

189

CORRESPONDENCE March 1-15, 1959

N. WIENER · MC 22

COPY

March 15, 1954

Professor P. C. Mahalanobis
204 Barrackpore Trunk Road
Calcutta 35, India

Dear Professor Mahalanobis:

I just received your charming letter of the 27th of February. I am most eager to renew my acquaintance with India and to work there.

My research for my book is progressing although I have had to go back one step for every two I go ahead, and I am quite confident that Margaret and I will be ready to go abroad in September 1955. Of course, this date is rather tentative, but what about proceeding for the present as if it were the date? Margaret is most eager to go, and is very grateful to you for shipping me back alive and in good shape.

I'm glad to be able to say that some of the things we discussed in Calcutta are beginning to happen. Mr. McCarthy has succeeded in disgusting all the decent people of both parties, and I think he stands at present with one foot in the abyss, and the other on a banana peel. President Eisenhower has done a beautiful job in satisfying nobody, while Stevenson is showing great signs of strength. I do not think it will be easy to undo the present political confusion, but there are indications that the task will be undertaken soon and that, in the course of time, there may be a recrudescence of sanity.

Sincerely yours,

No-bert [redacted]

NW:bbc

UNIVERSITY OF ILLINOIS

Eca. March, 1954]

Dear Dr Wiener:

I know you are very busy, & you will have a summer session a week after the local conference — but if you don't come, you'll find the carpet rolled out.

Sincerely,

(9)

Henry Quastler

Jca March, 1954

Monsieur et cher Collègue,

J'ai l'honneur de vous annoncer que notre prochaine
réunion aura lieu le

samedi 6 mars 1954, à 16 h 45,

à l'Institut d'Histoire des Sciences, 13 rue du Four, Paris 6°

Programme de la séance : emv

"L'emploi de machines à calculer à programme dans la
simulation du comportement de centres nerveux rudimentaires".
par Monsieur FROMME.

Le Secrétaire,

Invitation to a Conference on
Estimation of Information Flow

University of Illinois, Robert Allerton Park, Monticello, Illinois, July 5 - 9

1954

Information theory is ideally applied when these conditions are fulfilled: there is no doubt about what the elements of discourse are and how the relevant features of inputs and outputs are to be classified, there are only two relevant nodes and one channel, and infinite sample size can be closely approximated. There are many situations where one wishes to use information theory but finds one or several of the conditions lacking. Then, problems arise which must be met by appropriate methods. Such methods will be the object of the conference to which you are being invited, provided funds will go through as expected. OOR has indicated interest in paying the expenses (for travel and local stay) for invited participants; the contract has not yet arrived, but there is cause for optimism.

The conference is in the planning stage; the final program will depend on your response. At this time, the following topics are foreseen:

Choice of units (including analysis of messages and other empirical situations)

Problems of classification

Standardized nomenclature and symbolism

Multi-nodal networks

Optimum coding for messages of finite length

Estimation problems (including sampling distribution of $\sum_i p_i \log p_i$)

Computational techniques

Experimental techniques (in particular, psychological experiments)
Experimental design (including selective data taking)

The place of the Conference will be the Robert Allerton Park, about 20 miles from the campus. The enclosed prospectus will show you that it is really an attractive location. However, I must admit that the weather can be unpleasant at this time of the year, and that in the woods and meadows you might find chiggers. Let's hope we have a break on the weather.

The time is July 5 - 9; no other time is available. Within this week, we can arrange topics in some order for the benefit of those of you who can come only for a fraction of the week.

About thirty participants are expected, and there should be some observers. Meetings and discussions should be informal, but we will issue a report. For this purpose, manuscripts will be gratefully accepted, and tape recorders, dictaphones, and secretarial assistance will be available. The ultimate disposition of the report will be decided upon by all participants at the proper time.

I'll try to telephone you or one of your associates at the end of this week or early next week so I can get your reaction.

Sincerely,

Henry Quastler

Henry Quastler

March 1, 1954

[ans 3/15/54]



UNIVERSITY OF ILLINOIS

ROBERT ALLERTON PARK

On October 14, 1946, Robert Allerton gave to the Board of Trustees of the University of Illinois part of his homestead, The Farms, near Monticello in Piatt County, Illinois, to be used by the University as an educational and research center, as a forest and a wild-life and plant-life reserve, as an example of landscape architecture, and as a public park. The portion known as the Woodland Property, approximately 1,500 acres in extent, has been named Robert Allerton Park.

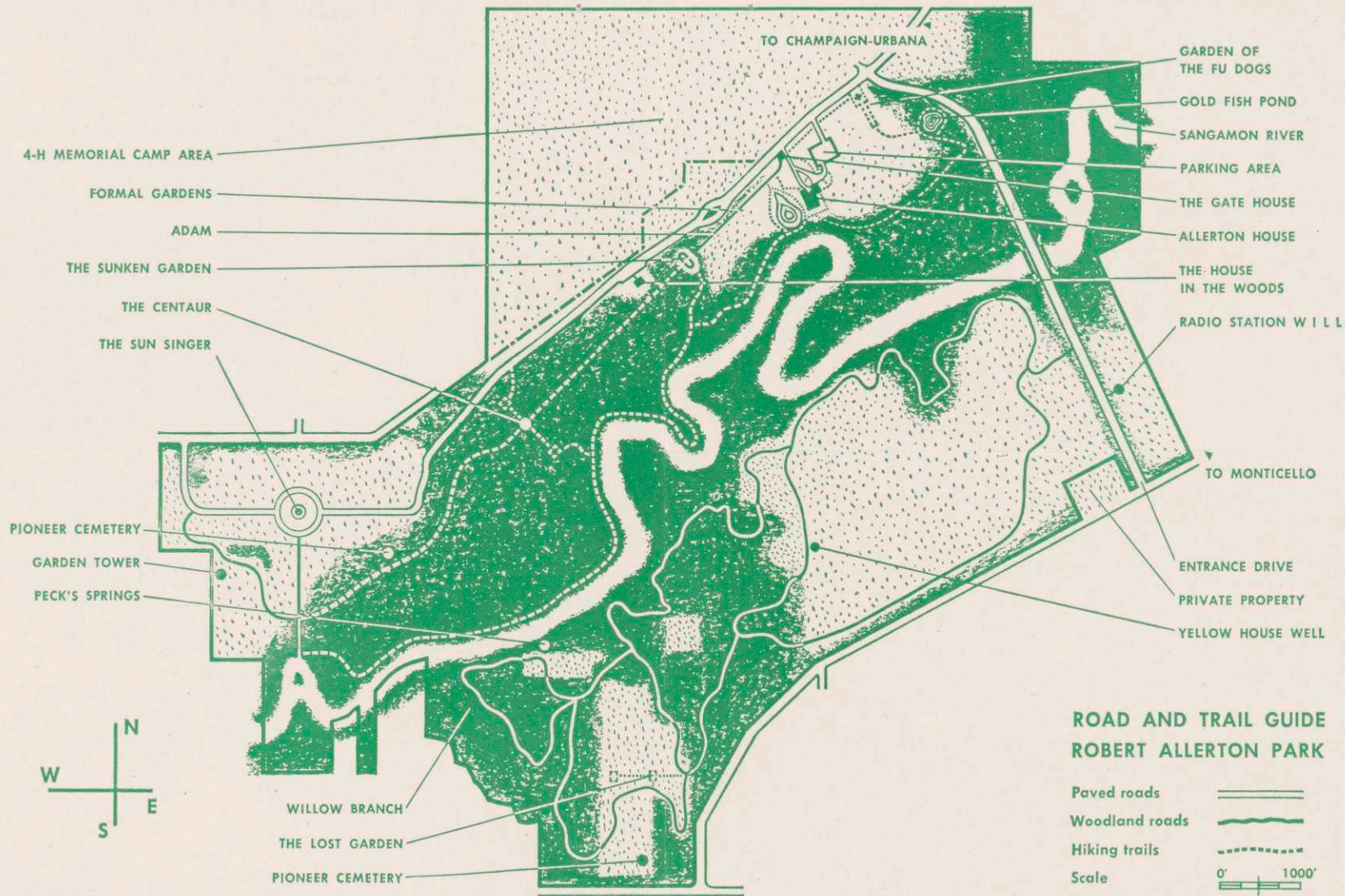
At the same time, Mr. Allerton designated almost 250 acres just north of the Park area for the Illinois 4-H Memorial Camp. This is being developed and maintained by the University for 4-H Club and related educational programs.

A third area, consisting of 3,775 acres of land in eight different farms lying north of the Sangamon River, was provided with the stipulation that its income be used to maintain and develop the Park.

Visitors are welcome at Robert Allerton Park daily after 10 a.m. and until sunset, except at times during the winter months when the condition of the roads and paths makes foot and automobile travel hazardous.

A large parking lot is provided near the entrance to the north Park area and smaller areas are available in different sections of the Park. It is advisable to leave automobiles in the main parking area and to walk from there to points of interest, most of which cannot be reached or seen effectively except on foot.

A handsome 44-page brochure containing the complete story of Robert Allerton Park, plus 80 striking illustrations and a detailed map of the property,



is available to those who wish it as a souvenir of their visit, or to mail to friends. It will be found extremely helpful to everyone wishing to see the Park completely and satisfactorily.

Copies may be purchased at the sales booth near the main parking area on Saturdays and Sundays or at Allerton House when the sales booth is not in operation.

Picnicking is permitted anywhere in the Park, except on the lawns immediately surrounding the residences. There are picnic tables conveniently located in several places which may be used without charge or reservation. Toilet facilities are to be found at the main parking area and just west of the greenhouses. Drinking water is available at the west end of the greenhouse and on the paths leading from the parking area to the gardens. Fires are not permitted.

Waste receptacles are located throughout the most traveled areas and visitors are urged to continue the thoughtful cleanliness which has kept the Park so attractive at all times.

Naturally the flowers and plants are for all to enjoy and should not be picked or disturbed in any way.

It is not possible to catch the mood of the Park fully in a single visit and it soon becomes obvious that a person cannot even cover all the ground in one trip. Great differences are seen as the seasons change and even during a day variations in the light from dawn to sunset produce remarkable effects. Those who can are urged to come frequently, to re-visit favorite spots and to explore new sections for the rewards they contain.

The residences in the Park — Allerton House, the Gate House and the House in the Woods — are used almost constantly by the University of Illinois for conferences, seminars, short courses and other meetings. To make possible the privacy needed for groups assembled for these purposes the lawns surrounding the houses and the houses themselves are not ordinarily open to visitors to the Park.

Attendants are on duty throughout the Park on Saturdays and Sundays and they will be glad to try to answer questions not covered by the information given above. On days when no attendants are on duty the receptionist at Allerton House may be consulted.

ASME

TRIPLE INTEREST! Meeting

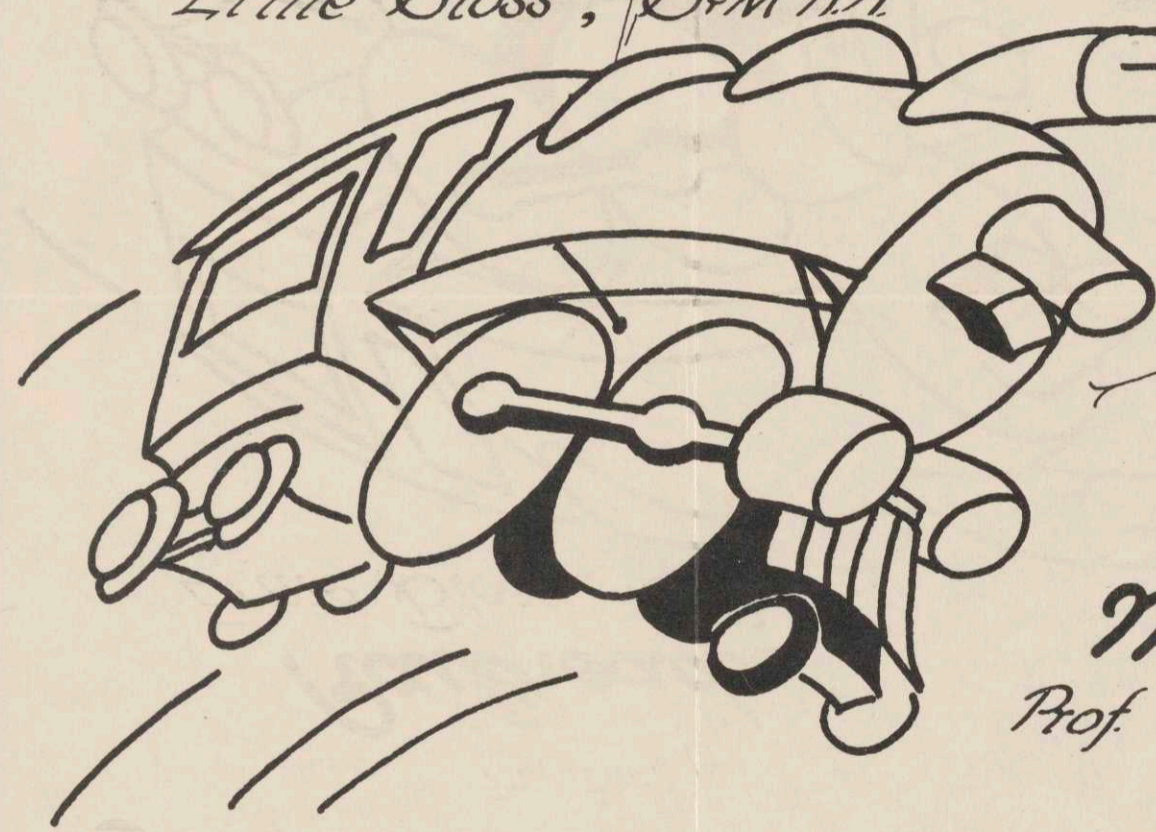
March 25, 54
MIT Faculty Club
50 Memorial Drive
Cambridge

★
Bloodless Revolution

in the 1950s

Railroads

Ernie Bloss, B&M RR



★
Man

Versus

Machine

Prof. Norbert Wiener
MIT



★
Theory & Application

of
Frequency Response

Dr. Rufus Oldenburger
Woodward Governor Co.



