.....
Q Are high school students favored at the expense of prep sch. students?
A No. "It's true there are more high school boys in Pctn now than
before the war, but this is because so many more good prospects
are applying directly from high school. (Incidentally, the chief
credit for this should go to the Alumni Schools Committees, who
have done so much to interest outstanding boys in their commu-
nities in going to Pctn.) Twenty years ago, only 24% of the cand-
idates applied from high schools. In 1958, approx. 70% of the
candidates were high school students. This is a higher percentage
than you will find at almost any other college in the country--in
or out of the Ivy League."

.....

"Q Why do ~~not~~ P undergraduates look as glossy as they used to?
Is it because the admissions people frown on well-dressed, social-
looking young men? A. Certainly not. Since the war, P under-
graduates (like those in other colleges) have gone out of their
way to wear beat-up clothes. It's a fad the G.I.'s started."

What about the loyalty of recent P classes? A "It's very good. To
cite just ~~one~~ example: The Class of 1957 recently set an all-
time record for participation in Alumni Giving among classes a year
out of college."

"Q What evidence is there that P is getting a high calibre of
well-rounded freshmen these days? A. In the Class of 1961 a total
of 767 boys matriculated. Of this number, 130 were class or school
presidents, 93 editors of school publications, 107 valedictorians,
200 football players, 124 track men and 129 basket ball players.
The Class of 1962 does not matriculate, of course, until next fall.
But judging from the acceptances already received, it will be of the
same high calibre." Total 743

The pamphlet concluded with reservations about what will happen in
when the war-baby classes reach college age.

"This booklet was prepared by the Alumni Council for Pctn Alumni.
The information/contains~~ed~~ was gathered in interviews with Univ.
Admissions officials."

Shown to me by Geo Bryn ^{and his} ~~is~~ ^{is} ~~very~~ ^{very} ~~not~~ ^{not}