The University of Chicago

Department of Political Science

C. E. Merriam

January 18, 1932

Dr. Abraham Flexner
Institute for Advanced Study
100 East 42nd Street
New York, New York

My dear Dr. Flexner:

I should group the most favorable conditions for the work of scholars and scientists under the following heads:

1. Adequate salary and tenure.

The worker should be paid enough to enable him to live in comfort and security, and without too great worry.

Specific evils to avoid are recourse to hack jobs which consume his energy and his time, such as most text-books, extra-teaching, lectures, (summers, nights, etc.) special pot-boilers in miscellaneous forms.

Furthermore, the future recruiting value of and adequate economic status for scholars would be very great in the continuing competition between the world of scholarship and that of far better paid enterprises;— and important consideration in American society.

2. Adequate equipment.

The nature of such equipment varies with the task of the scholar, but would include libraries, laboratories, scientific material and tools, assistants and clerical service, travel, the apparatus of research, whatever it may be in the special case under consideration.

3. Relief from teaching over-load.

Until very recently and even now many scholars are buried under a load of teaching, which consumes an inordinate part of their time and energy. Or where the class room teaching load is not excessive, are carrying too large a group of special research students. Some individuals are doubtless adapted to research management, or can carry the load with relative ease, but to others it is ruinous of their finest qualities of creative research. The best balance between teaching and research is, of course, a difficult problem, as "institutes" and "universities" can both testify. Perhaps there is no standard solution for all scholars, or the same scholar all the time.

4. Relief from overload of committees, conferences and in some cases responsible administration.

Perhaps this is at all times under the control of the individual, but there are some situations in which the pressure is relatively great and others where it is relatively small. I am not thinking of an entirely isolated or insulated individual, but of the danger of too many "activities" of this nature.

5. Access to scholars and scientists.

Contact with a community of scholars is very important for most men. General orientation, inter-stimulation, specific and searching criticism, exchange of experience, and a certain type of esprit may be expected to emerge from such an environment.

The ways of producing such an entourage are numerous and I do not presume to say which is the most useful.

6. Access to various groups--technological is perhaps the term--close to science.

It is important for some types of scholars to be in touch with those who are applying their ideas more directly, as physicians, engineers, lawyers and governing officials, industrialists, and technicians of various sorts. These contacts are of widely varying types and usefulness to different groups and kinds of men, but they should be included in a general scheme of things.

7. Academic freedom.

This might perhaps be presumed, but for purposes of greater certainty, I am including it; for without liberty of thought, speech, press and activity, the most complete equipment would produce nothing more than a cultured slave.

8. Recreational, artistic and social relations, non-technical.

I know there are vast possibilities of tragedy, mal-adjustment, creative release and expansion in this important but little explored field. In saying nothing, I am not closing the door on someone who knows the way out. In general it seems to me the Greeks understood this better than the Puritans, but the Twentieth Century might improve on both.

I believe Mr. Arnett made, a few years ago, a survey of the salaries and other sources of income of a wide group of scholars. Perhaps some of this material would be useful to you in showing the special forms of handicaps of scholars.

If more detailed comment on any of these topics would be helpful, I am at your service.

Very sincerely yours,

Charles E. Merriam

CEM:LV

Charles E. Merriam

January 22, 1932

Professor Charles E. Merriam
The University of Chicago
Department of Political Science
Chicago, Illinois

My dear Professor Merriam:

In Dr. Flexner's absence in the Far West, I desire to thank you for your letter of the eighteenth which will receive his attention promptly upon his return about the middle of next month.

Very truly yours,

ESTHER S. BAILEY

Assistant Secretary

February 16, 1932

Dear Professor Merriam:

Returning to town I find your very helpful letter of January 18. I think you have very succinctly explained the main conditions which I should endeavor to create in this new institution.

Should you be coming to New York at any time, won't you be good enough to let me know, for I should like to have a talk with you on the subject of the Institute in general and of political science in particular, and I shall endeavor to see you, should I be going to Chicago.

With all good wishes,

Sincerely yours,

ABRAHAM FLEXNER

Professor Charles E. Merriam
The University of Chicago
Department of Political Science
Chicago, Illinois

AF:ESB

COPY

THE UNIVERSITY OF CHICAGO
Department of Political Science

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Very sincerely yours,

(signed) CHARLES E. MERRIAM

CEM:LV

PRINCETON UNIVERSITY
PRINCETON NEW JERSEY

Department of
MATHEMATICS

December 28, 1931.

Dr. Abraham Flexner
The Institute for Advanced Study
100 East 42nd Street
New York City.

Dear Dr. Flexner:

I have received your request for suggestions regarding the conditions for the pursuit of scholarly work. I will endeavor to answer them in the light of my own personal experience.

An essential condition for first rate scientific work is to have the possibility of getting immersed totally in one's problems. Therefore the Institute should aim first and foremost to create for its members conditions tending to eliminate all sorts of irrelevant disturbances. It implies care in the choice of location, suitable compensation, ample library facilities, clerical assistance, reduction of administrative duties to a minimum. I should like to dwell also more at length on several specific desiderata:

a) Maximum elasticity in disposing of one's time. This implies longer vacations after the European pattern, reduced cut and dried lecturing obligations and mostly in the form of seminars. At the same time it is of the highest importance to have a selected group of advanced students and younger scientists working in the same field. It is difficult to exaggerate the value of the sharp and live criticism which such a group provides.
The question of location has an important bearing on this matter. Thus if one were in Kansas City the whole group would have to be imported, whereas in Berlin it would probably already be there.

b) Adequate funds for getting together a few advanced students and younger scientists to work under the influence of the major men. Here judicious collaboration with existing fellowship boards offer considerable possibilities.

c) In your letter you mention incidentally "contacts". One of the most serious handicaps of American scholars is the lack of frequent and easy interviews with their peers elsewhere. P ractically the desired contacts can only be had during sabbatical leaves and at considerable expense. Europeans, on the other hand, with low cost of travel, special reduced fares as in Italy, lengthy vacations, seem to keep constantly in touch with their colleagues, even in the U.S.S.R. The Institute would go a long way towards solving this difficulty by setting aside a moderate travelling fund for its members. Such funds are in existence in many universities but they are so tiny as to be of little use.

It is not an easy matter to say anything significant concerning obstacles to first rate scholarly work without knowing anything about the basic organization of the Institute. As things now stand we have to contend with two baneful influences that may easily be avoided: excessive duration of the formal

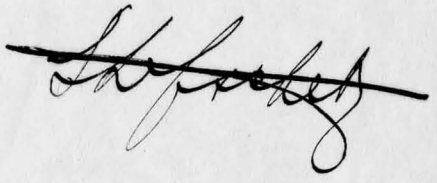
University year in America (one-third longer than in Europe) and the cumulation of duties with constant precedence given to teaching as against research. In general this results in excessive and systematic demands on one's time. Not infretquently however it causes reduction or direct abandon of important research activities. For example, Professor Blaschke of Hamburg recently proposed that we exchange chairs for one term, his object being to secure my influence on the research of a certain group of younger German scientists. Unfortunately for pedagogical reasons this important research project is unlikely to materialize, and if ever, it will only be carried out in cramped style and later than it should.

It seems to me that the machinery of the Institute should be designed with the utmost care so as to remove administrative duties from the shoulders of its members. Indeed I would say that it should be so constructed that they cannot assume such duties even when they themselves desire it. The very temptation of it should somehow be removed -- and as I suspect, this is not an easy matter.

One of the bad elements in present day University organization, that the Institute should by all means avoid, is excessive hierarchization: half a dozen steps between the Ph.D. and supremacy! It is three times the European norm and does an ample amount of harm as we all know.

Hoping that my suggestions may be of some use to you in your arduous task, I am

Sincerely yours,



Solomon Lefschetz.

SF/J

Princeton, New Jersey

Department of
Mathematics

December 28, 1931.

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The Institue for Advanced Study
100 East 42nd Street
New York City

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Sincerely yours,

(Signed)

Solomon Lefschetz.

SF/J

September 26, 1931

CONFIDENTIAL

To the Trustees of the Institute for Advanced Study:

Following the publication in December, 1930, of Bulletin No. 1, entitled "Organization and Purpose", I spent the better part of six months in conference with the leading scholars of America and the main European countries, seeking to elicit their critical opinion as to the value of the proposed Institute and their constructive suggestions as to the initial steps to be taken. I encountered no difference of opinion as to the importance of creating an institute of the proposed character and scope; and this, because, in the last half century, universities have everywhere undergone changes that have impaired their fundamental and essential character. The topics respecting which most discussion took place were the subjects which the Institute should first attack, the persons best qualified to lead, the conditions under which they would work most effectively, the location and ultimate character of the buildings. All these knotty questions need not be decided at once . On one or two of them my mind has become clear, as will be made plain in the course of this report; as to the others, further conference and reflection are still requisite.

I

In the interest of clarity, let me begin by recapitulating the reasons why the Institute for Advanced Study has been established and what its main characteristics should be; for only by recapitulation from time to time can we be sure that we will not be drawn or drift out of our course. Universities, being primarily intellectual in character, ought to be small and plastic; they should be havens where scholars and scientists may regard the world and its phenomena as their laboratory, without being carried off by the maelstrom; they should be simple, comfortable, quiet without being

II

I have already reviewed the differences between existing universities and the Institute founded by Mr. Bamberger and Mrs. Fuld. Let me now draw a line between the Institute for Advanced Study, as I conceive it, and a research institute. The Institute for Advanced Study will, of course, by reason of its constitution and conception be a research institute; if the members of its staff are not contributors to the progress of knowledge and the solution of problems, there is no sufficient reason for setting it up; but they will also be teachers, men who have chosen a few competent and earnest disciples engaged in the mastery of a subject, precisely as the pupils of all the great masters of the last century - of Clerk Maxwell, Michael Foster, and Vinogradoff in England, of Claude Bernard or Halévy in France, of Helmholtz, Ludwig, and Wilamowitz in Germany - were in the first instance concerned to learn thoroughly physics, physiology, institutions, or Greek, as the case might be. Teaching should, however, be informal; for, if formal, mechanism will be devised; its burden should be light, for, if it is heavy, the teacher has too many pupils or the pupils are unfit. And the students may at times be investigators too, though not prematurely at the price of mastering their subjects.