Pre-Meeting Discussion & Social Hour - 5:30
Dinner @ 6:30 ; \$2.90 (Students \$1.00) Tax & Tip Incl.
Talks @ 8:00

FOR RESERVATIONS
CA7-1210

CALL BRING A FRIEND

ASME

TRIPLE INTEREST! Meeting

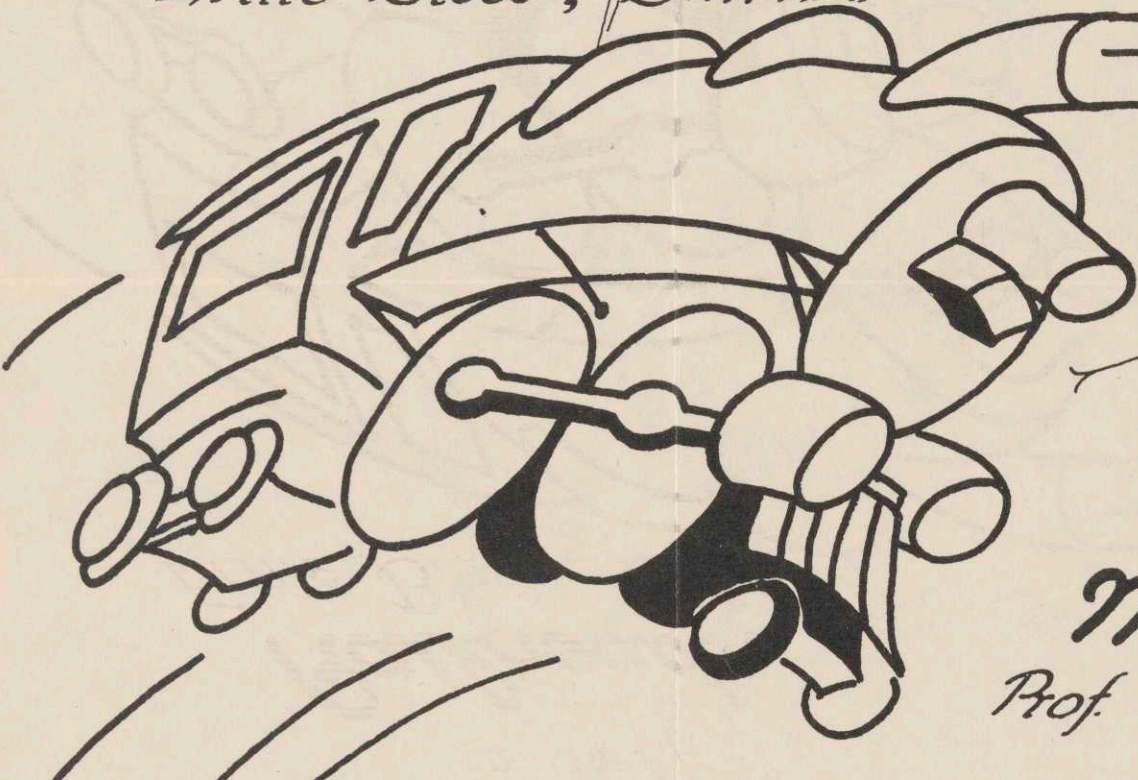
March 25, 54
MIT Faculty Club
50 Memorial Drive
Cambridge

★ Bloodless Revolution

in the 1950s

Railroads

Ernie Bloss, B&M RR



★ Man

Versus

Machine

Prof. Norbert Wiener
MIT



★ Theory & Application
of

Frequency Response

Dr. Rufus Oldenburger
Woodward Governor Co.



Pre-Meeting Discussion & Social Hour - 5:30
Dinner @ 6:30 ; \$2.90 (Students \$1.00) Tax & Tip Incl.
Talks @ 8:00

FOR RESERVATIONS
CA7-1210

CALL BRING A FRIEND

Long Beach Calif.
March 1st 1954.

Prof. Norbert Wiener,
Mass Institute of Technology
Cambridge Mass.

Dear Sir.

In conversation with Mrs William H Culver, (nee Francis Richey) recently she advised me to write to you.

The circumstances are these; I am interested in languages. Spanish, and especially in Esperanto. In my younger days I did have some Grammar but not too much. Now I am retired and language is my hobby. Once interested in Esperanto I began to see the beauties of my mother tongue, since Espo gave me a measuring stick.

It is, I believe, generally agreed that the diagram is the shortest route to the complete understanding of a sentence.

It has been found that Hoenthals' Complete Grammar has the best type of Diagrams for use with Esperanto; we have tried three types so far. Since it is, or was, considered very good in days gone by and is still good for Espo, I am desirous of finding a copy- new or used, but so far I have not succeeded.

Knowing that you came from Missouri and must have "endured" this book at some time Francis suggested that you might be able to suggest something or put me in touch with some one who might be able to supply the book

Anything that you may be able to do will, I assure you, be very greatly appreciated

Yours truly

Long Beach Esperanto Society
R.C. Betteridge Secy
4755 Clark Ave
Lakewood 11 Calif.

R. C. Betteridge

P.S. I am 82 years of age.
Francis is my niece.

8

[Ans 3/15/54]

ESPERANTO AT A GLANCE

The Alphabet: A B C Ĉ D E F G Ĝ H Ĥ I
ah bo tso cho do eh fo go joe ho hho ee
 J Ĵ K L M N O P R S Ŝ T
yo zho ko lo mo no oh po ro so sho toe
 U Ŭ V Z
oo wo vo zo

There is no Q, W, X, or Y.

A, E, I, O, U have the vowel sounds of: bar, bear, beer, bore, boor.

C is sounded like *ts* in *tsar*.

J has the sound of *y* in *yes*.

Ĉ, Ĝ, Ĥ, Ĵ, Ŝ, and Ŭ have the sounds heard in: leech, liege, loch, leisure, leash, and leeway.

ESPERANTO is PHONETIC.

All letters are sounded—One letter, one sound.

Accent falls on the next-to-last syllable.

No irregularities.—No exceptions.

The Grammar is based upon Sixteen Fundamental Rules, which have no exceptions.

The Parts of Speech are formed from Root Words by addition of distinguishing letters.

O is the ending of the Noun. Adjectives end in A
fakto piano evidenta granda

Plural is formed by adding J to Nouns and Adjectives.

evidentaj faktoj grandaj pianoj

Aj, oj sound as in: my boy.

The simple Verb has only six inflections.

Infinitive Present Past Future Conditional Imperative

I AS IS OS US U
helpi helpas helpis helpos helpus helpu

N marks the accusative (direct object). Adverbs end in E
Mi helpas lin I help him. diligente
Li helpas min He helps me. energie

- E**ASY. The vocabulary consists mainly of word roots common to most European languages.
- S**IMPLE. See other side.
- P**RACTICAL. At yearly Congresses, 2000 to 3000 Esperantists from many countries conduct all business in Esperanto.
- E**UPHONIOUS. Linguists have stated that Esperanto, with its rich vowel sounds, is one of the most euphonious of languages.
- R**ATIONAL. Working with Esperanto is a joy to one who loves logical expression of ideas.
- A**ND in spite of its simplicity, experts in Esperanto use it for the most technical treatises or the highest flights of poetic fancy.
- N**EUTRAL. No nation need feel that it is giving an advantage to another nation by promoting the neutral language, Esperanto.
- T**OO much of the world's striving for peace is wasted because we cannot understand one another.
- O**NE LANGUAGE FOR ALL, the Englishman, the Frenchman, the German, the Japanese. Let there be understanding among men!

895,342 individuals and organizations with a total membership of 15,454,780 have petitioned the United Nations for recognition of Esperanto as the Second Language for All Nations. Among the petitioners were many leading scientists, churchmen, heads of state, Prime Ministers and Ministers of Education in many lands. The nations, members of the United Nations, will give their decision at Montevideo in 1954. *Do your part to see that our Government supports the petition!*

For further information, write to:

Esperanto League for North America

123 East 35th Street

Brooklyn 3, N.Y.

You are cordially invited to visit your local Esperanto group:

LONG BEACH ESPERANTO SOCIETY

Meetings every Thursday, 7—9 p.m.

Public Library, Lincoln Park

Phone L.B. 395669

Presejo Esperantista de Seattle

ESPERANTO IN THE SCHOOL

What is Esperanto? The need for a simple yet adequate auxiliary language that can be freely employed in speech and writing in all civilized countries—not to supplant the national languages or abolish their study, but as a common language for international use—is increasingly felt. The value of such a language for commerce, travel, science, and literature, needs no emphasis. For obvious reasons neither a dead nor a national language is suitable. On the other hand, Esperanto—a neutral language created for the purpose from the fittest elements of national tongues—has proved in practice to be completely satisfactory. It is no untried project, but a living language, used and spoken in all parts of the world. It fulfils all the conditions required of an international language: it is logical, euphonious, precise, and flexible; its grammar is simple, with few rules and no exceptions; the spelling is phonetic, and the accent invariable. Nevertheless it is a language of considerable literary power and beauty.

Use and Progress.* Esperanto has passed the test of over 50 years' world-wide use on a large scale. Its success has been publicly demonstrated for thirty years past by the great annual international Esperanto Congresses, at which from 1,000 to 3,000 persons are present from thirty, forty, or fifty different countries. All the proceedings at these gatherings are in Esperanto, and interpreters and translations (with consequent loss of time and efficiency) are unknown. Esperanto has a large and growing literature, both translated and original, including a very fine translation of the Bible. The catalogue of the B.E.A. Library has 20,000 entries. Fifty Esperanto magazines appear regularly. The National Lending Library for the Blind in London has 1,130 Esperanto volumes. A monthly Esperanto magazine for the blind—in Braille—circulates in 30 countries. The League of Nations issued a very favourable report on the teaching of Esperanto in schools, compiled from information supplied by the Governments of the countries concerned. Incidentally, Esperanto is recognized for the Interpreter's Badge for Scouts and Guides. In the world of science and technology Esperanto is attracting increasing attention, an example being the inclusion of Esperanto terms in the International Electrotechnical Vocabulary of the International Electrotechnical Commission (1938). In the same year 59 radio stations in 21 countries gave Esperanto broadcasts; 1,242 in all. Most of the great trade fairs of the world have used Esperanto for advertising and correspondence, and the official use of Esperanto for publicity purposes (guide-books, etc.), is widespread. The British Post Office and the International Telegraphic Union recognize Esperanto for inland and international telegraphy, and several postal authorities have issued stamps or post cards with Esperanto text. The Universal Esperanto Association—a body especially catering for the practical use of the language—has official representatives all over the world, whose services are at the disposal of members.†

* A concise account of Esperanto and its history and application is given in *Esperanto and Why We Need It*. Price (post free), 2d. Fuller information is given in *The Language Problem: Its History and Solution* (E. D. Durrant). Price (including postage), 1/2. Obtainable from the British Esperanto Association (Inc.), 140 Holland Park Avenue, London, W.11.

† The B.E.A. is affiliated to this organisation, and every B.E.A. member is also a member of the U.E.A.

ESPERANTO LIBRARY
Books In & About Esp.
Wholesale & Retail
MIDDLETON, WIS., U. S. A.

Ease of acquirement. It is admitted that despite the educational value and the excellent quality of modern language teaching in our schools, even after several years' study of French or German the results usually are very disproportionate to the effort, and only a small number of the pupils acquire real certainty and fluency in their use. In this respect Esperanto teaching forms an encouraging contrast. The Report of the British Government's Committee on Modern Languages says: *That Esperanto is easier to learn than any modern language can hardly be contested. All difficulties of accidence, syntax, pronunciation, are cut down to a minimum. There are no exceptions and no idioms: the logic of language is reduced to very simple terms. It is only necessary to master a few rules and principles: the rest is a question of vocabulary.* Dr. Thorndyke's report on his experiments in the relative ease of learning Esperanto compared with other languages (*Language Learning*, 1933) are conclusive on this matter.

Esperanto is an aid to language study. The Headmaster of a school teaching Esperanto writes: *Esperanto is beyond doubt THE stepping-stone to modern-language study.* A Chief Inspector of Schools has stated: *Had I to teach any foreign language, ancient or modern, I should, on what I am convinced are sound educational grounds, give my pupils a preliminary course of Esperanto.* The reason for this statement may be gathered from the following considerations.

Esperanto simplifies the teaching of grammar. An H.M.I. writes: *This language is grammar incarnate. Every noun ends in o, every adjective in a, and each tense of the verb has its own termination.* The parsing of such a language is akin to the colour parsing which appeals so strongly to young children, and its study might well help to direct the explorer through the shoals and quicksands of English grammar. Esperanto is a direct help towards the study of natural languages, because it is "language" in general.*

Esperanto gives a better knowledge of English. To a great extent it gives the same benefits as Latin, and at a twentieth of the cost. The child who has learned *maro, mano, porti, teni, mola*, no less than the child who has learned *mare, manus, porto, teneo, mollis*, will better understand the words *marine, manual, portable, tenacious, emollient*. An H.M.I. reported of an elementary school at which Esperanto was a regular subject of the curriculum: *The acquisition of a language whose roots are so largely derived from a Latin source and whose exactness is remarkable, has had precisely the same effect as the cultivation of the classical languages in a secondary school. Slipshod expressions have disappeared from the composition. A distinct advance can be seen in perspicuity of style. There is a deliberate choice of words—a search for the right word to the rejection of all others—and a better understanding of the meaning of words. The experiment has undoubtedly proved a conspicuous success.*

Teachers usually find that the study of Esperanto improves the children's pronunciation and enunciation of English.

Esperanto facilitates the learning of other languages. It smooths the path of pupil and of teacher alike. Children who have learned Esperanto gain a desire to learn other languages also. They have already acquired a stock of foreign roots (for Esperanto is the essence of European languages);

* Thus, in the word *ludantajn* the root is *lud*, and the following letters *a n t a j n* mean respectively *present, active, participle, adjectival-form, plural-number, objective-case*. Every letter tells a story!

they have lost the fear and strangeness of hearing themselves speak a new tongue; they have become accustomed to a foreign construction; they have learned by comparison to understand something of the difficulties of their own language, and to realize that one must translate *ideas*, not words. Experiment proves that children who have first learned Esperanto tackle French and German with greater ease, confidence, and success, than others. This is shown notably by the experience of the Girls' Grammar School at Bishop Auckland, at which Esperanto has been a compulsory subject for many years as a means of learning French and German.

Esperanto makes language study attractive. The fact that speech in Esperanto is so easily acquired makes the pupils keen; and the fear of making mistakes, which is so great a hindrance to progress in other languages, soon disappears. To quote an H.M.I. : *These children show a joyful readiness to display their powers that is in strong contrast to the faltering and reluctant efforts of children of similar standing who have learned French.* Prof. J. J. Findlay in *Modern Language Learning* writes : *If children of the age of ten are introduced to Esperanto, they come rapidly to a point at which they can use it with reality and with pleasure. No one who has not actually witnessed what children can achieve with Esperanto (in contrast to their desperately slow progress in French) can realize what this difference means. The resistance is broken down.* In short, the language lesson, usually the least popular, becomes the lesson looked forward to with the keenest pleasure.

Esperanto trains the logical faculty in language. Instead of the arbitrary grammar and idioms of the national languages, Esperanto provides for the child a concise set of rules, roots and affixes, with which he may as it were make the language up for himself, almost as a game. A Professor of French Literature in a British University writes : *I do not know many better disciplines for the mind than the study of Esperanto. From the first rule to the last, Esperanto is applied logic.*

Esperanto broadens the outlook. A manifesto signed by 96 educationists from 28 countries in a Conference in Geneva states : *It is our experience that a knowledge of Esperanto has developed in our pupils a more real knowledge and appreciation of geography and world history, and a greater and more sympathetic interest in foreign peoples and their customs, literature, and art : also in the peace of the world and the League of Nations. This has been aided by the interchange with children in other lands of correspondence, illustrated post cards, and drawings : by the reading of international magazines in Esperanto, and the study of the literature of various countries in the language. Pupils are able to engage in correspondence after only a few months' study. This correspondence is not confined to any one country, it being a common experience for pupils in a single school to have correspondents in many countries.* Obviously this contact with those in other lands makes geography and history more living, and develops a sense of world-citizenship and an interest in world affairs. Esperanto leads through international understanding to international friendship.

Esperanto is an aid, not a new burden. As already stated, it enables other languages to be learned more quickly and more effectively. Though an additional subject on the curriculum, it lightens several others. The time spent in teaching foreign languages to children who leave school at an early age, or for other reasons have no chance of getting beyond an elementary stage, is often largely wasted. The effort is a drudgery both

for teacher and for pupils, intensified by the knowledge that very few of those taught will ever reach the stage of fluent speech. But even such children can learn Esperanto, and speak it. If Esperanto were taught to all children, all would have a real knowledge of at least one second language with its attendant advantages; those linguistically dull might then pass on to other subjects, leaving the others free to study French and other languages with a prospect of real success. This weeding-out would remove the drag on the brighter students, save strain on teachers and pupils, and produce better results with less effort.

Place in the curriculum. Ideally, Esperanto should be introduced in the last year of a Primary School course—for its own sake, and (in the case of pupils proceeding to a higher grade of school) as an approach to other languages. In a Secondary School it should be taught in the first year. Obviously, in order to reap the best results, the teacher of German or French should be sympathetic, and able to correlate the new language with the Esperanto already acquired. It is important, too, that Esperanto should not be entirely dropped in the upper classes, but that opportunities should be provided for advanced study and for conversation.

There is a special case for Esperanto in the Modern Secondary School. As Esperanto is easier than any other language, it is very suitable for those less favoured children for whom French is out of the question; by learning Esperanto they can gain benefits similar to those given by language study in a Grammar School.

Support by Governments and Educationists. Several Ministries have permitted the teaching of Esperanto in the schools as an optional subject. The Ministry of Education for England and Wales has for many years recognized both school and evening classes. There is an Esperanto lectureship at the University of Liverpool, which now admits the language as a first-year subject for the B.A. degree. Many educational bodies in various countries have passed favourable resolutions. Several authorities on language teaching recommend Esperanto as a school subject. Twenty-six men and women of eminence in the British educational world have issued a manifesto (obtainable from the B.E.A.) advocating the teaching of Esperanto as the first language after the mother tongue. A number of English schools are teaching Esperanto; in most cases as part of the ordinary curriculum. Some 100 schools and colleges every year ask for a demonstration lesson. (Teachers and others wishing for a free demonstration should apply to the Educational Secretary of the B.E.A., 36 Penrhyn Road, Kingston, Surrey). For many years Esperanto has been taught to adult classes under the L.C.C. and other educational bodies throughout the country, with a Government grant on the same terms as that for other languages. The R.S.A. examines in Esperanto in all stages.

The Society of British Esperantist Teachers (Secretary: Miss V. C. Nixon, B.A., 183 Woodlands Park Road, Bournville, Birmingham, 30) gives information about teaching in schools, and assists in making contacts with other countries; it also publishes a magazine for schools.

To sum up. The advantages offered by the teaching of Esperanto are so great that the enterprise is well worth while. Every successful experiment, moreover, produces fresh evidence in its favour, and hastens the coming of full official recognition and encouragement.

THE BRITISH ESPERANTO ASSN., 140 HOLLAND PARK AVENUE, LONDON, W.11.

THE EDUCATIONAL VALUE OF ESPERANTO

In view of the great need for a simple yet adequate neutral international language, which could be learned in all civilised lands, and freely employed in speech and writing in all walks of life, we desire to call attention to the merits of Esperanto, and its place in education.

This auxiliary language has now stood the test of over fifty years' practical use. Its success has been demonstrated at no less than thirty-one International Congresses, commonly attended by upwards of 1,000 persons, representing thirty to forty nationalities. No interpreters are needed at these gatherings, or at the sectional meetings of specialists which are held in conjunction with them and at other times. International journals in the language provide for the direct interchange of news and opinions between people with common interests (among these is *Internacia Pedagogia Revuo*, the organ of the Esperantist Teachers' Association).

Not only is there a widespread and fluent use of the language for travel, cultural intercourse and personal friendship, but it has proved very suitable for all kinds of professional purposes. Much technical matter has appeared in Esperanto; treatises have been published on such diverse subjects as the strength of materials, inorganic and organic chemistry, pharmacy, botany, and meteorology. Many scientific and technical vocabularies in the language have been published—including a collection of nearly 4,000 medical terms issued by the international society of Esperantist doctors—whilst the International Electrotechnical Commission and the Commission on Pharmaceutical Nomenclature now include Esperanto in their polyglot dictionaries of technical terms. Esperanto items, including lessons in the language, are regularly broadcast from many European and other wireless stations.

There is an Esperanto lectureship at the University of Liverpool, which now admits the language as a first-year optional subject for candidates aiming at the B.A. degree. For many years Esperanto has been taught in adult classes under the London County Council and other local authorities throughout the country, with a Government grant on the same terms as that for other languages. The Royal Society of Arts examines in Esperanto. A number of schools in Great Britain, both elementary and secondary, teach the language as either a regular or an optional subject.*

We advocate the adoption of Esperanto as the first language to be studied, after the mother tongue, in the schools of all countries, both on general grounds and for the following specific reasons:—

*Information on this aspect of the question can be obtained on application to the Education Secretary, B.E.A., 36, Penrhyn Road, Kingston-on-Thames, Surrey.

ESPERANTO LIBRARY
Books In & About Esp.
Wholesale & Retail
MIDDLETON, WIL., U.S.A.

- (1) A working knowledge of Esperanto can be obtained in a remarkably short time compared with that required for national languages, which abound in difficulties of grammar, idiom, and pronunciation; thus the study of it is profitable even for pupils who have not the time or ability to learn a foreign national language well enough to be able to use it.
- (2) It discovers linguistic ability, and assists the teacher more rapidly to select the pupils who can profitably take up the study of other languages, to which it is an excellent introduction.
- (3) Its logical grammar, and the fact that its method of expression is lucid and unambiguous, tend to develop accuracy in the use of words.
- (4) A knowledge of Esperanto not only acts as a stimulus to the learning of other languages, but also leads to a more effective study of geography, and an active interest, gained through correspondence, in the life of the peoples of other countries.
- (5) Esperanto literature, both original and translated, is constantly increasing, and is already sufficient to justify a study of the language for its own sake.

We heartily associate ourselves with the efforts that are being made to introduce Esperanto as a regular subject of instruction, and to encourage its use in the schools of the world.

- T. GRAHAME BAILEY, M.A., B.D., D.LITT.,
Late Reader in Urdu and Hindi, University of London.
- T. C. BAILLIE, M.A., D.Sc.,
Late Principal, West Ham Municipal College.
- WM. BROWN, B.Sc., M.I.E.E.,
Late Professor of Applied Physics in The Royal College of Science for Ireland, Dublin.
- W. E. COLLINSON, M.A., Ph.D.,
Professor of German, and John Buchanan Lecturer in Esperanto, University of Liverpool.
- CHAS. W. COWEN, M.A.,
Former President of the National Union of Teachers.
- IVAN DE BURGH DALY, M.A., M.D., B.Ch.,
Professor of Physiology, University of Edinburgh.
- VALENTINE DAVIS, B.Sc.,
Lecturer, Cheshire County Training College, Crewe.
- H. L. ELVIN, M.A.,
Fellow of Trinity Hall, Cambridge.
- C. B. FAWCETT, B.Litt., D.Sc.,
Professor of Economic and Regional Geography, University of London.
- J. J. FINDLAY, M.A., Ph.D., M.Ed.,
Honorary Professor of Education, University of Manchester.

- ALEXANDRA FISHER, M.A., D.LITT.,
Late Headmistress, Girls' County School, Bishop Auckland.
- J. C. FLUGEL, B.A., D.Sc.,
*Assistant Professor in the Dept. of Psychology, University
College, London.*
- G. P. GOOCH, C.H., M.A., D.LITT.,
Fellow of the British Academy.
- GEORGE H. GREEN, M.A., Ph.D.,
*Lecturer in Education, University College of Wales,
Aberystwyth.*
- T. GWYNN JONES, C.B.E., M.A., D.LITT.,
*Formerly Professor of Welsh Literature, University College
of Wales, Aberystwyth.*
- N. B. JOPSON, M.A.,
*Professor of Comparative Philology, University of
Cambridge.*
- C. W. KIMMINS, M.A., D.Sc.,
Late Chief Inspector, Education Dept., L.C.C. (1904-23).
- JOHN A. PEART, M.A.,
Director of Education, City of Winchester.
- EMILY PHIPPS, B.A., BARRISTER-AT-LAW,
Late Headmistress, Swansea Municipal Secondary School.
- W. RAMSDEN, M.A., D.M.,
*Fellow of Pembroke College, Oxford.
Emeritus Professor of Bio-Chemistry, University of
Liverpool.*
- NOWELL SMITH, M.A.,
Formerly Headmaster of Sherborne.
- G. A. SUTHERLAND, M.A.,
Principal of Dalton Hall, University of Manchester.
- ADAM THORBURN, M.A.,
Lecturer in Education, University of Birmingham.
- J. R. R. TOLKIEN, M.A.,
*Rawlinson and Bosworth Professor of Anglo-Saxon,
University of Oxford.*
- R. L. TURNER, M.C., M.A., LITT.D.,
*Director of the School of Oriental and African Studies,
University of London.*

September, 1939.

INDUSTRIAL COLLEGE OF THE ARMED FORCES
OFFICE OF THE COMMANDANT
WASHINGTON, D. C.

ICAF 201

MAR 1 1954

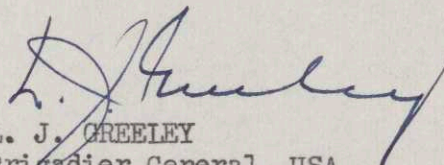
Dear Professor Wiener:

Once again it is my pleasure to express the sincere appreciation of the students and faculty for your outstanding lecture to the Industrial College of the Armed Forces on the "Automatization of Industry." We appreciate your arranging your schedule so as to have been with us at 8:45 a.m. on 24 February 1954.

From the many enthusiastic comments from both the students and faculty, concerning your lecture and the discussion period which followed, it is apparent that you provoked some real food for thought on this most timely and important subject. Likewise, your references to your recent experiences in India were most interesting and instructive.

Your continued interest in the activities of the Industrial College of the Armed Forces is highly valued, and I hope that we may again be favored with your assistance.