In the so-called "research institutes" teaching is, of course, also carried on, though in somewhat different fashion. The members of a research institute are also learners, whatever else they be. And yet the emphasis is different, for the research institute is primarily concerned with problems, very specific problems, as a rule; and young men enter either as assistants to older workers or as novices to be tried out by time. The Institute for Advanced Study will be neither a current university, struggling with diverse tasks and many students, nor a research institute, devoted solely to the solution of problems. It may be pictured as a wedge inserted between the two -

Law School of Harvard University.

Cambridge, Mass.

July 11, 1930.

Dear Abe:

Your letter came in my absence and my secretary has sent you the desired figures about our student body.

For the rest, what is called for is a calendar of compliments. Happily we men never cease altogether to be children and so we like baubles - but in your case an honorary doctorate is a fitting bauble. You reclaim it from the tawdry or droll inappropriateness with which it is, certainly in America, most frequently bestowed. I am delighted that a great university honored one who has deserved as few men have well of universities.

But your own new university is the thing that most excites me. Now you will have a chance to preach in the most effective way in which one ever preaches - by example. You will prove that not bricks and curricula and paraphernalia and all the rest make universities - that men make a university, even very few men provided they be of real stature. And so you have my deepest good wishes - wishes that come from the depths of one's own preoccupation.

When you get around to it, come up here and let's jaw about your university and the universe. In the meantime, I await expectantly your book. It can't have too many sticks of dynamite in it to suit me.

Very sincerely yours,

Felix Frankfurter

January 12, 1932

Birkhoff
Copy

NATIONAL ACADEMY OF SCIENCES

Department
SECTION OF MATHEMATICS
CHAIRMAN, G. D. BIRKHOFF, HARVARD UNIVERSITY
CAMBRIDGE, MASS.

Dear Dr. Flexner:

As I wrote to you, I have delayed this answer to your kind letter of December 17th, until my return from the Southwest. You will undoubtedly have thought of all the suggestions which I can make.

It seems to me to be very important that the Institute be in an attractive, quiet environment where there is room to breathe and to think. Such a situation makes for the happiness and effectiveness of the staff and of the student body.

At Pasadena there are the California Institute of Technology and the Mount Wilson Observatory groups. At Cambridge there are Harvard and Massachusetts Institute of Technology. The developments which have recently taken place in these two great centers suggest that positive advantages would accrue to your Institute and to the intellectual community in general if the Institute were similarly situated - for instance at or near to Princeton. Bridgman tells me that Compton hopes to

see Cambridge become a world center, perhaps the first, in physics. Would it not be possible to do something of the same sort in mathematics and economics?

In the way of equipment there is the obvious necessity of an adequate library in the fields of effort of the Institute; the books and journals requisite in mathematics would not, I believe, cost more than $60,000. This library, together with rooms for the staff and students, conference rooms, etc., should be in one central building. As long as there are no laboratories, I should think that one building would be all that was desirable. Moreover, I should like to see means provided either in this building or in a nearby residential college whereby those who desired could come together for lunch, etc. A residential college would make possible the ideal association of the group at the Institute. There should of course be adequate secretarial and stenographic assistance.

I should like to see means provided whereby the members of the Faculty could make prompt direct contact with men who were making important advances in their own fields of research. This might be brought about either by an invitation to such men to

NATIONAL ACADEMY OF SCIENCES

SECTION OF MATHEMATICS
~~CHAIRMAN~~, G. D. BIRKHOFF, HARVARD UNIVERSITY
CAMBRIDGE, MASS.

lecture at the Institute or in some other way. Today there are so many men at work in any important field that the time element has become important, and prompt contacts ~~[illegible]~~ save an immense amount of unnecessary or misdirected effort.

Finally there ought to be a certain number of Fellowships by which men of first-rate quality who wished to pursue study at the Institute might be enabled to do so. I am thinking of the outstanding young man without means who has not yet secured a higher degree.

The indirect beneficial effects of the Institute, towards the elimination of the mediocre in American education, and the direct effect of an absolutely first-rate staff and student body (however small the latter), at work under the ideal conditions you contemplate, will be exceedingly great.

With kindest remembrances,

Sincerely yours,

George D. Birkhoff

cm IV
R. C. Brooks

SWARTHMORE COLLEGE
SWARTHMORE, PENNSYLVANIA
DEPARTMENT OF POLITICAL SCIENCE

January 5, 1932

Mr. Abraham Flexner
The Institute for Advanced Study
100 East 42nd Street
New York, New York.

Dear Mr. Flexner:

Replying to your letter of the 17th ult., it would be presumptuous of me to attempt to give advice, particularly to yourself, regarding the policies of the Institute in teaching the natural sciences. Even regarding the social sciences I must write with the diffidence of one who has been not a director but a subaltern. None the less it seems to me a great honor as well as a great opportunity to be called upon for counsel in the initial stages of what is beyond doubt a profoundly important venture in the field of higher education.

As it happens I have been considering recently the obstacles to social science research in colleges, obstacles which exist also though to a less degree in universities. These are (1) low salaries which lead to various pot-boiling and time-destroying activities, some innocent enough no doubt such as text-book writing and extra teaching in summer schools or elsewhere, others much more dubious, for example, service as propagandists for corporate enterprises; (2) unduly heavy teaching schedules made heavier still by honors or postgraduate work; (3) infrequent sabbaticals, tendency to accent second syllable of word when taken, inability of many to take them on a half-pay basis; (4) absorption in committees or other academic administrative duties; (5) the necessity in many cases of carrying on a great amount of routine work such as

advising students or conducting correspondence without help by assistants or stenographers; (6) lack of funds for travel or to gather and handle research materials; (7) lack of proper library facilities; (8) lack of facilities for publishing the results of research; (9) sometimes even undue emphasis on the duty of teaching and lack of encouragement of research on the part of administrative authorities.

In existing colleges and universities the most that can be hoped for is the gradual reduction of the foregoing obstacles. The Institute for Advanced Study, on the other hand, is in a position to set notably higher standards of a sweeping character, giving it (1) a marked advantage over other graduate schools; and (2) forcing the latter to emulate its policies.

Among positive recommendations the all important thing, as your statement on Organization and Purpose fully recognizes, is the choice of the right men as professors. May I add that they should not give courses of any sort. Neither should they lecture except at long intervals to state the results of their own research not yet in print. Such lectures should be published immediately thereafter. Professors should hold small seminars like those at Swarthmore and not too many of them, mainly to discuss the progress of research projects by themselves or students, thus sharpening the minds of students and professors at the same time by mutual criticism. Professors should have not class rooms but offices, keeping a limited number of office hours for consultation by students, receiving the latter, however, only when they get into difficulties beyond their unaided intellectual powers. Your faculty members become therefore specialists brought in much as medical or engineering specialists in their own fields, "trouble-shooters" if the phrase may be used. Those students are best who can go ahead by themselves without

consulting professors for the longest periods and with the fewest errors.

With students of the sort you have in mind classes and lectures are a waste of time. Students could be given lists of required reading at the beginning of each semester and told to explore beyond the limits of the requirements. They should have fellowship stipends sufficient to place them also beyond the need of pot-boiling pursuits. Their number is not important; quality is everything with them as with professors. You should attract graduate students wherever you can find them of sufficient promise. There should be no examinations except for the doctorate. It should not be regarded as the end of their work but merely as something done when the time is ripe as part of it. In nearly all cases a student should continue one year longer polishing his thesis and seeing it through the press of the Institute. In reality it should be not the conventional thesis but a book, a real contribution of considerable scope to the world's knowledge, and if in the social sciences it should be readable not merely by the intelligentsia but by any man of culture. You should refuse admission or continuance in the Institute to any student who wishes to "elaborate the obvious" or to dig away at some piffling point.

In our universities and colleges the natural sciences are accustomed to receive large appropriations for laboratory equipment and materials needed in research. On the other hand, the social sciences are stepchildren of the administration. If they receive a fair library appropriation it is considered quite enough. More recently the social scientists are growing restive about this situation but they are still far too modest: they intend to ask for more but they do not know in detail what they want. The point was dealt with by Professor Charles E. Merriam of the University of Chicago at the recent meeting of the American Political Science Association in Washington,

and it would be well for you to seek his advice in the matter since he is not only the greatest master of his own subject in the United States but also is more familiar than any of us with cognate disciplines. One of your greatest contributions could be the adequate equipment for research of the social science division of the Institute. That also would compel imitation by other graduate schools.

Leave for professors to pursue research away from the Institute should be given say every two years not only with full pay but also with additional travel allowance so that they would not suffer financially or be forced to economize in foreign countries. Students might be sent with them on travelling fellowships if engaged in similar lines of work. The Institute may have Newark as headquarters but it should take the whole world as its province.

Do not allow the Institute to be the seat of any school to the exclusion of its rivals. On the contrary bring the rivals in if not by professorships then by well paid temporary lectureships at least. Let them argue it out with your own faculty members in the presence of the students. You were quite right in suggesting at President Aydelotte's the importation of the best Bolshevik economist you could lay hands on, although perhaps the country is not ready for that just yet. Of course you could exclude reporters from his <u>conferences publiques contradictoires</u> with your professors although the latter should be able to make the Soviet fur fly to good effect. Please send me an invitation; in fact I think you might often invite outside professors to some of the Institute's disputations. As Henry Adams pointed out the Middle Ages understood the educational value of such affairs. If you could recreate them it would be an inspiring achievement. Modern professors are too polite: I have just drowsed through three days of learned papers at

Washington with not a single difference of opinion worth a tinker's damn, and that although many of the topics were loaded with dynamite.

By all means call in outside professors to give your doctoral examinations and to assign the grade of honors. That is one of the most powerful levers we used to jack up undergraduate (and professorial) standards at Swarthmore.

I fear my interest has carried me to undue length. And as usual when concluding a letter I fear also that some foolish things have been said and many wise ones left unsaid. If the former preponderate forgive me for wasting your time. If any apparently wise suggestions occur to me later may I write you again?

With all good wishes for the New Year and the new Institute,

Very sincerely,

Robert C. Brooks.

COPY

SWARTHMORE COLLEGE

SWARTHMORE, PENNSYLVANIA

Department of Political Science

January 5, 1932.

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With students of the sort you have in mind classes and lectures are a waste of time. Students could be given lists of required reading at the beginning of each semester and told to explore beyond the limits of the requirements. They should have fellowship stipends sufficient to place them also beyond the need of pot-boiling pursuits. Their number is not important; quality is everything with them as with professors. You should attract graduate students wherever you can find them of sufficient promise. There should be no examinations except for the doctorate. It should not be regarded as the end of their work but merely as something done when the time is ripe as part of it. In nearly all cases a student should continue one year longer polishing his thesis and seeing it through the press of the Institute. In reality it should be not the conventional thesis but a book, a real contribution

of considerable scope to the world's knowledge, and if in the social sciences it should be readable not merely by the intelligentsia but by any man of culture. You should refuse admission or continuance in the Institute to any student who wishes to "elaborate the obvious" or to dig away at some piffling point.

In our universities and colleges the natural sciences are accustomed to receive large appropriations for laboratory equipment and materials needed in research. On the other hand, the social sciences are step-children of the administration. If they receive a fair library appropriation it is considered quite enough. More recently the social scientists are growing restive about this situation but they are still far too modest : they intend to ask for more but they do not know in detail what they want. The point was dealt with by Professor Charles E. Merriam of the University of Chicago at the recent meeting of the American Political Science Association in Washington, and it would be well for you to seek his advice in the matter since he is not only the greatest master of his own subject in the United States but also is more familiar than any of us with cognate disciplines. One of your greatest contributions could be the adequate equipment for research of the social science division of the Institute. That also would compel imitation by other graduate schools.

Leave for professors to pursue research away from the Institute should be given say every two years not only with full pay but also with additional travel allowance so that they would not suffer financially or be forced to economize in foreign countries. Students might be sent with them on travelling fellowships if engaged in similar lines of work. The Institute may have Newark as headquarters but it should take the whole world as its province.

Do not allow the Institute to be the seat of any school to the exclusion of its rivals. On the contrary bring the rivals in if not by professorships then by well paid temporary lectureships at least. Let them argue it out with your own faculty members in the presence of the students. You were quite right in suggesting at President Aydelotte's the importation of the best Bolshevik economist you could lay hands on, although perhaps the country is not ready for that just yet. Of course

you could exclude reporters from his conferences publiques contradictoires with your professors although the latter should be able to make the Soviet fur fly to good effect. Please send me an invitation; in fact I think you might often invite outside professors to some of the Institute's disputations. As Henry Adams pointed out the Middle Ages understood the educational value of such affairs. If you could recreate them it would be an inspiring achievement. Modern professors are too polite; I have just drowsed through three days of learned papers at Washington with not a single difference of opinion worth a tinker's dame, and that although many of the topics were loaded with dynamite.

By all means call in outside professors to give your doctoral examinations and to assign the grade of honors. That is one of the most powerful levers we use to jack up undergraduate (and professorial) standards at Swarthmore.

I fear my interest has carried me to undue length. And as usual when concluding a letter I fear also that some foolish things have been said and many wise ones left unsaid. If the former preponderate forgive me for wasting your time. If any apparently wise suggestions occur to me later may I write you again?

With all good wishes for the New Year and the new Institute,

Very sincerely,

(Signed) Robert C. Brooks.

SWARTHMORE COLLEGE

SWARTHMORE, PENNSYLVANIA

Department of Political Science

January 5, 1932.

Mr. Abraham Flexner
The Institute for Advanced Study
100 East 42nd Street
New York, New York.

Dear Mr. Flexner:

Replying to your letter of the 17th ult., it would be presumptuous of me to attempt to give advice, particularly to yourself, regarding the policies of the Institute in teaching the natural sciences. Even regarding the social sciences I must write with the diffidence of one who has not been a director but a subaltern. None the less it seems to me a great honor as well as a great opportunity to be called upon for counsel in the initial stages of what is beyond doubt a profoundly important venture in the field of higher education.

As it happens I have been considering recently the obstacles to social science research in colleges, obstacles which exist also though to a less degree in universities. These are (1) low salaries which lead to various pot-boiling and time-destroying activities, some innocent enough no doubt such as text-book writing and extra teaching in summer schools or elsewhere, others much more dubious, for example, service as propagandists for corporate enterprises; (2) unduly heavy teaching schedules made heavier still by honors or postgraduate work; (3) infrequent sabbaticals, tendency to accept second syllable of word when taken, inability of many to take them on a half-pay basis; (4) absorption in committees or other academic administrative duties; (5) the necessity in many cases of carrying on a great amount of routine work such as advertising students or conducting correspondence without help by assistants or stenographers; (6) lack of funds for travel or to gather and handle research materials; (7) lack of proper library facilities; (8) lack of facilities for publishing the results of research; (9) sometimes even undue emphasis on the duty of teaching and lack of encouragement of research on the part of administrative authorities.

In existing colleges and universities the most that can be hoped for is

the gradual reduction of the foregoing obstacles. The Institute for Advanced Study, on the other hand, is in a position to set notably higher standards of a sweeping character, giving it (1) a marked advantage over other graduate schools; and (2) forcing the latter to emulate its policies.

Among positive recommendations the all important thing, as your statement on Organization and Purpose fully recognizes, is the choice of the right men as professors. May I add that they should not give courses of any sort. Neither should they lecture except at long intervals to state the results of their own research not yet in print. Such lectures should be published immediately thereafter. Professors should hold small seminars like those at Swarthmore and not too many of them, mainly to discuss the progress of research projects by themselves or students, thus sharpening the minds of students and professors at the same time by mutual criticism. Professors should have not class rooms but offices, keeping a limited number of office hours for consultation by students, receiving the latter, ~~keeping a limited number of office hours for consultation by students, receiving the latter,~~ however, only when they get into difficulties beyond their unaided intellectual powers. Your faculty members become therefore specialists brought in much as medical or engineering specialists in their own fields, "trouble-shooters" if the phrase may be used. Those students are best who can go ahead by themselves without consulting professors for the longest periods and with the fewest errors.

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Farrand

HENRY E. HUNTINGTON LIBRARY AND ART GALLERY
SAN MARINO, CALIFORNIA

MAX FARRAND
DIRECTOR OF RESEARCH

January 13, 1932.

Dr Abraham Flexner
The Institute for Advanced Study
100 East Forty-second Street
New York, New York

Dear Dr Flexner,

As a result of our experience at the Huntington Library and after a conference with several of the scholars working here, I should reply to your inquiry as follows:--

1) The first essential is economic independence and I suppose it should be added in that connection that under present day conditions clerical assistance is a necessity for the most effective work.

2) Of equal importance is it to have material available; and for students in the humanities, in particular, it is essential that the scholar should be enabled to go to other places to complete his studies, both for the obtaining of further material and to consult with scholars in his field or upon his particular subject. I might quote in that connection a remark of one of our Trustees in the case of an appointment we were making: "Tell him that he will be free to study anywhere but ask him to come back here to write." ~~upon his book."~~

3) There is a difference of opinion among our scholars here as to the importance of every scholar having a group of advanced students working with him. Personally, I am inclined to think it is of a great deal of importance. We are all agreed that the necessity of formulating results of his studies for presentation to a regularly scheduled class serves as a decided stimulus, which is necessary in some cases but not always. The advantage of criticism and comment from the graduate students associated with the leader is not rated very highly and there is a division of opinion as to how much the students will contribute in the way of additional or supplementary researches. One of our scholars is insistent that nothing that is done by a graduate student can be accepted by scholars and yet in the course of the discussion this same scholar referred to work that had been done by his graduate students. When attention was called

to this fact, he admitted the value in exploring a new field, of the larger amount of material that could be covered in a tentative or superficial way with the assistance of a number of competent students. As you may readily infer from my formulation upon this point, I am personally inclined to lay considerable stress upon the value of graduate students.

4) What was regarded as of greater importance was the contact with men who were working in the same or in related fields. We have only a small number of scholars here as yet, for we are building up our research staff slowly (as we want only first-class scholars), but I was gratified to have one of the men from one of our larger universities say that he did not find any lack of intellectual companionship and stimulus. The research group meet together once a week for an hour or two to discuss the problems that come before us, usually in the form of direct requests for the use of our material or of questions relating to our publications or lines of research to be followed, and every week or two I have the same men dine with me in the evening for more general discussion of subjects of common interest.

5) One of these scholars in discussing your inquiry emphasized the importance in his mind of the scholars being engaged upon related projects, so that there might be a community of interest and, therefore, greater possibility of interchange of ideas.

6) Finally, one of the men mentioned the desirability of assuring the publication of results.

All these things seem to me rather obvious and are in general terms rather than specific, but if the observations are of any assistance to you, we shall be gratified.

Sincerely yours,

Max Farrand

January 13, 1932

Dr. Max Farrand
Henry E. Huntington Library and Art Gallery
San Marino, California

My dear Dr. Farrand:

In Dr. Flexner's absence permit me to thank you for your letter of the thirteenth in reply to his recent inquiry. I have forwarded a copy of your letter to him, and it may be that he has already acknowledged it in person for he plans to visit Pasadena before his return to New York.

Very truly yours,

ESTHER S. BAILEY
Secretary to Dr. Flexner

Site

Bond

New Milford, Conn., December 20, 1931.