Sincerely yours,



L. J. GREELEY
Brigadier General, USA
Deputy Commandant

Professor Norbert Wiener
Massachusetts Institute of Technology
Cambridge 39, Massachusetts

**PUBLIC VOUCHER FOR PURCHASES AND
 SERVICES OTHER THAN PERSONAL**

D. O. Vou. No.

Bu. Vou. No.

U. S. DEPARTMENT OF THE ARMY
 (Department, bureau, or establishment)

Voucher prepared at INDUSTRIAL COLLEGE OF THE ARMED FORCES
 (Give place and date) WASHINGTON, D. C.

THE UNITED STATES, Dr., Payee's Account No. L 35-54

To Professor Herbert Wiener
 (Payee)

Massachusetts Institute of Technology, Cambridge, Mass.
 (Address) (City) (State)

PAID BY
50175
 (For use of Paying Office)

No. and Date of Order	Date of Delivery or Service	ARTICLES OR SERVICES (Enter description, item number of contract or Federal supply schedule, and other information deemed necessary)	QUANTITY	UNIT PRICE		AMOUNT	
				Cost	Per	Dollars	Cts.
		Discount Terms					
	24 Feb.	Delivering lecture to the Industrial College of the Armed Forces	1	140.	ea.	140	00

PAYMENT:
 Complete
 Partial
 Final

Use continuation sheet(s) if necessary

Shipped from	to	Weight	Government B/L No.	Total	\$140 00
					(Payee must NOT use this space)
Differences					
Account verified; correct for					
(Signature or initials)					

24 Feb. NORBERT WISNER

Contract No. Date Req. No. Date Invoice Rec'd.

140.00 M. ROMANO, LCDR, USN

MEMORANDUM Administrative Officer
 Executive Office
 24 February 1954

ACCOUNTING CLASSIFICATION (For completion by Administrative Office)

Appropriation, limitation, or project symbol	Appropriation title		Limit'n. or Proj't. Amount	Appropriation Amount		
2142020	422-1475 P 1712-07 S 49-136			\$140.00		
Allotment symbol	Amount	Obligations liquidated	COST ACCOUNT		OBJECTIVE CLASSIFICATION	
			Symbol	Amount	Symbol	Amount

Paid by { Check No. dated MAR 1 1954, 19, for \$ 140.00 } on Treasurer of the United States in favor of payee named above.
 { Cash, \$, on 19, 19 }

METHOD OF OR ABSENCE OF ADVERTISING

METHOD OF ADVERTISING

- 1. Advertising in newspapers Yes No .
- 2. (a) Advertising by circular letters sent to dealers.
- (b) And by notices posted in public places Yes No .

(If notices were not posted in addition to advertising by circular letters sent to dealers, explanation of such omission must be made below.)

ABSENCE OF ADVERTISING

- 3. Without advertising, under an exigency of the service which existed prior to the order and would not admit of the delay incident to advertising.
- 4. Without advertising in accordance with
- 5. Without advertising, it being impracticable to secure competition because of **being the only person available.**

(Here state in detail the nature of the exigency or circumstances under which the securing of competition was impracticable under 3 and 4)

NOTE.—The above form "Method of or Absence of Advertising" is to be used when purchases are made or services secured under proper authority without written agreement in any form. In case of a written agreement (formal contract, proposal, and acceptance, or less formal agreement) Standard Form No. 1036—Revised should be used for abstracting the method of or absence of advertising and award of contract. (See General Regulations No. 51, as amended.)

U. S. GOVERNMENT PRINTING OFFICE : 1950 O—75805

16-22900a-2

SEKAIJES OTHEK TRIV BEKSONVI
LUBGIC AORCENK LOB PVRCHAGES AND

March 1, 1954

Mr. J. F. Herrick
Section of Biophysics and
Biophysical Research
Mayo Clinic
Rochester, Minnesota

Dear Mr. Herrick:

Professor Wiener has asked me to write to you to say that he will be glad to join you and your group at dinner Tuesday evening, March 23.

I should like to remind you of what you may already know if you have entertained Professor Wiener before-- that he is a strict vegetarian.

Sincerely yours,

Mrs. James Cole
Secretary to Professor Wiener

CONFERENCE BOARD OF ASSOCIATED RESEARCH COUNCILS
COMMITTEE ON INTERNATIONAL EXCHANGE OF PERSONS

Mailing address: 2101 Constitution Avenue, N.W., Washington 25, D. C.

Office address: 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

March 2, 1954

Professor Norbert Wiener
Department of Mathematics
Massachusetts Institute of Technology
Cambridge, Massachusetts

Dear Professor Wiener:

At the request of the Department of State, the Conference Board Committee has accepted the responsibility for nominating experienced American university lecturers for a limited number of foreign teaching opportunities made possible by the United States Information and Educational Exchange Act of 1948, Public Law 402, 80th Congress (the Smith-Mundt Act). The nominees are to be selected from among those scholars who have been requested by the host institutions and those who have, by correspondence with the Department of State and the Committee, indicated an interest in teaching abroad. I am writing for the Committee to a small group of such scholars concerning their availability for openings in South and Central America, Turkey, Korea, Israel, Yugoslavia, and certain other countries.

The Committee has recently been asked to nominate an American lecturer in Mathematics for a summer course at a Latin American university, and expects to receive other requests for lecturers in the same field for the full academic year and for shorter terms during 1954 and 1955. The lecturers finally selected for these openings will receive an appropriate salary, a maintenance allowance, and transportation. The grants will be paid partly in dollars provided through annual appropriation by the U. S. Congress and partly in the currencies of the participating countries from their contributions to the support of the Program. (Transportation will not be provided for dependents.)

If you wish to be notified of such openings as they develop in the Smith-Mundt Program, please complete and return the enclosed data card, noting on the back those countries or areas in which you are particularly interested. The card will not constitute an application, but will serve as evidence that you are still interested in teaching abroad, and would enable me to notify you promptly of opportunities in your field, in the countries you have in mind, and for the periods during which you expect to be free.

Sincerely yours,

Theodore T. Dombras

Theodore T. Dombras

Assistant to the Executive Secretary

TTD:pt

Enclosures: SM Form
PreAnn

[amd 4/13/54]

CONFERENCE BOARD OF ASSOCIATED RESEARCH COUNCILS
COMMITTEE ON INTERNATIONAL EXCHANGE OF PERSONS

Mailing address: 2101 Constitution Avenue, N.W., Washington 25, D. C.

Office address: 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

(6)

Preliminary Announcement of Opportunities for Lecturing Abroad
under Public Law 402 (The Smith-Mundt Act)

The following specific requests from universities in Latin America have been forwarded to the Committee by the Department of State:

- University of Brazil, Lectureship in North American Literature for the academic year beginning March 1, 1955;
- University of Havana, Lectureship in the Methodology of Teaching English as a Foreign Language, for the summer session, July 19 to August 27, 1954;
- University of Oriente (Santiago de Cuba), Lectureship in English and American Literature for the academic year, 1954 (beginning September 15, 1954);
- University of Mexico, Lectureships in Physics, Chemistry, Mathematics, and Geology during the summer session (for a period of one month or two months to October 1, 1954).

Information is not yet available concerning the subjects and periods for which experienced American lecturers are desired in Guatemala, Israel, Korea, Turkey, Yugoslavia, and Iran.

A copy of the Conference Board Committee's data form is attached. Its completion and return will not constitute an application, but will serve as an indication of interest in and availability for teaching positions abroad, and would enable the Committee to notify available scholars promptly of opportunities in the countries in which they are interested and for the periods during which they expect to be free.

TTD:pt
Feb. '54

List positions held in the U. S. and abroad, beginning with present position:

Special honors and awards, including offices held in professional organizations:

Travel abroad (give dates)

Languages (speaking ability)

Chief publications. (Not more than five should be listed.)

Period for which you would be available

Lecture subjects

Institutions preferred

List names, titles, and addresses of three persons to whom the Conference Board Committee may write for references:

Date

Signature

1-54 TD

CONFERENCE BOARD OF ASSOCIATED RESEARCH COUNCILS

Committee on International Exchange of Persons

Mailing address: 2101 Constitution Ave., N. W., Washington 25, D. C.

Information entered on this card will be used in compiling a roster of professors and specialists who have a general interest in lecturing abroad and would like to receive notices of opportunities in U. S. Government Educational Exchange programs which are administered by the Department of State with the cooperation of the Conference Board Committee on International Exchange of Persons.

Please type or print in pencil.

Name _____ Sex _____
Last First Middle Veteran

Present position _____

Mailing address _____ Tel. _____

Permanent or home address _____ Tel. _____

Date of birth _____ Place of birth: City _____ State _____

Citizenship _____ If naturalized, give place and date of naturalization: _____

Marital status _____ No. of dependents _____

Academic training (List chronologically only higher educational and professional schools):

INSTITUTION YEARS MAJOR SUBJECTS DEGREES

HARVARD UNIVERSITY
SCHOOLS OF MEDICINE AND PUBLIC HEALTH
LIBRARY

25 Shattuck Street

Boston 15, Massachusetts

2 March, 1954

Dr. Norbert Wiener,
53 Cedar Road,
Belmont,
Massachusetts.

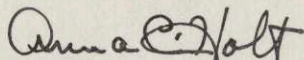
Dear Dr. Wiener:-

We are most appreciative of your generous interest for the Library in bringing here a copy of your book "The Human Use of Human Beings." The volume fills a great need of someone who is much interested in our Medical School.

May I also express my personal appreciation to Mrs. Wiener, for her interest in our problem when she was so busily engaged in a much more important problem.

It was very kind of you to bring the book here personally and I regret not being here to welcome you.

Sincerely yours,


Anna C. Holt,
Librarian.

7.500 H.
 7.500 P.
 7.500 G.
 7.500 U.
 30.000 B.
 30.000 P.
90.000 V.

Tracts 1.000
 Utah 500
 Juniata 500
 Navvoh 500
 Radcliffe 500
 Cornell 500
 Tracts 500

 4.200
 Church 500

 4.500

2.000 Kay Boh
 1.000 H. Vogel
 1.000 Elizabeth
 500 K Vogel
 500 E. Seeger

6) 5000 (833
 48

 20

 20

Sincerely yours,
 Anna C. Holt
 Anna C. Holt
 Librarian

NORTHEASTERN UNIVERSITY

360 HUNTINGTON AVENUE

BOSTON, MASSACHUSETTS

March 2, 1954

Dr. Norbert Weiner
Mathematics Department
Massachusetts Institute of Technology
Cambridge, Massachusetts

Dear Sir:

The Northeastern University Faculty Club anticipates with pleasure your talk on "Cybernetics and Automatic Factories" in its Great Issues Lecture Series on Monday, April 26, 1954.

The prime objective of the Lecture Series is one of having leading figures from the field of the physical and social sciences, politics, economics, etc. come before our faculty and selected groups of especially interested students to discuss issues which have great social significance. Your subject eminently fulfills the general philosophy upon which the series is based.

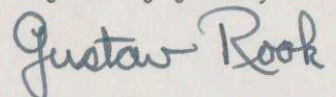
The meeting is scheduled to begin at 3:00 p.m. in the Faculty Lounge of the Student Center Building at Northeastern University. Light refreshments will precede your talk which is planned at approximately 3:30 p.m., and could last for about one hour. A short question period will follow your talk.

You have been informed that we wish to present an honorarium of \$25 as an indication of our appreciation for your kindness in giving the talk. We sincerely hope that you will accept this modest token.

Parking facilities closest to the meeting room are available in the faculty parking lot, which is easily reached by the road running from Huntington Avenue alongside the Gymnasium Building which is under construction. The Faculty Lounge is in the basement of the Student Center Building.

Should you desire any further information or any special equipment, please do not hesitate to call on me. My telephone number at Northeastern is Copley 7-6600, extension 258.

Very truly yours,



Gustav Rook, President
Northeastern University Faculty Club

GR:EG

THE ROCKEFELLER INSTITUTE FOR MEDICAL RESEARCH

66TH STREET AND YORK AVENUE
NEW YORK 21, N.Y.

Mar. 2, 1954

Dear Robert,

We were delighted to hear of
Peggy's marriage. Congratulations
and all good wishes to the young
couple and Mazeltov to the
Senior Wieners.

When will you be in N.Y. again?
Be sure to look us up when you are.

Sincerely,

Ted. [SHEDLOVSKY]

STEPHEN B. MILES, JR.
1910 NORTH ONTARIO STREET
BURBANK, CALIFORNIA
CH O-1762

BUSINESS HISTORY BUSINESS TRENDS
BUSINESS ORGANIZATION & COMMUNICATIONS

March 3, 1954

Professor Norbert Wiener
Department of Mathematics
Massachusetts Institute of Technology
Boston, Massachusetts

Dear Professor Wiener:

Knowing that you are interested in vagaries of the human mind, I thought you might be interested in the following personal circumstance I learned about myself: It seems that, on the assumption that intelligence is properly separable into two major components, that one of these components in my case is almost 100 points greater than the other.

Specifically, it is claimed that my verbal intelligence can be represented by 159; my non-verbal intelligence by 63.

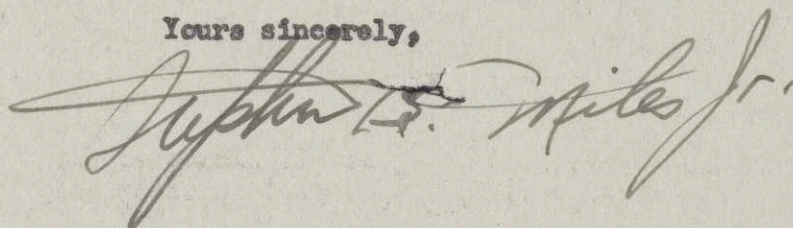
I am told that the spread is the largest in the experience of those who administered the tests.

Naturally, I am not inclined to accept these results at face value. But just as obviously it would seem that some significance attaches to the finding of such a spread.

Do you know of any comparable cases? Are you inclined to believe (a) that a man can be so unbalanced between two sets of factors, both composed of a wide range of "mental elements," and (b) that tests can correctly diagnose intelligence in such a case?

My own interest in the matter is largely personal, of course. But it also seems to me that it may have a bearing on the wider questions affecting the nature of intelligence.

Yours sincerely,

A handwritten signature in cursive script that reads "Stephen B. Miles, Jr." The signature is written in dark ink and is positioned to the right of the typed name "Yours sincerely,".

1214 4th St. S.E.

Minneapolis 14, Minn.

Mar. 3, 1954

Dear Dr. Wiener,

I now feel I was exaggerating and mistaken in my previous letter.

I believed it. My plans regarding outside studies were coming to a head this spring quarter. The letter might be right. I doubt it. I don't believe it.

Don't blame Quakers or anyone but me for my former psychological needs.

Sincerely,

David Stanberry

March 3, 1954

Mr. Jason Epstein
Doubleday and Co.
575 Madison Avenue
New York 22, N. Y.

Dear Epstein:

Here is a revised version of my new book for you as amplified with a chapter concerning my recent trip to India.

As far as I can go under my own steam it is complete, but I naturally expect very considerable criticism and alterations on your part, and I am quite ready to work on the manuscript again in view of such criticisms.

I am sending it to you in reasonably perfect form with at least a tentatively correct pagination. I can do no more until I hear from you.

I have no other copy which I have brought up to date with my alterations. Thus, guard this as you would your life--or at least as you would guard my life. If you need other copies of it, perhaps you can have them made.

I hope your trip to Europe was as successful as was mine to India.

Sincerely yours,

Norbert Wiener

NW:bbc

Rio de Janeiro, March 4, 1954

Mrs. James Cole
Department of Mathematics
Massachusetts Institute of Technology
Cambridge, Mass.
U. S. A.

Dear Mrs. Cole

After sending a second letter to Prof. Wiener in order to ask him the kindness of reading my paper on "The movements of living beings" I received your letter telling about his illness. I am sorry for it and for having missed the opportunity of having his opinion, - which would of so great value for me.

I hope he will soon recover completely.

I also thank you very much for your letter.

Yours very truly,
Alair Gomes

ALAIR O. GOMES
RUA CARUARU 364. A.P. 2
GRAJAU
RIO DE JANEIRO, D.F.
BRASIL

NEWTON HIGH SCHOOL
NEWTONVILLE 60, MASSACHUSETTS

A DIVISION OF THE
NEWTON PUBLIC SCHOOLS

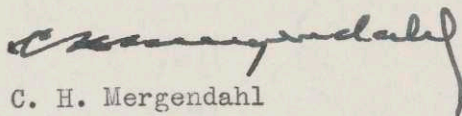
March 4, 1954

Dr. Norbert Wiener
Massachusetts Institute of Technology
Cambridge, Massachusetts

Dear Dr. Wiener:

We are very sorry you will not be with us at
the Mathematics Institute this summer. However,
I understand perfectly your situation.

Very sincerely yours,



C. H. Mergendahl

March 4, 1954

Professor Crane Brinton, Chairman
Society of Fellows
Harvard University
Widener 98
Cambridge 38, Massachusetts

Dear Professor Brinton:

The field in which Mr. Minsky is working --that of the synthesis of networks for the accomplishing of particular purposes, from the type of elements which are found in the nervous system, is an extremely promising and valuable field of work.

Without wishing to evaluate all the details of Mr. Minsky's contribution to it, they seem to me to go considerably further than the best work to date of such men as Ashby and Gray Walter. I am going very soon to spend a considerable amount of time working over the details of Mr. Minsky's ideas with him, but even now I can say unqualifiedly that he is a young man of great power and originality, and deserves support in the interest of neurophysiology, psychology, and the related sciences.

Sincerely yours,

Norbert Wiener

NW:bbc

March 4, 1954

Mr. Georges Dube
156 Sherman Street
Belmont, Massachusetts

Dear Georges:

I have written on your behalf to the
French Atomic Energy Commission.

I have emphasized your complete
knowledge of French, your international
spirit, and your mathematical competence.
You will understand that I have been
unable to put you among the very tops
of students I have had. Sorry, I cannot
do anything else, but I believe that my
letter will do you more good than if I
were to attribute to you a fictitious
ability.

Sincerely yours,

Norbert Wiener

NW:bbc

March 4, 1954

Mr. F. G. Fassett, jr., Director
The Technology Press
Room 14-N229, M.I.T.

Dear Fred:

~~The~~ Japanese edition of Cybernetics
has already appeared, and I have a copy
of it.

I suppose that this means that
everything is in order.

Sincerely yours,

Norbert Wiener

NW:bbc

[ams 3/9/54]

March 4, 1954

Mr. Harold Levy
The Worcester Foundation for Experimental Biology
Shrewsbury, Massachusetts

Dear Mr. Levy:

Professor Wiener has asked me to write you to say that the date May 2, Monday, will be all right as far as he is concerned.

He plans to talk on "The Present Status of Gibbs' Ideas on Statistical Mechanics." Professor Wiener together with Armand Siegel of Boston University, has given an account of fundamental quantum theory in what they believe to be entirely Gibbsian terms, in the Physical Review of September 15, 1953.

Pictures of Professor Wiener can be obtained from the M.I.T. Photographic Service, Room 3-017, here.

Professor Wiener is a graduate of Tufts College, a Harvard Ph.D., and, of course, professor of mathematics at M.I.T. He is the author of that influential study, Cybernetics, as well as a popular analysis of that subject in his book The Human Use of Human Beings. A year ago he published Ex-Prodigy, the first volume of his autobiography. The second volume is scheduled for publication this year. If you want additional information, let me refer you to Ex-Prodigy.

Sincerely yours,

Mrs. James Cole
Secretary to Professor Wiener

[and 3/17/54]

March 4, 1954

Miss Mary Sheppard, Book Review Section
The Scientific Monthly
1515 Massachusetts Avenue, N. W.
Washington 5, D. C.

Dear Miss Sheppard:

My trip to India has left me in such an exhausted state, and with such a backlog of my own scientific and literary work, that I hope you will forgive me if I do not review "La Pensee Artificielle" for you.

I am returning the book to you herewith and I hope you will understand my position.

Sincerely yours,

Norbert Wiener

NW:bbc

March 4, 1954

Professor Archie R. Tunturi
Department of Anatomy
University of Oregon Medical School
Portland 1, Oregon

Dear Professor Tunturi:

Professor Martin, head of the mathematics department, informs me that, should I act as your sponsor, the department will be glad to grant you permission to attend any mathematics classes that you wish, and they would also recommend that you be given status as Visiter or Guest. I shall be glad to act as your sponsor if you wish.

A catalogue of the Institute is being sent to you. I should like to bring to your attention that I have no official connection with any laboratories here although, of course, I have close contacts with such men as Professor Yuk-Wing Lee of the department of electrical engineering and Professor Walter Rosenblith of the same department.

Sincerely yours,

Norbert Wiener

NW:bbc

INDUSTRIAL COLLEGE OF THE ARMED FORCES
OFFICE OF THE COMMANDANT
WASHINGTON, D. C.

ICAF 201

MAR 5 1954

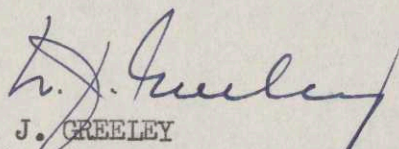
Dear Dr. Wiener:

There is inclosed for your review the transcript of your recent lecture given at the College. It will be appreciated if you will make such changes and corrections as you may deem desirable, and return the edited lecture to us at your earliest convenience.

If you have no objections, the lecture will be reproduced and six copies will be forwarded to you when the publication is available for distribution.

A print of the photograph taken at the time of your lecture is forwarded for your personal use. Your visit to the College was of great value to both faculty and students.

Sincerely yours,



L. J. GREELEY
Brigadier General, USA
Deputy Commandant

- 3 Incl
1. Transcript (L54-100)
2. Envelope
3. Photograph

Professor Norbert Wiener
Massachusetts Institute of Technology
Cambridge 39, Massachusetts

INDUSTRIAL COLLEGE OF THE ARMED FORCES
Washington, D. C.

CHECK LIST FOR DISTRIBUTION OF LECTURES

(All agencies listed are on automatic distribution. Add agency and address on last page for additional distribution.)

Title: "AUTOMATIZATION OF INDUSTRY" Date: 24 Feb. 54

Lecturer: Dr. Norbert Wiener Publication Number: L54-100

NATIONAL DEFENSE (1000 - 1999 series)

<u>Series Number</u>	<u>Address</u>	<u>Number Copies</u>
<u>Secretary of Defense</u>		
1001	OSD, Rm 3B944, Pentagon	(6)
1010	JLPG, JCS, Rm 2C940, Pentagon	(1)
<u>Army</u>		
1100	Secty of the Army, Rm 3E718, Pentagon	(1)
1101	Asst Secty of the Army (Materiel) Rm 3E609, Pentagon	(1)
1140	ACS, G-4, Dept of the Army, Rm 3E575, Pentagon	(4)
<u>Navy</u>		
1200	Secty of the Navy, Rm 4E710, Pentagon	(1)
1210	CNO, Dept of the Navy, Rm 4E629, Pentagon	(1)
1230	Dir of Training, Bureau of Naval Personnel (Pers C) Dept of the Navy, Rm 3074, Arlington Annex	(1)
1240	Office of Naval Material (MnNv) Dept of the Navy Rm 2010, Main Navy	(2)
1280	Public Information Div., Office of Info, Dept of the Navy, Rm 4D683, Pentagon	(1)
1290	Historical Research Branch, Naval History Div, OpNav, Dept of the Navy (MnNv) Rm 2515, Main Navy	(1)
<u>Air Force</u>		
1300	Secty of the Air Force, Rm 4E871, Pentagon	(1)
1330	Dir of Training, DCSP (AFPTR-E) Dept of the AF, Rm 5D270, Pentagon	(1)
1331	Chief, I & E Branch, DCSP (PMP-12B), Dept of the AF, Rm 21, Fillmore Bldg, Wash., D. C.	(1)
1335	Chief, Liaison Div, OSAF (SAFOPI) Dept of the AF, Rm 4C960, Pentagon	(2)
1341	Asst for Logistic Plans, DCSM, Dept of the AF, Rm 4E310, Pentagon	(1)

<u>Series Number</u>	<u>Address</u>	<u>Number Copies</u>
<u>Air Force (Cont'd)</u>		
1342	Asst for Mutual Security, DCSM, Dept of the AF, Rm 4C1071, Pentagon	(1)
1343	Asst for Materiel Program Control, DCSM, Dept of the AF, Rm 4E274, Pentagon	(1)
1344	Dir of Industrial Resources, DCSM, Dept of the AF, Rm 4C283, Pentagon	(1)
1345	Dir of Maintenance Engineering, DCSM, Dept of the AF, Rm 4A264, Pentagon	(1)
1346	Dir of Procurement and Production Engineering, DCSM, Dept of the AF, Rm 4D257, Pentagon	(1)
1347	Dir of Supply & Services, DCSM, Dept of the AF, Rm 4B289, Pentagon	(1)
1348	Dir of Transportation, DCSM, Dept of the AF, Rm 4A256, Pentagon	(1)

MILITARY SCHOOLS AND ACTIVITIES (2000 - 2999 series)

NOTE: All below to -- ATTN: Librarian

2001	Chief of Staff, Hq USMA, West Point, N. Y.	(1)
2002	Superintendent, USNA, Annapolis, Md.	(1)
2003	The NWC, Ft. L. J. McNair, Wash., D. C.	(1)
2004	Superintendent, USCG Academy, New London, Conn.	(1)
2005	Armed Forces Staff College, Ft. Monroe, Va.	(1)
2010	The Army War College, Carlisle Barracks, Pa.	(1)
2011	Command & General Staff School, Ft. Leavenworth, Kans.	(1)
2020	The Naval War College, Newport, R. I.	(2)
2021	U. S. Naval Postgraduate School, Monterey, Calif.	(2)
2030	Secty, The Air University, Maxwell AF Base, Ala.	(4)
2031	USAF Institute of Technology, Wright-Patterson AF Base, Ohio	(5)
2032	USAF Human Resources Research Institute, Lackland AF Base, Texas	(1)
2040	Naval Supply Corps School, Bayonne, N. J.	(1)
2050	The Artillery School, Ft. Sill, Kansas	(1)
2060	The Transportation School	(1)
2070	The Ordnance School	(1)
2080	The Marine Corps School	(1)
2090	The Adjutant Generals School	(1)
2100	The Engineer School, Ft. Belvoir, Va.	(1)
2110	The Medical School	(1)
2120	The Signal School	(1)
2130	The Chemical School	(1)
2140	The Quartermaster School	(1)
2150	The Finance School	(1)

<u>Series Number</u>	<u>Address</u>	<u>Number Copies</u>
<u>MILITARY SCHOOLS AND ACTIVITIES (Cont'd)</u>		
2500	Liaison Office, SHAPE, Rm 1B743, Pentagon	(1)
2600	CIC Atlantic, Norfolk 11, Va.	(1)
2700	USLO, SACLANT, Norfolk 11, Va.	(1)

FEDERAL-CIVILIAN AGENCIES (3000 - 3999 series)