Dear Doctor Flexner,

I have your letter of December 17 asking my opinion respecting the facilities which the Institute should provide for the convenience of scholars.

Doubtless the answers you receive will vary according to the experience, temper, and intellectual interests of the scholars who make them. What a student of history would require will naturally differ from the necessities of a physicist.

Speaking for myself, I will say that all I have ever wanted consists of sufficient compensation to remove worry and uncertainty, access to library facilities, a few students really interested in the pursuit of learning, and work rooms for them and for seminary discussions. Nothing more. I have never looked to an institution to provide social life in any form. The fact that I happen to be in an institution with a chemist or a mathematician does not seem to me to be any reason at all why I should ever see him except at faculty meetings. I have been more interested in learning from the world of experience outside than from the learning of academicians. But that is a matter of temper and will, perhaps. If an academic colleague and I happen to strike fire together, well and good. If not, that is that. Why try to force social life?

Still, I know from experience that most academicians enjoy community life of a kind, more or less. Therefore I imagine that your Institute will do well to establish a central institution for social life. The best example of such a thing that I know is the

Athenaeum at the California Institute of Technology. It provides a comfortable center for the men who care for it, especially for the younger scholars, and makes possibly a certain communion of scholars and apprentices. It is a god-send ~~for~~ to the wives of the community for it makes entertaining easy and a pleasure. Therefore, I commend it to your consideration.

Other facilities will depend upon what you have to spend. The great farce in American education is the expenditure of millions for buildings while scholars live around them on starvation wages.
If you start your Institute near New York and include instruction in history (xxxxxxx with which I am somewhat familiar), I should say that your scholar in charge would want to have at hand a small library of working materials and then exploit the library resources within reach by motor or train. It is not the number of books he has that counts but his competence in making use of his resources. Unless you have enormous resources you cannot compete with established libraries. There is no point in it anyway. Each scholar will know what general works he should have for his students and will want a special collection in some field for intensive work.

Sincerely yours,

Charles A. Beard

New Milford, Conn., December 20, 1931.

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Sincerely yours,

(Signed) Charles A. Beard

Keppel

CARNEGIE CORPORATION
OF NEW YORK
522 FIFTH AVENUE
NEW YORK

OFFICE OF THE PRESIDENT

January 12, 1932

NOTES FOR DR. FLEXNER.

There should be a central unit, equipped with comfortable offices and studies. All the equipment needed should be a battery of reference books and a highly competent librarian to get other material as needed from Newark, New York, Columbia, Princeton libraries. There should be available the super-bibliographic service of which Harlow Shapley is the exponent.

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As to academic relations, I should set out to make the important

title (the thing a man would put into Who's Who) membership or fellowship in the Institute. If some individual needs or thinks he needs an academic degree in his business, informal arrangements might be made with Princeton or Columbia in such a way that the diploma, when granted, should show the share of the Institute in the proceedings. No one should be admitted to the formal status of membership, either as teacher or student, until good cause had been shown, and everything should be done to make this an honorable status. For the teacher members (or whatever they may be called), provision for retirement should be made at the beginning of the relationship, and the annual stipend should include health supervision, etc. One particular job which the Institute could take up is to direct and to a large extent give the training needed for some particular responsible job, for example, the new Folger Library at Washington might need a particular type of curator.

Finally, as a kind of hallmark for the products of the Institute, what would you think of an outstanding capacity for clear expression, both oral and in writing? God knows we need it, and I think it can be developed.

F. P. Keppel

FPK/h

C O P Y

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Jameson

LIBRARY OF CONGRESS
DIVISION OF MANUSCRIPTS

January 11, 1932.

Dr. Abraham Flexner,
100 E. 42nd St.,
New York City.

Dear Dr. Flexner:

In attempting to reply to your inquiry of December 17, I feel sure that I had better, in the main, confine myself to suggestions relating to historical research.

The worker in historical research has few needs beyond that of abundant access to his raw materials. For some purposes that means printed books, for others manuscripts. If extensive research in European history is contemplated, that involves, in many cases, easy access to European archives, as well as to those American libraries best supplied with printed books. But during the twenty-three years that I was with the Carnegie Institution I ~~have~~ steadily held the view that an endowed institution or department of historical research in the United States had better devote itself to fundamental work on the sources of American history. The reason was that, valuable work as our remote and external position in the universe enables Americans to do in the writing of books in European history, the fundamental tasks in the providing of source material, tasks appropriate to an institution because they make great and duplicated expense for indivi-

duals, will be better done by Europeans, having the stuff right at hand, whereas Americans would deal with it at excessively long range. On the other hand, nothing would be more certain than that the Europeans will do little of this fundamental work upon the sources of American history. If we don't do it, it won't be done. If the field of operation of a research worker is that of American history, the prime requisite, among those "favorable circumstances" on which you are seeking suggestions, is the immediate presence of some one of the greatest collections of books and manuscripts on that subject. This is much the same as saying that the very best place in which such work may go on is either New York or Washington, and indeed is Washington. You will not think me to be saying this because for the last three years I have been attached to the Library of Congress. Twenty-six years in Washington have shown me abundantly that its resources for American history are far beyond those of any other place, What with the American-history portion of the four million books in this Library, its millions of manuscripts, its million and a half pages of photographic reproductions of American materials in foreign archives, and also the archives of the Department of State, and the other government establishments, for which the National Archives Building is now beginning to be built, a department of historical research established by your institution in this city would have the utmost advantage of position and surroundings and contacts that could possibly be given to it.

Also, a matter of a more general sort occurs to me. Special care may well be taken, I should think, that those who are expected to flourish and radiate in research should be relieved, as largely as is possible, from all bother with administrative duties and especially those of pecuniary business and accounts. In our universities, men capable of excellent research work are often killed by deanships and the like; and as to money matters, it was a great and refreshing contrast from some university experiences to find in the Carnegie Institution of Washington a burser whose doctrine was that what he existed for was to relieve scientific men, just as far as possible, from labor and trouble about money and accounts. In a government establishment it probably is necessary that one should not be able to have a safe moved without making out a memorandum in triplicate, but in a small department occupied with a humanistic subject it ought to be possible to get rid of all that.

I can't do otherwise than suppose that all the above is perfectly familiar ground to you, but I don't think of anything else by way of answer to your broad and general questions.

With every good wish,

Very sincerely yours,

J. Franklin Jameson

JFJ:LB

Chief, Division of Manuscripts.

Copy of Dr. Flexner's reply

January 12, 1932

Dear Dr. Jameson:

Thank you very much for your kind favor of January 11. I see quite clearly that the task of studying American history is going to devolve upon American scholars. I can also see the advantages of being in or close to Washington. In default thereof, would it not be possible (1) to get photostat material and (2) for research workers, as their needs dictate, to spend such periods in Washington as may be requisite - just as the astronomers do when they go off to study an eclipse? I should hope that the entire Institute would be more or less a moving concern, men being financed and free to go where they can find the living material which they need for their special tasks.

With all good wishes,

Sincerely yours,

ABRAHAM FLEXNER

Dr. J. F. Jameson
Division of Manuscripts
Library of Congress
Washington, D. C.

AF:ESB

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Dr. J. F. Jameson
Division of Manuscripts
Library of Congress
Washington, D. C.

AF:ESB

G. T. Laing

The University of Chicago

The Division of the Humanities

OFFICE OF THE DEAN

January 25, 1932

Dr. Abraham Flexner
Institute for Advanced Study
100 East 42nd Street
New York, N. Y.

My dear Dr. Flexner:

I must apologize for being so unconscionably late in replying to your letter. But I have been away a great deal in the last few weeks, and I did not want to answer hurriedly.

I am enthusiastic about your plan. Such an institute as you are organizing is the greatest need in higher education today. It is a curious thing that with all the millions invested in education there is not a single institution on any comprehensive scale devoted exclusively to advanced work. Such schools as there are of this kind (like the Rockefeller Institute in New York and the Brookings School in Washington) are confined to special fields. Yours has a wider scope, and although I gather from the announcement in your Bulletin,No. 1, that you will proceed slowly in the development of departments, I am assuming that you intend ultimately to include most of the departments now found in the graduate schools. If you stick to your programme (and I am sure that you will) of confining the Institute to advanced work you will accomplish two great things: (1) the training of not merely Ph.D's but of really first-class men; and (2) the furnishing of a model for advanced work to all the graduate schools of the country.

As I have endeavored to point out more than once, most of the graduate schools of the country are of graduate calibre only in the mildest sense of the term. In many of them higher degrees are given to a large extent on the basis of accumulated course credits, and many of the courses are purely

collegiate courses of no very advanced type. There are scores of professors giving so-called graduate courses who have never shaken off collegiate standards. It often happens that the only piece of research work that a Ph.D. has done is his dissertation. The relative unproductivity of the Ph.D.'s of the country reveals the inadequacy of the present training. The investigation of the productivity of the Ph.D.'s in history in all the graduate schools, made by a committee of American Historical Association four or five years ago, showed, if I remember correctly, that only about 25 per cent could by any stretch of imagination be called productive. The criterion, moreover, was a very light one. Various causes contribute to this situation, but among the chief ones may be listed: (1) laxity in admission, due to a desire for numbers and the fees they bring; (2) adherence to antiquated lecture and recitation systems of instruction; and (3) insufficient stress on independent work on the part of the student.

If you can guard against these things you will make the greatest contribution to education that has been made in our generation. You will do for our time what the old Johns Hopkins University did for its time. You will start a new era. I am a Hopkins alumnus and I shall never forget the fine university atmosphere that prevailed throughout that institution in those days. What happened to Hopkins after that you know as well as I. When the reorganization was announced by its President six or seven years ago, I was delighted. Here was a Hopkins that would be greater than the old. But nothing seems to have happened. This is your opportunity.

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The University of Chicago
The Division of the Humanities

OFFICE OF THE DEAN

less being deluged with advice. To sum up, I would say that the essential things for the Institute are:

1. Thrift in the physical equipment. Buildings that are so obtrusively economical that they will constitute a protest against architectural extravagance. No dormitories or dining halls. A site in the city of Newark, so that the students can conveniently make their own living arrangements not too far from the Institute.
2. Admission only after personal interview with applicant by some responsible officer of the Institute. A Bachelor's degree or its equivalent. I should not stress the actual holding of a degree. So many of these mean so little. The essential requirements are a reasonable maturity (not less than 20 or 21 years of age); the stage of advancement in a special field that will enable him to begin advanced work; a reading knowledge of French and German; and some reasonable promise of personality. To admit students who have not these qualifications would do them no good and would do your Institute much harm, for presently you would have the old indiscriminate clutter of the fit and the unfit.
3. Scholarships and fellowships. It is more or less deplorable, but you will probably have to have them. I say "deplorable" for in many cases scholars and fellows are merely bribed students. Tuition fees should be kept at the lowest point possible. Graduate students are the poorest people in the academic world, and many of them are married. A fellow's stipend should be at least $1200.

The University of Chicago
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Otherwise there will presently be pressure on the Institute to allow fellows to do outside work.

4. Teaching chiefly by the seminar and problem course method. Lectures only for orientation at the beginning of seminar and problem courses, or in subjects where no textbooks are available. The curriculum should be a continual drive on the part of students to attain, under careful and conscientious direction of their professors, skill and facility in scholarly investigation.

5. Not many professors but good ones, no matter what you have to pay them. No exclusively research professors. The real research professor works better with a small group of good students around him. You will not need a large number of professors under the method of instruction mentioned. One outstanding man, who can show students how to work as well as get out work himself, with the aid of an assistant-professor can take care of a dozen students.

6. The degree of Ph.D. only. Not the Master's degree. The latter has become a secondary school certificate, and if you grant it, you will get the wrong kind of students. For such a plan as yours even the Ph.D. is not essential. To grant it is chiefly a matter of policy: a concession to one of our cultural weaknesses. You should stress your welcome to students who are not candidates for any degree: "students at large," in the best sense of the term.

With kind regards,

Sincerely yours,

G. J. Laing

G. J. Laing
Dean

GJL:W

January 28, 1932

Dean G. J. Laing
The University of Chicago
The Division of the Humanities
Chicago, Illinois

My dear Dean Laing:

In Dr. Flexner's absence from the city I desire to thank you for your letter of the twenty-fifth, which he will very greatly appreciate. He will return to New York about February 10.

Very truly yours,

ESTHER R. BAILEY

Assistant Secretary

February 16, 1932

Dear Dean Laing:

Returning to town, I find your helpful and delightful letter of January 25. I felt certain that you would be interested in the project, and your letter leaves no doubt of your sympathy and helpfulness. I hope very much to have the opportunity of talking the subject over with you face to face on my next visit to Chicago. Meanwhile, believe me, with gratitude and appreciation,

Sincerely yours,

ABRAHAM FLEXNER

Dean G. J. Laing
The University of Chicago
The Division of the Humanities
Chicago, Illinois

AF:ESB

C O P Y

THE UNIVERSITY OF CHICAGO

The Division of the Humanities

January 25, 1932

My dear Dr. Flexner:

I must apologise for being so unconscionably late in replying to your letter. But I have been away a great deal in the last few weeks, and I did not want to answer hurriedly.

I am enthusiastic about your plan. Such an institute as you are organising is the greatest need in higher education today. It is a curious thing that with all the millions invested in education there is not a single institution on any comprehensive scale devoted exclusively to advanced work. Such schools as there are of this kind (like the Rockefeller Institute in New York and the Brookings School in Washington) are confined to special fields. Yours has a wider scope, and although I gather from the announcement in your Bulletin, No. 1, that you will proceed slowly in the development of departments, I am assuming that you intend ultimately to include most of the departments now found in the graduate schools. If you stick to your programme (and I am sure that you will) of confining the Institute to advanced work you will accomplish two great things: (1) the training of not merely Ph.D.'s but of really first-class men; and (2) the furnishing of a model for advanced work to all the graduate schools of the country.

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GJL:W

Memorandum

Copies

Memorandum on Physical and Other Conditions Desirable for Scholars Engaged in Graduate Work and Research

by H.S. Houlton, President of the Brookings Institution Washington D.C.

The following items are set down without regard to their respective importance. In cases where the need is self-evident, no discussion is given. It is assumed that the statement of virtually ideal conditions is desired.

1. Salaries should be at a sufficiently high level to enable staff members to feel on a plane of rough equality with the people with whom they should have intellectual and social contacts. It has come to be a tradition that the president of a university should be able to have a home in which he can entertain people of distinction and wealth without feeling in any sense apologetic. A distinguished scholar who aspires to make himself most broadly useful should be able to afford a home of a kind approaching that of the typical university president.

2. There should be sufficient flexibility in the program of work so that staff members can be absent for sufficient lengths of time to attend conferences in distant places. A flexible program of this kind is much more important than long summer vacations.

3. Staff members should be furnished secretarial and other assistance. Experience shows, however, that academic people vary widely in their capacities to use assistants effectively and there should be some supervision and control over this situation. Of particular importance is the furnishing of statistical assistance and the necessary equipment. If the Institute has a building of its own, a statistical laboratory should be provided.

4. There should be an institutional building adequately equipped with offices, conference or seminar rooms, and an assembly hall.

Assuming that the Institute is not connected with a university, there should also be dining, or at least luncheon, facilities. Living quarters for graduate students and fellows and recreational and club facilities are also very important. Such features are desirable not only to facilitate informal contacts and discussions among staff members, students, and visitors, but also to promote an institutional atmosphere and spirit.

5. Library facilities should include not only books and periodical literature in the fields covered by the Institute, but provision should also be made for the systematic gathering of statistical and other data which constitute the raw materials of research and interpretation. An institute whose staff members are mainly concerned in writing books about other books or in speculative writing will not in general contribute much toward the improvement of the society in which we live. Hence the systematic gathering of statistical and other factual material is of paramount importance. Closely related to this is the necessity of giving to staff members an opportunity for easy and continuous contacts with those engaged in carrying on the actual processes of business and of government. This implies that if the Institute is to be located in Newark the staff members should be given an opportunity to spend a great deal of time in such centers as New York and Washington.

6. Funds should be set aside for the publication of the research product of staff members, and perhaps of research fellows. To spend large sums of money in enabling scholars to engage in important research, and then to make the publication of the research project dependent upon commercial considerations, as is done in nearly all institutions in this country, is of course ridiculous. That method sometimes makes it

impossible for studies of the most enduring significance to become available in print; in other cases it results in modifications in the form of presentation in order to meet the sale requirements of the moment. Moreover, the publication problem often results in diverting the energies of scholars from scientific investigation and discovery to the mere writing of textbooks or popular articles. In brief, the research activities of a scholar should not be governed in any way by publication exigencies.

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IV - 17

PRINCETON UNIVERSITY

PRINCETON NEW JERSEY

Department of Art and Archaeology

December 23, 1931

Dr. Abraham Flexner
The Institute for Advanced Study
100 E. 42nd St.
New York, N. Y.

My dear Dr. Flexner:

I have been thinking over your letter of December 17th, and will give you the result of my own experience of advanced study, though it must be remembered that what I say is colored by the limitation of my experience to work in the field of archaeology and the history of art.

I should say that the physical and other material conditions which would tend to facilitate the purpose of the Institute can be summed up, so far as work in the humanities is concerned, by the desideratum of easy access to an adequate library by student and teacher, and of these two to each other.

The word "adequate," however, should be interpreted in its fullest meaning. An adequate library for advanced study is, in my opinion, not only the result of sufficient expenditure of money, but also the result of care and thought extending over years of accumulation. Its adequacy in the matter of the titles it includes will be determined by its completeness in the matter of periodicals, its possession of all source material that has been reproduced in printed form, and the necessary monographs and handbooks. It should include, at least for archaeology, a comprehensive collection of photographs, and if this is not immediately available, it should have funds for the free purchase of photographs required for research. In almost any branch of the humanities, such a library should be equipped with a modern photostat, with an operator. For archaeology, a photographer is also desirable.

In my opinion, a great deal of the most valuable part of graduate teaching is the informal kind which is administered by the graduate students to each other, and by their teachers in casual conferences. To facilitate this, I believe that graduate students do their best work together in a large study room, convenient to the library, and that the office or offices of their teacher or teachers should be near this room, and near the library, and situated in such a way that the activities of both are inextricably mixed up.

As to personnel, beside a photostat operator, and the librarian, if there be one, an ideally constituted seminar for advanced study should include a person in the capacity of a research indexer, competent to perform odd jobs of bibliography and the simpler kinds of primary investigation, and sufficiently trained in library methods to be able to conceive and carry out a card index of the data that accumulate in research work.

It seems to me that advanced study in the humanities is quite different in its dependence on a library from the sciences. Roughly speaking, the humanities are retrospective, and the sciences, prospective; at least my scientific friends tell me that anything published longer ago than the last twenty years is really not

PRINCETON UNIVERSITY

PRINCETON NEW JERSEY

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needed in a working library for a scientific seminar. On the other hand, the purpose of research in the humanities is to gain a clearer and clearer knowledge of the past, wherewith to get a better perspective on the future, and the library needs and library systems of record are correspondingly greater.

In my experience, I have found that the greatest stimulus to graduate students' work is the prospect of publication, and while I do not know whether the provision for publication would be included in the physical needs on which you were kind enough to ask advice, I should so include them, and I think that a teacher in advanced study who can hold out to his students the prospect of immediate publication of good work has in his hands all that is necessary, beside his own personality, for getting the best there is out of a pupil.