3002	Chief, Personnel Training & Procurement Div, Hq USCG, 1300 E St, NW, Wash., D. C.	(1)
3003	U. S. Dept of Treasury, Library, Wash., D. C.	(1)
3004	U. S. Dept of Treasury, Library, Rm 5013, Main Treasury (Stop 223) Wash., D. C.	(1)
3010	CIA, 2430 E St, NW, Wash., D. C.	(1)
3020	U. S. Dept of State, Investment & Economic Development Staff, ATTN: Mr. S. J. Gorlitz, Wash., D. C.	(1)
3021	U. S. Dept of State, Office of Library Intelligence, ATTN: Mr. Nordbeck, Rm 614, State Annex No. 1, Wash., D. C.	(1)
3030	Mutual Security Agency, Dir of Organization & Planning, Rm 1113, 806 Connecticut Ave, Wash., D. C.	(1)
3040	U. S. Dept of Agriculture, Library (Stop 209) Wash., D. C.	(1)
3050	U. S. Dept of Commerce, Library (Stop 206) Wash., D. C.	(1)
3051	U. S. Dept of Commerce, Trade Assoc. Division, Wash., D. C.	(1)
3060	Maj Gen Hershey, Dir of Selective Service, Wash., D. C.	(1)
3070	Bureau of the Budget, Library, Executive Office Bldg (Stop 20), Wash., D. C.	(1)
3071	ODM, Office of Information, Rm 171, Executive Office Bldg, Wash., D. C.	(1)
3080	Commissioner, Federal Supply Services, GSA, 18th & F NW, Wash., D. C.	(1)
3090	U. S. Dept of Labor, Industry Relations Representative, ATTN: Mr. C. P. Little, Rm 4319, Main Labor, Wash, D.C.	(1)
3091	U. S. Dept of Labor, Chief Industrial Services, ATTN: Mr. J. G. Laferty, Rm 7222, Main Labor, Wash., D. C.	(1)
3092	U. S. Dept of Labor, Library, ATTN: Miss A. Neville, Rm 3351, Main Labor, Wash., D. C.	(1)
3093	U. S. Dept of Labor, Asst to the Dir of the Bureau of Apprenticeship, Rm 1114, Main Labor, Wash., D. C.	(1)
3100	U. S. Dept of Interior, Library, ATTN: Mr. P. Howard, Rm 2258, Interior Bldg, Wash., D. C.	(1)

HARVARD UNIVERSITY
SOCIETY OF FELLOWS
WIDENER 98
CAMBRIDGE 38, MASSACHUSETTS

March 5, 1954

Dear Professor Wiener:

Thank you very much for your
letter of March 4 to Professor
Brinton in support of the candidacy
of Mr. Minsky for a Junior Fellow-
ship.

Sincerely yours,

Elizabeth F. Hoyle
Secretary

Professor Norbert Wiener
Department of Mathematics
Massachusetts Institute of Technology
Cambridge 39, Mass.

UNIVERSITY of PENNSYLVANIA

PHILADELPHIA 4

March 5, 1954

*Institute of
Humanistic Studies for Executives*

MORSE PECKHAM, *Director*

Professor Norbert Wiener
Massachusetts Institute of Technology
Cambridge 39, Mass.

My dear Professor Wiener:

Since September, 1953, the University of Pennsylvania has been presenting an experimental program in adult humanistic education for executives of various Bell Telephone Companies. A brief statement of the aims and principles of the program is enclosed.

From the 24th through the 35th weeks--March 1 through May 28, 1954--the Institute will present a course in the Philosophy of Science. A synopsis of the program and list of lectures is enclosed. The first four lectures will be given by Dr. Richard M. Martin of this university. The others will be given by distinguished members of this and other faculties. Although many of the topics covered will be of an advanced nature, the hope is that the material will be presented in a way sufficiently attractive and elementary so that it will be understandable to the intelligent adult who lacks specialized scientific knowledge.

It is our sincere hope that you will be willing to give an hour lecture on "Cybernetics." Please feel free to treat this topic any way you wish.

This lecture is scheduled for Monday, May 24, at 3:00 p.m. The rates of compensation will be based upon expenses, plus the fee you ordinarily receive for a specially prepared lecture of this nature.

If these lectures are successful in bringing to the audience a clear exposition of some of the most significant issues in contemporary philosophy of science, we think they may well be worth incorporating into a volume. Although there are several volumes of readings or of selections on the philosophy of science which are now becoming available, there is, so far as we know, no volume of just this kind. We therefore ask that each participant bear in mind the likelihood that his lecture will be published.

I hope you will find it possible to present this lecture as part of what is proving to be a highly significant and quite new kind of executive training.

Sincerely yours,

Morse Peckham

Associate Professor of English
Director

MP:PA
Encls.

[ans 3/15/54]

INSTITUTE OF HUMANISTIC STUDIES FOR EXECUTIVES

Program for Executives of The Bell Telephone Companies, 1953-1954

Summary of Objectives and Principles

In October, 1952, The Bell Telephone Company of Pennsylvania asked the University of Pennsylvania to set up a new kind of training for its younger executives, men in their late thirties and early forties. The officials of the Company had two specific objectives.

First, they feel that the high-level executive needs to be able to perform a certain intellectual activity for which his experience does not qualify him. In the lower levels of executive activity a man's time is spent in rapidly solving problems posed him by his superiors and by his job situation. When he gets to the top level, however, instead of answering questions, he has to ask them, a far more difficult operation. To ask a question, a high-level executive must have a creative insight into a problem; but he must also have at his disposal an intellectual technique which will make it possible for him to find out if his question is a good one. For this second operation he has to have a wide range of reference to many fields of human behavior, and a wide range of techniques in analyzing his thinking to find out whether it is really logical and consistent.

They feel that if this capacity could be developed and improved, they would have the kind of executive able to achieve their second objective. They believe that the great American corporation is entering into a new stage of its life; that its potentialities as a social instrument have scarcely begun to be exploited; that the new kind of executive must be able to ask all kinds of questions about the role of the corporation in American life and about the relation of the corporation to the people who are part of it.

It seems to them that the present kind of business life younger executives are leading does not bring out the qualities that will lead them to these two objectives. In American society and in the American corporation there is such tremendous pressure for conformity that far too often a man moves towards overconformity; i.e., conformity for its own sake. The only way to break up his patterns of overconformity is to give him an entirely new kind of experience, and for their purposes they feel that the kind of experience best suited to increase the power of his thinking and the range of his knowledge is Liberal Arts or Humanistic education.

They propose, therefore, in cooperation with other telephone companies, to send to college a group of about eighteen younger executives. Of course these men cannot be turned loose for ten months in a Liberal Arts College. A special program, carefully tailored to meet their requirements, has to be set up, and to accomplish this, the University of Pennsylvania has established its Institute of Humanistic Studies for Executives. The Institute has come to the conclusion that there are certain qualities to be fostered in the executives. First are intellectual qualities: historical and contemporary perspective; the ability to learn a new field; intellectual and personal self-awareness; intellectual flexibility; and that enjoyment of a man's own processes which leads to intellectual and personal growth.

Second, there are the social and personal qualities of insight into the individual's own emotional needs and motivations and desires. Third, there are ethical qualities; the desire to discover what is good and the desire to act upon that knowledge. The Institute feels a young executive trained in these qualities will know much about the great variety of human life, about the almost infinite extent of human experience, and about the many ways of successfully organizing all kinds of data. Humanistic education has always tried to foster and to develop these qualities in the young man, but since it is dealing with men already successful in their field of endeavor, the Institute has developed a set of principles on which to organize the program and on which to base teaching methods. Briefly, the young executive must learn what is involved when he asks himself, "What is man?" Among other things he must learn that this question means "Who am I?" He must learn much about the variety and range of human experience. He must learn the relation of any subject to the question, "What is man?" He must acquire an interest which will give him a serious intellectual and emotional life apart from his life as a businessman. He need not become a scholar, but he must learn the great questions which have been asked in various fields, especially those questions which are being asked today and for which, as yet, there are no answers. He must also learn how we make a meaningful organization of data and how we get from one field of knowledge to another field of knowledge without distorting what is known about either.

When the Institute wished to apply these principles to the choice of courses, it tried to select three basic ways in which a man uses his mind. First, he tries to remove the unique character of his own personality from his way of looking at experience; this method leads to the sciences. Second, he tries to look at his experience as it is suffused with all the rich color of his own emotional experience and the emotional experience of other men; this way of looking at the world leads to the arts. Then, in both these ways, when he analyzes them he finds principles of organizing different experiences, whether scientific or artistic; the study of how we organize our experience leads to philosophy. The courses, therefore, will be drawn from three great fields of human thought and knowledge--philosophy, art and science.

The next problem was how to teach these courses. Since the Institute is independent of all colleges and schools within the University and has been set up in such a way that it can call upon any college, school, or department, it can present the program to the young executives in a highly flexible manner. Some of the courses will last only three weeks; others will last twenty-five. Some will meet once a week for three hours; others will meet two and three or four and five times a week for an hour each. Furthermore, the Institute will call for special purposes upon teachers and scholars and research workers from a great variety of institutions in a large geographical area. Thus, it will be possible to make use of not only the faculty of the University of Pennsylvania, but also of faculty members from a great many other institutions--men who are making unique and notable contributions to the development of human thought and knowledge. These specialists will present the material at the highest and best level of popularization. The object is not to make academic scholars but to show mature and intelligent men the great questions and the great answers.

Generally speaking, the program will move from authoritarian or directed study to a permissive situation characterized by self-directed and independent study. We hope that this experience will give the young executive the range of knowledge and the independence of mind which will make it possible for him to achieve two objectives--being able to ask questions and being able to become the kind of business leader the corporation of the future must have if it is to realize its rich potentialities.

PHILOSOPHY OF SCIENCE COURSE

A Brief Description

The course in the Philosophy of Science or Methodology aims to present an exposition of some of the most significant contemporary issues in this field. Although many of the topics covered will be of an advanced nature, the exposition will be such as to presuppose no special logical, mathematical or scientific knowledge. Emphasis will be upon the general concepts involved and upon their significance and importance for the whole of science.

The introductory lectures will be concerned with some basic logical topics which to some extent are used or presupposed throughout. This introductory material includes a lecture on basic logic, one on formalized language-systems and their scientific importance, one on some fundamental mathematical concepts, and one on logical syntax and the narrower part of semantics concerned with denotation. The next lecture will go on to consider semantics in the broader sense; i.e., with the study of meaning in some one or more of its various senses.

These first five lectures are merely preliminary. The remaining lectures, more immediately connected with the Philosophy of Science, divide conveniently into three groups: first (Lectures 6--13), those concerned with basic methods or concepts common to all the sciences; next (Lectures 14--19), those devoted to problems and methodological issues specific to particular sciences; and finally (Lectures 20--24) those devoted to special topics of broad philosophic or scientific interest.

In the first of these three groups, there will be lectures concerned with the origin of the modern empiricist view, with the notion of operational definition, with the roles of explanation, prediction, and measurement in science, and with the various concepts involved in probability theory and statistics. Most of these concepts or notions are constantly used in one form or another in the various sciences, and their analysis and clarification should help toward understanding the nature of scientific method.

In the next group, problems and methods specific to particular sciences will be considered. There will be a lecture devoted to the physical sciences, one to the biological sciences, one to anthropology, one to psychology, one to sociology, and one to economics. The interrelations of these various sciences will be brought to light to some extent by the considerations concerning the common concepts and notions in the lectures above, as well as by the more or less similar methodological emphasis here.

The final group of lectures will be devoted to some special topics of broad philosophic or scientific interest. These are topics which for the most part are controversial or speculative or which are now undergoing intensive development for which important future applications may be expected. A lecture on the logic of the humanities will show that in such subjects we have an area for perhaps fruitful application of the methods of logic and empirical science. A lecture on phenomenism will bring out the relevance of certain epistemological issues for the philosophy of science. A lecture on instrumentalism will serve to clarify some of

the fundamental concepts of pragmatism. A lecture on the theory of communication, which should be of especial interest to executives of The Bell Telephone Company, will be concerned with an important new area of scientific theory. Finally, a lecture on the theory of machines will point to some possible future developments. It has been conjectured that the application of machines and machine theory to various areas of inquiry may constitute no less than a scientific revolution.

PHILOSOPHY OF SCIENCE LECTURES

1. Basic Logic. Logic of truth-functions, quantifiers, and identity (First-order logic).
2. Language-Systems. The notion of an axiomatic language-system and its importance for the study of scientific language.
3. Fundamental Mathematical Concepts. Notions of set, number, and function. Mathematics as an axiomatic language-system. Pure and applied mathematics.
4. Syntax and Denotational Semantics. The syntactical analysis of language and its limitations. Denotational semantics. Notions of truth and consistency.
5. Meaning. Different meanings of "meaning." Intensions. The pragmatics of language-systems and its significance for the theory of meaning.
6. Origins of Modern Empiricism. From Mach and British empiricism, through the Wiener Kreis, to contemporary issues.
7. Explanation and Prediction. Their nature and interrelation and their role within the sciences.
8. Measurement. Its theory and application.
9. Operationism. Operational definition and its significance for the sciences.
10. Relative Frequency and Probability. The relative frequency interpretation of certain kinds of probability statements.
11. Degree of Confirmation (1). The concept of degree of confirmation as a fair betting quotient, as a measure of evidential support, and as an estimate of a relative frequency. The usefulness of this concept for the sciences.
12. Degree of Confirmation (2). The theory of inductive logic.
13. Mathematical Statistics and Its Role within the Sciences. The theory and application of statistics.

14. Methodology of the Physical Sciences. Problems specific to the physical sciences.
15. Methodology of the Biological Sciences. Problems specific to the biological sciences. Statistic method in genetics. The reduction of biology to physics.
16. Anthropological Method. The role of theory in anthropology, and its connection with observation, the correlation of data, etc.
17. Behaviorism and Method in Psychology. Behaviorism, operationism, theory construction, etc., in psychology. "Semantics realism" and its significance for psychology.
18. Method in Sociology. Methodological problems of the social sciences.
19. The Theory of Games and Its Applications. Mathematical theory in economics.
20. Logic of the Humanities. The application of logic to such humanistic subjects as art analysis, theory of literature, etc.
21. Phenomenalism and Its Significance. Phenomenalism and physicalism. Constitution theory. The importance of phenomenalist systems for the philosophy of science.
22. Instrumentalism. The construction of scientific methods as instruments for the solution of specific problems. The foundations of pragmatism.
23. The Theory of Communication. The notion of communication, its theory and application.
24. The Theory of Machines. Logic and machines. The use of machines in the various sciences.

P. G. Hospital, Calcutta
Mar. 7. 56.

My Dear Prof. & Mrs Wiener;

I have just finished the book and am penning these few lines while my impressions are fresh. But before that let me thank you cordially for lending me the book, returned herewith. To go through this lucidly written book has been a unique treat and an exhilarating experience.

Exhilarating, because it offers a significant and integrated treatment of humanism, scientific outlook, and oneness of Man, without sappy sentimentalism.

I am requesting my wife in New York to send me two copies of this book for circulation among friends.

Chap. 14 touched me profoundly. It should make a provoking impact on discriminatory minds, so that they may still use their influence to save mankind, perhaps, from utter extinction. The Atomic Bombs at Hiroshima and Nagasaki

not only destroyed the helpless civilians, but they also frightfully damaged the "Reservoir of Good Will" that U.S.A. had so laboriously built since 1768 onwards through the lives, teachings and actions, of Paine, Jefferson, Lincoln & F.D.R. The Reservoir remains unattended and the waters are running out. The U.S. foreign policy is a sad evidence of that. It is loosing friends in Europe and adversely influencing Asians & Africans. Your discreet observations and candid expressions on page 303 and the first half of Page 304, will be lauded by lovers of decency, sanity and peace the world over. You have given expression to the vital aspirations of our times. You recognize this truism in your own significantly scientific observation: "... for the ideas I possessed belonged to the times rather than to myself". You have rendered yourman service and contemporary world and posterity will bless you for your courage,

Clarity and honesty in expressing your convictions. This book should arouse the conscience of the good old U.S.A. so that Uncle Sam does not face the prospects of ~~the~~ Duke of Lorraine!

Chapter 12 is another most enlightening part of the book. It high-lights your creative contributions which should prove beneficial to mankind and posterity. One wishes there was more detailed discussion of the technical aspects and their social implications. The development of high speed ~~the~~ computing machines; the design of anti-aircraft fire-control predictors; the setting up of the prediction problems and also solving them mathematically; the diverse applications in Radar, and T.V. and Automation; the applicability of predictors by electricity through Capacitances, Resistances, inductances etc. opening up new horizons to social

4.

Enterprise: the prospect of eliminating corroding monotonous labor and affording greater leisure to harassed humanity — all these and more make thrilling reading and hold a promising future, only if humanity retains its reason and sanity. Most effectively have you established and illustrated the necessity of integrating diverse disciplines and also bringing about the realization of the fundamental unity of all branches of science. This you achieved so effectively by drawing together statisticians, Neuro-physiologists, communication and computing-machine engineers, and through cooperation via a common language. In this manner you arrived at the desired synthesis. The reader is made happy by the knowledge that, because of this achievement, your granddaughter's Encephalitis was cured entirely! Induced this was an auspicious and rewarding start to open the new doors to

5.

Knowledge that your cooperative investigations were undertaking. It was only natural that your clarity of thought, profound comprehension, and creative contributions should find a climax in the development of Cybernetics, the science of communication and control that must integrate all - organic and inorganic world, material, machines, man and, in general, the world about him.

The instructional fears, suspicions and hates have vitiated the cooperative outlook of the Scientists, so well exemplified in your own life and works. These adverse forces have handicapped the Scientists materially and endangered the fullest flowering of their talents. Alas! - how true is your statement: "At no time in the foreseeable future could we

6.

again do our research work as free men".
Luckily, the scientists in USA and abroad
are ~~fully~~ conscious of this ~~fact~~ ~~and~~ handicap
and are trying to rectify the situation.
Your own efforts in this direction coupled
with your clarity, courage and conviction
should prove inspiring to others. It is my
hope that you will find ample energy
and good health to elaborate further
on these and other matters of import.

I have written above as a
compulsive reaction to your book
and I trust it will not prove an
imposition. I am grateful to you.

With kind wishes,

Sincerely
Behan J. Pathy.



see April 8
1955

The National
Shawmut Bank
of Boston

CAPITAL \$10,000,000
SURPLUS \$20,000,000

March 8, 1954

Dear Professor Wiener:

Your letter addressed to Mr. Walter S. Bucklin, Chairman of the Board, has been referred to me since Mr. Bucklin is wintering in Florida and will not return to the bank until May.

It is naturally a matter of deep concern to us that any act of ours should be a source of embarrassment to you. Over the years Shawmut and the Massachusetts Institute of Technology have enjoyed the most friendly relations. Mr. Horace Ford, who is well known to you, serves as a member of the Board of Directors of the Liberty Mutual Insurance Company, of which Mr. Bucklin is Chairman. Mr. Ford also serves on Boards with other Shawmut directors -- General Doriot, President of the American Research and Development Corporation, and Mr. Carl Spencer, Chairman of the Board of the Home Savings Bank.

The Massachusetts Institute of Technology, as you are aware, has banked with Shawmut for many years. As the officer in charge of advertising and public relations of the bank, anything which might disturb this fine relationship is most upsetting to me. I would like very much to come to see you and discuss this matter if your secretary would notify me of a time agreeable to you.

Sincerely yours,

John J. Barry
John J. Barry
Vice President

out of town
until Monday

LA 3-6800

Professor Norbert Wiener
Department of Mathematics
Massachusetts Institute of Technology
Cambridge 39, Massachusetts

2:30 Mon.

THE SCIENTIFIC MONTHLY

1515 MASSACHUSETTS AVENUE, N. W. • WASHINGTON 5, D. C.

Dear Dr. Wiener:

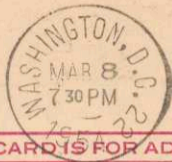
Your letter and the book arrived safely and we understand your not being able to do the review for us. If you could help us out by suggesting another competent reviewer, we shall appreciate it very much.

I hope you soon get caught up and rested. We also hope that we may call on you again when your time is not so full.

Thank you.

Eleanor Becker

Eleanor Becker
Book Review Section
Ass't to Mrs. Sheppard



THIS SIDE OF CARD IS FOR ADDRESS

BUILD YOUR
WISELY,
U.S. SAVIN



Dr. Norbert Wiener
Department of Mathematics
Massachusetts Institute of Technology
Cambridge 39, Mass.

MOUNT HOLYOKE COLLEGE
SOUTH HADLEY, MASSACHUSETTS

Political Science Club

March 8, 1954

Professor Norbert Wiener
Department of Mathematics
Massachusetts Institut~~e~~ of Technology
Cambridge, Massachusetts

Dear Professor Wiener:

I am writing to you on behalf of the Political Science and Psychology Clubs of Mount Holyoke College. We would very much like to sponser our big evening lecture and discussion on Mass Communications and its role in our twentieth century. This meeting would be open to the college community at large.

We believe that the need for an analysis is of major importance, especially since very little has been done on our campus concerning the developments in this new and dynamic field. Student opinion indicates a positive interest, and we think it particularly important to bring an outstanding analyst to the campus. It is with this in mind, that we immediately thought of you. We would be extremely honored and privileged if you could accept our invitation to ~~be~~ the guest speaker in April. Because of your extensive knowledge of present day developments and your original work in this field, we are convinced that you are the best authority we could possibly bring to Mount Holyoke.

We have a crowded calendar and consequently I should like to suggest the following dates, knowing that these evenings are free, and so as to make a starting point for possible arrangements. April 8th and 22nd which are Thursdays are both reserved at present. If these dates are inconvenient for you, we would welcome your suggestions and try to proceed accordingly.

We should like you to speak approximately thirty to forty-five minutes. The topic and context of the talk we would leave to your discretion. Your unique contribution in cybernetics is of outstanding interest, but you might think this too technical and highly specialized for your talk. Again, this would be an area for your better judgment. Following the talk we should like to have an informal coffee and discussion time with you, during which time, the students would be able to meet and air their questions with you.

Though our budget is limited, we should like to take this opportunity to suggest that from our funds, you accept an honorarium of seventy-five dollars (\$ 75.00). This, of course would be in addition to your traveling expenses from Cambridge. We are happy to offer you the hospitality of the college for your stay: meals and overnite. We would like you to come in time for dinner which is at 6:15 and then speak at the meeting that evening at approximately 7:30 p.m. Trains to Holyoke via Springfield are direct from Boston, and you would be met and driven to the college on your arrival. I will be able to provide more specific information once I hear from you.

We appreciate the many demands on your time, but we sincerely hope that you will be able to accept our invitation. I shall look forward to hearing from you soon.

Sincerely yours,

Ellen Einhorn

Ellen Einhorn
Chairman-Political Science Club

[ms 3/16/54]

MRS. PORTER S. LUCAS
BOX 386
CRANE, MISSOURI

3

March 9, 1954

Dear Dr Wiener,

Would you autograph my copy of CYBERNETICS, for me? If so, please tell me where and when to send it and I will mail it to you, return postage enclosed, of course.

I have just finished reading EX*PRODIGY and "I know just what you mean" in speaking of your Father. I grew up with the feminine counterpart...but I was not a genius, so I was "stupid" and "dumb"...maybe that is why I determined to learn something hard, in school and eventually got my college degree in Physics and Mathematics.

The word "Cybernetics" kept recurring in the papers and magazines and by running down the sources of the articles I discovered your book and bought it. I am sorry that it is not a first edition, but I could not get a first at Wiley's. I find it a most fascinating subject and regret that the years and other activities have dulled my math too much to be able to appreciate it as I want to.

I thoroely enjoyed your venture into fiction in the "science-fiction" story in the SCIENCE-FIC TION magazine. I'll lay a small bet that fiction will pay you more than any professorship! it usually does. Do write more stories, and PLEASE finish EX-PRODIGY , a "what happened then" extension.

Sincerely,

Margaret M. Lucas
[ans 4/13/54] (Mrs. Porter Lucas)

The Technology Press



MASSACHUSETTS INSTITUTE OF TECHNOLOGY
CAMBRIDGE 39, MASSACHUSETTS

March 9, 1954

Professor Norbert Wiener
2-155
M.I.T.

Dear Norbert:

Your letter of March 4 does indicate that something is in order. Please let me have Mr. Makita's letter once more, and I will notify him that there is a Japanese edition of CYBERNETICS.

With every good wish,

Very truly yours,

A handwritten signature in cursive script, appearing to read "Fred", is written above the printed name.

F. G. Fassett, Jr.
Director

FGF:k

sent

2-15-54

U. S. L. A.

UNIVERSIDAD SINTETICA LATINA Y AMERICANA

Apartado 643
San Salvador-CENTRAMERICA

Constituida:

1 de enero de 1947

Presidencia

10th. March. 1954

Rectoría

Dr. WIEMER
MASACHUSETTS POLYTECHNIC
U.S.A.

Sir,

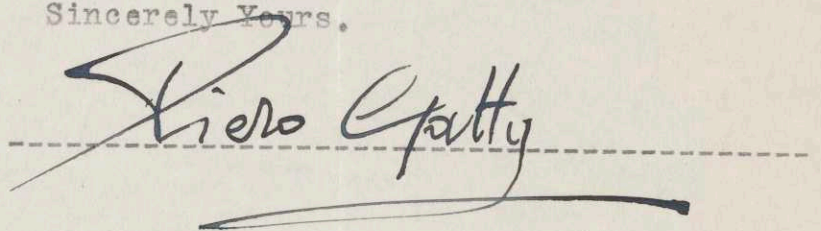
In an article concerning "Psicobiofisica" or "LA TEORIA DELLE APPARENZE" of the scientist MARCO TODESCHINI, I read that in the important center of study under your reputable direction, experiments relating to said THEORY have taken place.

As over here we are interested in the advance of knowledge of up to date Science, we request your kindness in informing us in detail about the following:

- a) The TEORIA DELLE APPARENZE" which has been accepted by your organization.
- b) If any studies are actually taking place in reference to this Todeschinian theory, in part or in general.
- c) If the results and confirmations that you find, have been published, and if you could favor us by a list of such publications or send us pamphlets.
- d) Your general opinion in respect to the Todeschinian theory.
- e) Any other details which could improve our young center of studies.

Thanking you and looking forward to your reply.

Sincerely Yours.



Ing. PIERO GATTY
Rector-President
U.S.L.A.
Apartado 643-SAN SALVADOR
CENTRAMERICA

(e)

[ans 4/19/54]

Stockholm 10.3.1954

Mr Norbert Wiener

(9)

I am 15 years old and I am very interested in robots. I have read in a paper that you are the most famous robot expert in the world and I will be very glad if you will write and tell me how an electronic brain does function, or tell me the name of some books I can read.

Yours faithfully
Lennart Lidfors,
Tälbyvägen 128,
Enebyberg,
Sweden. [answ 4/13/54]

P.S. If you will answer, I can pay the postage, when it arrive!

March 10, 1954

Dear Professor Wiener,

I am attending Brooklyn College in the capacity as an Upper Freshman. As a research paper for my English course this term, I chose the Origin of Cybernetics.