I am of two minds as to the living conditions for advanced students. We have, as you know, at Princeton the Graduate College, which is a dormitory for graduate students, and in which the attempt to keep the graduate students in different fields in close social contact with one another has been carried out with elaborate care. But I am not sure that it has been an unqualified success, and I believe that to allow the students to live where they please and eat where they please may be quite as good a solution. To me, the essential thing is that they should have a place where they can work together, and a place where they can work with their teachers,,not in the formal and sometimes stiff relation established by a class or a seminar meeting only for reports, but in the intimate contact established by mutual assistance in the search for information and material. I believe that this relation exists almost invariably in a scientific laboratory, and I know that it exists with very beneficial effect in schools of architecture. In the graduate work in Art and Archaeology at Princeton, we have happened to have the advantage of our own building,and library, with the graduate students' room and the offices of the staff disposed around it in a manner to insure constant intercommunication, and I think that if good graduate work has come out of the Department, it is very largely due to the team work that has resulted from this situation.

If I were to limit these remarks to the field of archaeology, I should add the great advantage of an excavation, or other means of furnishing new and unpublished material, for advanced students to sharpen their teeth upon. I believe that some means of providing an occasional influx of fresh material is a desideratum in the other humanities, but of these I can not speak with sufficient knowledge.

Hoping that the above will answer your question in some degree, and hoping especially that you will let me supplement it if any of the points interest you to the extent of sending another query, I am

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C R Morey.

CRM/B

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HARVARD COLLEGE OBSERVATORY

Cambridge, Massachusetts

28 December, 1931

Dr. Abraham Flexner,
100 East 42nd Street,
New York, N. Y.

Dear Dr. Flexner:

Your report and your letter of December 17 have been received. I have considered frequently in the past several months the very nice problem on your hands. I have, however, no very constructive suggestions to make, and a few rather weak comments would appear even weaker if detailed in a letter. Perhaps sometime we can meet for lunch in New York, if I resume my former habit of going down there every few weeks. At present I am conserving my nerves a bit.

1. The requirement that the Institute is to be in or near Newark considerably limits the field for suggestions.

2. If New Jersey must be taken seriously as the seat of the Institution, but "Newark" can be interpreted as liberally as "Los Angeles", then it strikes me that existing library facilities, and convenience of academic contact, point to Princeton, or a Riverside site across from Columbia, or across from Philadelphia.

3. In recent years financial support has been easy and generous for ventures in pure science and professional training, but hard to come by for the humanities. I feel that the literatures, languages, histories, and arts need protection from the appeal of sciences, pure and applied, an appeal that goes to the pocket-book as well as to the active young mind.

4. Next to Geophysics, and possibly to an Institute of Paleontology, I believe that a Department, School, or Institute of Applied Mathematics is the feasible and obtainable, though it cannot be sold to the Departments of Pure Mathematics. The technical schools need super-computers, rather than mathematicians.

I have in mind, and in my notebook, a number of projects for the advancement of learning, but they are aimed almost wholly toward the abolition of futility in existing large universities, and they would be of no particular interest for

your unfettered Institute.

I have always felt that some high-minded philanthropist should break away from the custom of endowing the feeble-minded and subsidize in an effective way a few strong-minded individuals. This endowment of brains (rather than chairs or traditional institutions) seems to be just what you now have in the plans of Mr. Bamberger and Mrs. Fuld.

Sincerely yours,

(Signed) Harlow Shapley.

HS:M

BROWN UNIVERSITY

THE POLICY IN FORCE

THE Brown University Corporation, October 17, 1929, voted: "That the Corporation of Brown University specifically approves the report of the advisory and executive committee as to the policy in force at Brown University and adopts it as the policy of the University."

1930

OUTLINE

I. Faculty.

II. Students:
- A. Student Quality.
- B. Limitation of Numbers.
- C. Principles of Selection.
- D. Tuition.

III. Contacts between Students and Faculty:
- A. Through Methods of Instruction.
- B. Through Arrangement of Studies.
- C. Through Departmental Communities.

IV. Graduate School.

V. Relation to the Community.

Education proceeds best by contact between superior minds and personalities. The character of a university as an institution of higher education depends essentially upon the **competence of the faculty,** the **quality of the students,** and the **adequacy of the provisions for contacts between them.** Out of these primary elements the educational policy of a university is constructed.

THE POLICY IN FORCE AT BROWN UNIVERSITY

I

Faculty

Brown University shall maintain a faculty of the highest distinction.

Its objectives naturally place it with universities rather than with colleges.

These objectives require the presence on the faculty of men of the highest intellectual standards and cultural achievements. But it is not enough to engage such men; it is necessary having engaged them, to give them encouragement, opportunity for growth and facilities for keeping constantly in touch with all matters of professional concern to them in America and abroad. Otherwise the best of men in a decade or two become ineffective.

In order to retain eminent men on the Brown faculty, and to attract others, a higher salary scale must be established and still better facilities for research and teaching must be provided.

II

Students

A. *Student Quality.* Brown shall maintain a body of superior students, recognizing that this is no less important than maintaining a superior faculty.

Brown desires to attract students who are not satisfied with the mediocre, but are able to appreciate and profit by the opportunities which a distinguished faculty and exceptional facilities will insure.

B. *Limitation of Numbers.* Brown shall limit the number of its students to: twelve hundred undergraduate men, approximately as at present, five hundred undergraduate women in Pembroke College, and three hundred graduate students.

The additional expenditures projected in the present statement of aims and needs contemplates a student body of the present size.

With such a student body, Brown urgently needs additional funds in order to continue and complete the educational program that has already been initiated. If such funds become available, the plan of limitation as here proposed would enable the University to retain on and add to its faculty, men of high scholarly attainments and to improve conditions for both instruction and research. On the other hand, if the student body were to be expanded, any new funds would be absorbed in duplicating the present physical plant and in multiplying the instructional staff, while the educational program herein outlined would necessarily have to be dropped.

Brown clearly has chosen to set a definite limit to the magnitude of her undertakings while employing her resources and energies to build up a sound educational foundation.

C. *Principles of Selection.* In the selection of students for admission, Brown shall:

Take into account criteria other than academic record, such as the natural bent of the student, his ambition, purpose and general ability;

Maintain a democratic student personnel consistent with the original aims and purposes of the founders and the traditions of the University and, at the same time, exercise the prerogatives of a privately endowed institution in the matter of the acceptance or refusal of applicants;

Seek out and invite desirable prospective students as well as select them from applicants;

Maintain an administrative organization adequate to deal with selection of students both as an executive problem and as a problem for further investigation.

D. *Tuition.* Brown shall proceed on the principle that tuition charges should approach the cost of education as rapidly as possible; but shall recognize, on the other hand, the practical conditions. Many students whose education would benefit the community are not able to pay, while in college, a tuition approximating the cost, and may be looking forward to altruistic rather than lucrative professions. Brown therefore shall adjust the tuition charges for such students by awards of scholarships, loans, or rebates.

III

Contacts Between Faculty and Students

Brown shall provide for and constantly encourage close contacts between faculty and students.

A. *Contacts through Methods of Instruction.* Education shall be presented as a high adventure which the student shares with his instructor, one that stimulates initiative, and responsibility, and develops the capacity for getting things done.

The lecture system, recitation system, the honors plan, orientation courses, and similar practices are recognized merely as devices, having merits and limitations which vary with circumstances, and not as basic elements indispensable in an educational program.

B. *Contacts through Arrangement of Studies.* Brown shall recognize the following provisions in the undergraduate curriculum:

1. Provisions ensuring a general or elementary acquaintance with several diverse subjects as compatible with provisions ensuring a concentration in some field chosen either for its intrinsic interest or educational worth, or for its bearing on a prospective career.

The resources of the Graduate School—both the faculty personnel and the physical equipment—contribute in developing to the highest point the opportunities for undergraduates. The undergraduate work in concentration for many well qualified students approaches the character of graduate work.

2. Provisions in the curriculum based on a just evaluation of historical and cultural background as compatible with provisions carrying through to the very frontier of modern thought and action.

In others words, the University definitely attributes a cultural value to the fruits of present-day knowledge and enterprise, as well as to their deep and nourishing roots.

3. Provisions in the curriculum for courses that have no obvious utilitarian value as compatible with provisions for courses that contain such value.

C. *Contact Through Departmental Communities.* Brown proposes to complete as soon as possible the adequate housing upon the campus of departments that are at present inadequately provided for:

These establishments, which are designated laboratories in the case of the scientific departments, should include a departmental library as the central feature, offices and studies for the staff, seminar and conference rooms, class rooms large enough for advanced classes; and such apparatus, ornaments and illustrative materials as tend to create an atmosphere appropriate to the subjects and inviting to students. Here they find not only the books, materials, and an atmosphere conducive to study, but also the intimate contacts and association with professors and graduate students which it is a fundamental policy of Brown to promote.

These departmental communities have already become a characteristic feature of Brown and have proved beyond question to be of the highest practical value. They developed naturally in some of the laboratory sciences, but were deliberately established in some of the other departments, notably in Modern Languages. Even the partial provisions for housing the departments of English, Mathematics, the Classics, Philosophy, Biblical Literature, Social and Political Science, and Art, have yielded results more than proportionate to the expense involved.

The effect on the morale of the teaching staff and the stimulation of student interest argue strongly for the early completion of these departmental communities as a distinctive feature of Brown.

IV

The Graduate School

Brown shall, as an integral part of its program, carry on graduate and research work in several departments representative of the arts and sciences.

The maintenance of graduate work is of crucial importance to Brown. It is a prime factor in determining the quality of the faculty, the quality and the attitude of the undergraduate body, the methods and character of instruction, and consequently the tone of the University as a whole.

It is consistent with the original aims and purposes of the founders translated into terms of the requirements and circumstances of the community today.

Except at Brown University, Rhode Island now offers no considerable opportunity for graduate study either in the arts and sciences or in the professions. According to the latest statistics available, Rhode Island has enrolled in its colleges somewhat *more* than its proportionate share of the nation's undergraduates in arts and sciences, but, even with our Graduate School, Rhode Island has *less* than its share of graduate students in this field. Were the State furnishing its quota for the professions there would be in training some 600 graduate students in addition to those now in the Graduate School at Brown.

The question may be asked: why should a *State* furnish a *quota?* A rigid quota system by states would be artificial and indefensible, especially in New England. But Rhode Island is more than a political unit. It has an individual history, a culture of its own, and special traditions of liberalism precious to its citizens, who are eager to support and perpetuate them. From such a point of view Rhode Island is a community having its own vigorous and distinctive life, and it may properly make to advanced University work a contribution also distinctively its own.

Undergraduate instruction no longer suffices for the educational equipment of college or university teachers, nor even does it provide all the training now expected of teachers in Junior Colleges and High Schools. Throughout the country in the coming generation teachers of all these categories must be drawn from available graduate students.

Moreover the demand for men and women with graduate training is keen in an astonishing number of industrial and commercial organizations, and in governmental departments.

It is furthermore vitally necessary for the material and cultural progress of mankind, that appropriate training be available for the men who will have to be the scientific discoverers, the scholarly investigators, the expert critics, and the philosophical thinkers of the next generation.

But the facilities for graduate training in the country as a whole are now inadequate. The graduate schools of the large universities are crowded already. Moreover, graduate work in the United States really dates only from the last twenty-five years and is at present just getting under way. A further increase analogous to that which has of late years occurred in undergraduate studies is the inevitable next stage in the development of American education.

Graduate training, by its very nature, cannot be conducted by mass instruction, but requires individual assignments and personal direction. To carry it on effectively, a graduate school of large size is not necessary if adequate library and laboratory facilities are present. In this respect, Brown is fortunate, possessing as it does some unique equipment, for instance in the John Carter Brown Library, the Harris Collection, the Lincoln Collection, and the Mathematical Library.

Finally, Brown should encourage the advancement of knowledge and the enrichment of culture through the activities of its scholars in creative work and research. This, in itself, is an end worthy of, and in harmony with, the best traditions of Brown University. The advance of civilization, generally, depends very directly, and in a very large measure, upon the advances made in the universities.

V

Relation to the Community

Brown shall recognize in the relations of the University with the City and State the mutual benefits and mutual obligations.

It regards the educational, social, political, religious, artistic, industrial, and commercial institutions of the City and State as assets which actually or potentially augment the equipment and resources of the University both for teaching and research. Brown desires in every way within its power to serve these institutions.

Briefly, the plan above outlined contemplates such adjustment between the resources and the commitments of the University that its work may be done most effectively as an **Undergraduate College,** as a **Graduate School** and as a center of **Culture** and **Research.**

107, LAKE VIEW AVENUE
CAMBRIDGE, MASS.

copied
Read

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December 23, 1931.

Dr. Abraham Flexner
The Institute for Advanced Study
100 East 42d Street
New York City

Dear Dr. Flexner:

I am glad to hear from you again, and I am grateful to you for giving me this chance to express my opinions on a most important affair. What I say represents, of course, merely the views formed on my own experience. If I speak categorically, you can add an "it seems to me" to every sentence.

1. Research, in my field at least, can be best done at some large university which is imbued with the spirit of work. Work must be in the air, or the worker will pine away from the indifference or the ridicule of his colleagues.

2. Research is most profitably conducted in connection with college teaching. I mean not merely that a scholar should have about him a small coterie of those who can appreciate and advance the results that he has attained. I mean also that the scholar, in the very interests of his scholarly work, should cultivate two sides of his nature -- that of the investigator and that of the teacher. He is thus concerned with both science and art. Art he needs also, of course, in the publication of his results, but the sense of definite achievement that comes from the successful presentation of a subject to a group of young and inquiring minds is a special stimulus to that part of a scholar's temperament which is involved in the exploration of the unknown.

3. Although an investigator should likewise be a teacher, the requirements of teaching and of the necessary administrative work connected with a college should not be excessive. Something like the schedule of a French or German university should be adopted here, with the idea, of course, that the reduction in quantity of the teacher's assignments should mean an improvement in quality. With regard to research, it is obvious that the hours spent in teaching, consultation, and committee work should not leave a man so fagged at the end of the day that the undertaking of research is impossible.

4. In the subjects in which I happen to be interested, travel abroad and work in European libraries are essential.

I also find that even for subjects -- like a book on the mediaeval Ovid, let us say -- that may be written almost anywhere, there comes a stimulus to such writing from a sojourn in some little town or radiant city on the other side, rich in historical or artistic suggestion.

5. Any provision for relieving a scholar from parts of his work that may just as well be done for him by others is naturally a gain. He likewise should be provided with a fund for securing photographs and books.

6. I am picturing the life of a scholar of middle age and the circumstances that would best enable him to engage in research. At the end of his career, or towards the end of it, it might well be that research should not be associated with the functions of teacher or administrator. At that time the daily task alone is enough; for research, he should have complete freedom.

These are the chief considerations that come into my mind at the moment. I cannot refrain, however, from expressing my opinion on a matter that seems to me of serious importance at the present moment -- I mean the system too often employed in the administration of funds for research. The present tendency is to construct a number of committees, smaller circles within the larger, that successively scrutinize plans of research presented to them, and make the final award with the understanding that every penny of the amount shall be accounted for by the recipient of the allotment. He may devote a certain part to photographs, books, equipment, another part to clerical work, another to assistants in research, but on no account should any of the appropriation be made to him for research per se. In other words, although he may pay a salary to some assistant working under him, he may never think of receiving a salary himself.

The crux of the matter is this. A scholar interested in research needs just two things for the successful prosecution of his plans. The first is equipment, and the second is time. Give him more time, and he will devote that to the research which he has undertaken. How he secures this time should be a matter indifferent to the organization making him the award. He may drop some of his work in the institution with which he is connected or in some other occupation in which he is engaged. He may employ a secretary to attend not only to matters directly

connected with his research but to his general correspondence, whatever its nature -- since that is one way of saving his time. The committee in charge might also well feel that research as such deserved a monetary compensation. Such awards would doubtless stimulate researchers to attempt new tasks.

At the end of the term for which the allotment was given, the committee would have merely to ask itself: "Have we made a good investment in the case of this man? Have the results that he has accomplished justified the amount allotted to him?" If so, further grants would be appropriate. If not, the committee would have to recognize that one of its investments -- like some of our other investments at the moment -- has not proved a success. That would be charged to profit and loss, and the experiment not repeated. In the end, I am sure that such a board of control would get far better results than it is getting at the present moment. With so many hedging considerations about him, the investigator who is awarded a fund for research is in precisely the opposite condition of mind from that which the award is supposed to induce. The time that he should devote to his work is frittered away in little worries about the justifiable use of the money committed to him. Instead of gaining time for the new work, he loses it. At any rate, he loses that calm of mind which is necessary for the scholar and the investigator.

I have spoken perhaps with some exaggeration in the matter discussed in the above paragraphs. I think, however, that you will grasp my idea. I have talked somewhat at random and at great length. Please pardon this effusiveness, and let me know whether any of the points that I have raised deserve further discussion.

With the best wishes of the season from Miss Belle and myself to you and Mrs. Flexner, I am

Always yours,

E. K. Rand

107, LAKE VIEW AVENUE
CAMBRIDGE, MASS.

December 23, 1931.

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The Institute for Advanced Study
100 East 42nd Street
New York City

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Always yours,

(Signed) E. K. Rand.

ANSON PHELPS STOKES
2408 MASSACHUSETTS AVENUE, N.W.
WASHINGTON, D.C.

December 30, 1931

Dr. Abraham Flexner,
The Institute for Advanced Study,
100 East 42nd Street,
New York City

My dear Dr. Flexner:

I am very glad indeed to get your letter of December 28th and to find that the minds of the Founders are still quite open on the matter of site. This is extremely good news for I had feared from the letter of gift and the act of incorporation that they had pretty definite convictions which might make it very difficult to move away from the Newark neighborhood. Personally I consider this matter of removal to another site one of the greatest importance especially if Washington is chosen, for it would be very much easier here for the Institute to assume national and indeed international significance.

My own conviction as to the suitability of Washington as a location for movements of national scope long antedates my own decision to live in Washington. Indeed, while I was still in New Haven I wrote a long memorandum giving reasons why I felt that the Executive Council of the Protestant Episcopal Church should have its headquarters here. These were based partly on economy of residence in Washington, partly on its being a national center, and even more on the fact that at Trustee and Committee meetings in New York where busy men and women are concerned, it is almost impossible to develop the quiet atmosphere which important matters deserve. This has been brought out very strongly in a recent memorandum from the officers of the various Rockefeller Boards, a memorandum which I believe that Mr. Mason would be willing to show you in confidence. I also, as you will remember, before moving to Washington, in my printed memorandum on the George Washington University situation, gave reasons why I felt that Washington offered unique advantages for developing a strong educational center.

It might be easier for the Founders to contemplate a move from Newark to Washington than from Newark to any other place because Washington is the Capital of the Nation in which every citizen has a stake. Indeed, I have on more than one occasion heard Senator Pepper in advocating the cause of Washington Cathedral, say that each American had two places in which he was specially interested, his own community and Washington. That this is becoming increasingly the conviction of intelligent Americans is shown by the hundreds of thousands of people who visit the city annually and feel a certain at-homeness and sense of proprietorship here that they do not feel outside of their own city.

In connection with a recent educational project in which I have been very deeply interested, I have come to realize the growing significance of the four national organizations that are now recognized as covering the whole field of education and research, namely, the National Research Council, the Amer-

ican Council on Education, the Council of Learned Societies, and the Social Research Council. All of these except the last have their headquarters in Washington. The presence of the Council of Learned Societies here is specially significant. These four agencies are increasingly becoming the agencies used by the great Foundations for important research projects in which a nation-wide cooperation is involved.

Another matter that I think of some importance is the social atmosphere of Washington. I wonder whether you read an article in the Atlantic about a year ago by Truslow Adams. I do not remember its title but it compared his capacity to do creative literary work in London and New York and showed how he could accomplish more in the London atmosphere. In it he said that Washington was the only city in America which approached London in this respect. It is not quite so strenuous an atmosphere as we find in any other large American city. There is more time for quiet and reflection and the cultural atmosphere is and is increasingly becoming a stimulating one. I suppose that there is no Club in America, unless it be the Century, where one meets so many interesting men engaged in various important research activities as at the Cosmos Club, and it is characteristic of this and of other clubs in Washington, that they have fortunately given up certain prejudices which prevent certain of our most eminent scholars and public men from membership exclusively in many clubs elsewhere because of their European racial antecedents. It always grieves me to find that so good a friend of mine as Eugene Meyer, the Governor of the Federal Reserve Board, is not eligible to election in the most representative New York clubs and social circles, while here he and his family go everywhere and both he and the community are the gainers.

Another reason in favor of Washington over Newark or even New York is that from here you can influence the South much better than from a northern city. Washington is neutral territory and it is near enough to the South to appeal to its citizens. As we all know, the South is, from the standpoint of research and advanced scholarship, still far behind the North and West, but the intellectual material there is of the very best and an Institute of Advanced Study in Washington would do much to encourage graduate students at the various Southern universities.

I suppose that the principal argument that will be used against Washington is the one used against the removal to Washington of the various Rockefeller Boards, namely, that there are so many of your Trustees living in New York and Newark that it might be inconvenient for them to come to Washington. In this connection let me remind you that we now have hourly aeroplane service between Washington and Newark and that the schedule calls for an hour and twenty minutes. This service has been in force for two or three years and has given the greatest satisfaction. There has been only a single accident and that was in connection with a landing of one of the extra fast heavy, new planes not used in the regular service, at a minor airport.

You will see from the above that I have just been thinking out loud on this fundamentally important matter of site. I should have written you when I first read in the papers about the foundation of the Institute and its probable location in or near Newark, except that at that time I thought that the new Foundation was to spend its income in aiding advanced

studies in various places and I did not realize at that time that it involved the establishment of an institution where graduate studies would be carried on. If it was merely a Foundation to aid work in various places, there would be no special objection to the Newark location but for an institution which is itself to be the center of advanced studies it seems to me that the location would be most unfortunate, although I recognize fully that Newark has one of the best general public libraries in the country and that it is a center where there are many families of culture and refinement.

Trusting that the above thoughts may seem to you to supplement in a helpful way my previous letter, and with the best greetings of the Season, I am

Always sincerely yours,

Louis Clapp Stokes

P.S. Would there be anything gained in your judgment, and would it be appropriate for me to send copies of my correspondence with you on this subject, to Mr. Houghton of your Board of Trustees? He is a good friend and a man for whom I have a great respect.

P.S. In thinking of Washington, please remember that Washington is no longer the provincial town of pre-war days but a great national and international capital with educational, scientific, and cultural advantages becoming more significant every year.

L.C.S.

2nd LETTER

from ANSON PHELPS STOKES
2408 Massachusetts Avenue N. W.
WASHINGTON, D. C.

December 30, 1931.

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The Institute for Advanced Study,
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Dr. Abraham Flexner December 30, 1931.

the one used against the removal to Washington of the various Rockefeller boards, namely, that there are so many of the Trustees living in New York and Newark that it might be inconvenient for them to come to Washington. In this connection let me remind you that we now have hourly aeroplane service between Washington and Newark and that the schedule calls for an hour and twenty minutes. This service has been in force for two or three years and has given the greatest satisfaction. There has been only a single accident and that was in connection with a landing of one of the extra fast heavy, new planes not used in the regular service, at a minor airport.

You will see from the above that I have just been thinking out loud on this fundamentally important matter of site. I should have written you when I first read in the papers about the foundation of the Institute and its probable location in or near Newark, except that at that time I thought that the new Foundation was to spend its income in aiding advanced studies in various places and I did not realize at that time that it involved the establishment of an institution where graduate studies would be carried on. If it was merely a Foundation to aid work in various places, there would be no special objection to the Newark location but for an institution which is itself to be the center of advanced studies it seems to me that the location would be most unfortunate, although I recognize fully that Newark has one of the best general public libraries in the country and that it is a center where there are many families of culture and refinement.

Trusting that the above thoughts may seem to you to supplement in a helpful way my previous letter, and with the best greetings of the Season, I am

Always sincerely yours,

(Signed) Anson Phelps Stokes.

P. S. In thinking of Washington, please remember that Washington is no longer the provincial town of pre-war days but a great national and international capital with educational, scientific, and cultural advantages becoming more significant every year.

A. P. S.

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Harvard University Medical School
DEPARTMENT OF BACTERIOLOGY AND IMMUNOLOGY
240 LONGWOOD AVENUE, BOSTON

Arch. 26.4 - I. S. B.

February 2, 1932.

Mr. Abraham Flexner,
Institute for Advanced Study,
140 East 42nd Street,
New York City.

Dear Mr. Flexner:-

I have given your letter of December 17th a great deal of thought, since I know how earnestly you have been labouring for many years in the interests of American scholarship. Your question, however, is a difficult one, and I feel sure that the obstacles that hinder the achievement of your purposes are not those that depend upon organization and controllable environment, but are inherent in the state of American national development at the present time.

In thinking over your problem, I consider especially men of the Loeb and Landsteiner type. The first needs of such workers are reasonable economic security, complete freedom in the scope of their activities, adequate budgets for material and assistants, and leisure for thought and relaxation determinable by their own desires. These things are easy to provide and you need no advice regarding them. A good many men of this type in America have had these things and yet have not been happy, and even with my own limited scientific abilities I have often wondered a little wistfully how much more comfortable one's life might be, with similar income, tastes and occupation, in Paris, Berlin, or even Heidelberg, Munich, Dijon or Montpelier, than in any American university. Though the background that I am referring to, the ease of contacts with the best brains in one's subject, the great regard for the distinction and importance of scholarship and the relative unimportance of wealth in determining positions - all these things and many others create a subtle difference which is hard to describe but immensely important in creating the environment for scholars which you are ambitious to establish. The administrative exaggerations, etc., against which I have made a few feeble protests and which you have much more effectively attacked in your book, also the dilution of universities with such things as Schools of Education, Schools of Business, etc., etc. - these are only the natural consequences of the background of general public life against which the American university is set. American scholars often seem to me like men who are trying to establish their studies in the attic of a power house, and so far it seems to have been impossible, except in a few instances, to allow a man to run his own shop in the way a German professor does, without being over-whelmed with administrative details, efficiency blanks, etc. etc.

All this does not begin to give an answer to your question, but I think it poses the difficult premises, and the question becomes a different one - namely: How can the best and happiest environment obtainable under the circumstances prevailing in America at present be provided; and how can the power at present in your hands contribute to the eventual improvement of the underlying conditions? I still believe that the salvation of the United States in the matters in which you are interested lies in the universities. The independent research institutions such as the Rockefeller have done an immense amount of good and have justified their exis-

tences over and over again by the work achieved and the men trained. I believe, however, that such institutions could have been still more successful in their own work and eventually more valuable to the development of American science had they been connected ever so loosely with a university or a state health organization, or both, as are the hygienic institutes in Germany and most of the other European research organizations. Even the Pasteur Institute, which has no university obligations, has become a more or less integral part in the general medical structure of Paris, and through its manufacture of biological products is in close contact with the external world of science and medicine. This is not a criticism of research institutions, but I have become convinced in all my university connections and in the choice of my own career, in which problems concerning these matters have often come up, that if there is any hope of realizing the favourable circumstances for scholarship which you are aiming at, it lies in the incorporation of your institute in or at least its association with some university of your choice. The association need not be an intellectually very close one, except as to ease of contacts, but it should be close enough - both physically and intellectually - so that both institutions can exert definite influence upon each other without relinquishing any independence.

I am quite convinced in my own mind - though I of course admit that my judgment may be fallacious - that if I were in a position to do what you are doing, I would make no attempt whatever to establish such an institute in Newark, New Jersey, or in any other place as remote from the current of university life as this; and I would choose some not too large university in which there had been no inroads from large restricted donations devoted to the half-hatched benevolent ambitions of a banker or a pork packer or any other kind of a magnate (I leave out a lot of specifications in order not to be offensive), and would there establish my institution, adding its magnificent weight and standards to the development of an already existing institution of learning, and adding the influence of your institution to those others which eventually will approximate the conditions in America more closely to those existing in Europe.

To summarize: While I do not feel capable of making any constructive suggestions as to how you can carry out your plan, yet I feel quite sure that it cannot be carried out in a separate institute of pure research. This might succeed for a few years or perhaps a decade, but for permanent consecutive intellectual strength I believe that an institution must be tightly interwoven with the web of national education and with the scholarship of the country as a whole. There must be the type of students that can only be recruited out of general courses given to enthusiastic youngsters by the biggest men available, and there must be contact between your chosen scholars and a large group of men who know what they are talking about. I think the universities are retrievable. I believe that with all the mistakes that I admit have been made at Harvard, and to many of which you call attention in your book, it would be possible in any department of the Medical School, and in many of the departments in the University to-day, to create just the conditions you would like to see, with about $10,000 a year more for assistants and equipment and a little more protection from easily avoidable administrative annoyances.

If you ask me how the conditions that you desire could be created in Harvard University, I think I would know and could work it out in detail,

and I would feel fairly sure of success. It would perhaps be even easier, with sufficient money, to do this in smaller places.

If you ask me how to do these things in an independent institute in Newark, New Jersey, or elsewhere, it makes me wonder whether it could be done at all.

I hope this is not entirely useless, although it seems to indicate that I think what you are trying to do cannot be done. It has been pleasant to have this excuse to exchange ideas with you again.

With kind regards, believe me

Sincerely yours,

Hans Zinsser

HANS ZINSSER.

P.S.

There is so little that is really helpful in this letter that I hesitated to send it after reading it over - but I'm letting it go since - if it does nothing more - it may arouse you to write me your views about American conditions which would interest me.

H. Z.