I was wondering, being that you are very intimate with the field, if you would suggest some books or articles which I could use to start a foundation with.

I have enclosed a self-addressed envelope for your convenience. Hoping that I have not imposed too much upon you, I remain

Yours respectfully,

Donald W. Tappa

[ans 3/16/54]

The University of Wisconsin

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
STERLING HALL



March 12, 1954

Madison 6

Professor Norbert Wiener
Massachusetts Institute
of Technology
Boston, Massachusetts

My Dear Dr. Wiener:

I am not a mathematician but from what I have been able to understand of your work it has occurred to me that certain of the points in a paper I once published may be of congenial interest. I am taking the liberty of enclosing a reprint of "Reactions to Predictive Assumptions".

Sincerely yours,

A handwritten signature in cursive script that reads "Thomas D. Eliot".

Thomas D. Eliot
Visiting Lecturer in
Sociology

TDE:las

Enclosure

8

[ms 4/14/54]

The Princeton Club of New York

Park Avenue and 39th Street

New York 16, N. Y.

(1)

March 12, 1954

Dr. Norbert Wiener
Massachusetts Institute of Technology
Cambridge, Massachusetts

Dear Dr. Wiener

I trust that you will not resent the uninvited intrusion of a stranger into your time, particularly a stranger who has little or nothing to contribute to your own thought but on the contrary needs counsel you may be able to give.

My problem concerns my son, who was twelve years old last February 7th, and who has been reading and inducing his mother and me to read your book CYBERNETICS.

From what I have read of your own early development, I hardly imagine that his native mental equipment could compare with yours, nor am I presenting him to you as a mere subject for admiration. Yet, as compared with most children he has been since infancy an exceptional person, and I am certain I do not have the background or wisdom to chart his training in the next few years without advice and help from someone like you. If you will bear with me, I should like to tell you something about his development so far.

He was unquestionably forming words before the age of six months; his mother claims the time to be earlier. He used sentences before the age of one year, and after that became a fluent talker. He was reading sometime before three and a half, and writing at four. Even before he became articulate he showed an interest in numbers, in such high-chair activity for example as making piles of blocks— from two to four piles—with each pile containing an equal number. These things were all self-generated; that is, we did not at any time try to teach him to speak, read or write. He seemed so precocious in these matters that we felt it best not to force his growth—which may have been wise on our part, or stupid.

His first school experience was in the fall of 1947, when he began the kindergarten of the French School of the Holy Spirit, an Episcopal School conducted in the French language, in Manhattan. He was then 5 years and 7 months. The school transferred him to the first grade shortly thereafter. In 1948 we sent him to public school in the Borough of Queens. It was a disastrous year for him, both because of the amazing incompetency of some of his teachers and the "educational theory" by which they went. He was punished for doing a work-book overnight when he should have taken an entire term to do it (he innocently thought it was his day's assignment), and finally was placed at the back of the room to amuse himself as best he could all day, without being permitted books or paper. As a result he had

a (justified) feeling of being ostracized, since children are as you doubtless know cruel little animals to the odd ones who for any reason don't run with the pack. He compensated by throwing spitballs in class and by becoming more introverted than was normal to his naturally open and friendly disposition. Also, his mind actually and observably was dulled. The principal refused to have him put in the grade above on the good old dogma that he "had to be with his age group." (What a benefit would have been conferred on the American society if old John Dewey had been strangled in his crib!) During my running battle with this principal I heard two rather chilling dicta: "The purpose of an education in New York City is to enable a child to adjust to his own age group, not to learn facts." And, "We are running a democratic school here; no child will be permitted to be superior to his classmates."

Jeremy took his third and fourth grade work in Foxwood School in Flushing, a much better-than-average private day school. But while he had his own circle of friends he was still something of the little duck among the chickens. In 1951 we entered him as a day student in St. Paul's School, Garden City. At Foxwood, psychological testers had given him an IQ rating of 177. The St. Paul's people doubted this, and arranged for another test. This resulted in a rating of 178. They therefore placed him in the sixth grade. At the close of that year they advanced him to the eighth grade, from which he graduated with honors last June. This year, because he investigated for himself and wanted to make the change, he enrolled in Garden City High School. In some particulars the instruction there is better than at St. Paul's, although in others it is inferior. This year he is studying second year Latin with the advanced section, biology, beginning algebra, mechanical drawing, "social studies" and English. For next year he has elected (within limits permitted) English, "social studies," Latin, French, Plane Geometry and Chemistry. (His main argument for transfer from St. Paul's was, that the laboratory facilities are better.)

Since he has been able to read at all he has showed a definite interest in science. This did not arise from home associations, since neither his mother nor his father is scientifically trained. He read some of Jeans and Eddington when six and seven, though how much he really understood I am unable to say. Being a child he was uncritical in his choices, perhaps, but omnivorous. He gorges himself on whatever matter he can find relating to science and/or mathematics, but has slight interest in history or literature as such, for which I am sorry. He subscribes to the Scientific American and a few others, and reads them from cover to cover. He is also a much-too-avid reader of science-fiction, and has tried to write some. About a year and a half ago he thought he had invented a new kind of gasoline engine (combustion at both ends of a cylinder chamber) and once designed a new-type airplane wing, only to see announced about a week later a new type plane employing the same principle.

He is large for his age, standing about five feet, five and a quarter inches, and weighing about 130 pounds (too much). He is just beginning his physical adolescence. In school he has already managed to make a few friends, is active in several school clubs, but unquestionably has more enemies than friends—he is essentially shy and unaggressive, but the usual quota of louts of 14 and 15 in his grade take delight in baiting him, sensing the differences between them. He undergoes a good deal of emotional torture from this, but is learning

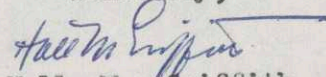
to take it in stride. He is not what is commonly called a "smart-alec" and genuinely wants to be friendly. He seems to be accepted and himself to be more at ease among boys about eighteen or over, and among adults. He is our only child, though we wanted more. I was 42 at his birth, and his mother was 35.

The problem we now face is this: how can we help guide him from here on, particularly in his subjects of study? It has been our hope that he could acquire a truly liberal educational experience before making a final determination of the specific branch in which he will make his career. As of now he has it figured this way: graduation from High School at 15, B.A. or B.S. at 19, Ph.D. at 22, then possibly more either in further research or in medical school. As for the Bachelor's degree, he is currently thinking of either M.I.T. or Princeton. (I am not a Princetonian in the strict sense, since I had only graduate work there). I have inquired at Princeton but find them a little cool toward taking a freshman of 15. How does M.I.T. stand on that? Could he be exposed to the elements of a liberal education in M.I.T., or is it more a school for those who already know precisely what they want? (Please excuse my ignorance of M.I.T. and overlook it if you deem it culpable). What would you advise him to study before entering college? On the basis of your experience would you agree with those who advise a year or two of travel or some other activity between high school and college?

I see this letter is running to length I did not anticipate. I had intended also to make some comment on some of the social implications in CYBERNETICS, since there are certain points upon which your thinking and mine is in striking agreement, though derived from almost totally diverse experience and training. Though far from being a disciple of Mr. Toynbee, in my judgment there are disturbing indications that the American society is in an advanced state of disintegration. What will result from the vast implications of what you and your fellows and associates are doing? In a relatively stable society the results would be drastically different, I think, than they can be expected to be in a social organization in the condition mentioned. So, if for no better reason than the mere physical continuance of your own work, I do not see how you can carry out your intention of so acting that "The best we can do is to see that a large public understands the trend and the bearing of the present work, and to confine our personal efforts to those fields, such as physiology and psychology, most remote from war and exploitation." An ivory pillbox like that is a perfect death-trap. As the old dies, somebody must lead in organization of the new, and the only leaders will be volunteers. If you have been frustrated in trying to get CIO men to take a long look, I have been at least equally frustrated in trying to make the trachadonic industrialists I know understand that the Late Mesozoic has almost run its course.

If you should happen to be in New York, and would be willing, we should be happy to take you to lunch or dinner, and have our boy meet you. You are one of his heroes, and to meet you could be a high point in his life.

Sincerely,


Hall M. Griffith

[arr 9/13/54]



JEREMY H. GRIFFITH

B. Feb. 7, 1942

Photo taken May, 1953

LITTLE, BROWN & COMPANY

PUBLISHERS

34 BEACON STREET, BOSTON 6



March 12, 1954

Dear Mr. Wiener:

A short time ago we sent you a prepublication copy of Jacques Barzun's new book, GOD'S COUNTRY AND MINE.

We hope that this arrived and is safely in your hands by now. Naturally, we would be interested to hear your comments on the new book should you care to send them to us.

Sincerely yours,

Marion Hunt

(Mrs.) Marion Hunt
Publicity Manager

5

[ans 4/14/54]

①

2160 Cornwall St.
Regina, Sask.
March 12, 1954

Dr. Norbert Weiner

Dear Sir:

I read the three papers on "purposefulness" published in "Philosophy of Science", 1951 or late 1950. In spite of the lapse of time, my interest has been held by your statement that engineers working with electronic computers found they couldn't do without some notion of purposefulness.

You made an attempt, which did not succeed, to rule out structure. I believe this was a basic error. Please note, however, that I sympathize with your reasons for this--a true scientific desire for objectivity, to be achieved by operationalism, an essential part of the scientific method.

- In the formulation which I am working on, purposefulness is an evaluation of the object, and evaluation which intrinsically carries structural connotations for it. Some of my notes, just a draft, are enclosed.

I should like to obtain copies of the three papers, to include an evaluation of our three different methods in my paper, which I think will be published somewhere. I feel that it is rather important to deal briefly with the anti-scientific orientation of your critic--I forget his name--because it is a rather prevalent one.

I'll be glad to get any suggestions or comments from you, of any type.

Yours truly

K B McCutcheon

K. B. McCutcheon, M. Sc.

[ans 4/15/54]

NOTES ON "HOW TO DEFINE PURPOSEFULNESS"

Consider Dr. Weiner's example of a man who, suspecting a burglar is in his house, gets out of bed, picks up a gun, and shoots at a moving figure. (In Weiner's example, the moving figure was his image in a mirror, but it does not matter in the evaluation scheme I am building.) He has behaved as if trying to choose his future. From a different view-point, he may still have push-button reactions, his 'purpose' merely to carry out one under stimulus (control) of environment. However, the existence of such freedom as his environment gives him causes us to evaluate the details of his actions as purposeful. This is purposefulness on a comparatively objective level.

Consider his actions closely. Why is he grabbing that blanket? Why is he lifting that gun? What causes these phenomena? Gravity? A magnetic storm? No. The answers are within him, since he has freedom on this level--in his structure. What in his structure gives him purposefulness? That which causes him to act, in spite of the lack of environmental cause on the same level ~~of~~ as his action.

Dr. Weiner tried to confine to a low level a term whose true significance depends on its multiordinality--its concern with different levels at the same time. His critic interpreted the resulting shortcomings as proving that science cannot analyze certain imponderables in the human mind.

Still, a physical cause-effect chain leads from stimulus to action, but we cannot closely follow the electro-colloidal parts. Therefore our simple macroscopic view causes us to abstract the formulation of different levels. This formulation is appropriate for an evaluation scheme which must also consider the environment of the being or thing whose purposefulness is to be evaluated. It allows us to give respect to the complex thing--due to our lack of knowledge of it--which sits in the middle of the cause-effect chain and therefore is important (to the evaluator, for his own survival) in the plenum (environment). . . .

K. B. M.



THE INSTITUTE OF RADIO ENGINEERS

INCORPORATED

1 EAST 79 STREET
NEW YORK 21, N.Y.

March 13, 1954

Dr. Norbert Wiener
Massachusetts Institute of Technology
Cambridge, Mass.

Dear Dr. Weiner:

We are quite pleased to have you with us on the program of the 1954 IRE Convention. I am looking forward to meeting you at the preprogram dinner and hope it will be an enjoyable occasion for us all.

There is one thing I would like to suggest which makes the duties of the Toastmaster or Moderator somewhat easier, namely, a few biographical notes which may be used in the introduction. Such items as official title or business connections, research interests, college degrees and any other information which you feel can be included in the few minutes we have.

As has been previously stated Dr. Baker will be at the dinner to meet the speakers and discuss the program. It will be quite helpful if each speaker will bring the above data with him to the dinner where it can be presented and discussed with Dr. Baker.

Looking forward to a most interesting evening,
I remain

Sincerely yours,

L. H. Montgomery
Chairman, Professional Group
Medical Electronics

March 15, 1954

Mr. Ernst G. Beier, Director
Clinical Training
Department of Psychology
University of Utah
Salt Lake City 1, Utah

My dear Mr. Beier:

I do not find myself particularly competent to participate in the seminar to be devoted to "Research" or the "Design of Research" at the University of Utah this summer. I am already fairly loaded down with plans for the summer, both for my own research and for teaching at M.I.T., and I cannot find time free for any further ambitious undertakings.

I hope you will understand my position and accept my regrets that I cannot be there with you.

Sincerely yours,

Norbert Wiener

NW:bbc

March 15, 1954

Mr. R. C. Betteridge
4755 Clark Avenue
Lakewood 11, California

My dear Mr. Betteridge:

While my father was interested in Esperanto since the days when he and Zamenhof were both students in different gymnasia in Warsaw, my father as a philologist was extremely skeptical of the usefulness of Esperanto or any other artificial languages of the sort. I find that his opinion is borne out by recent work of such philologists as Jacobson and Mandelbrot. They find that Esperanto, unlike the natural languages, is deficient in certain matters of word distribution which seem essential for a language functioning with maximum efficiency. I do not believe that the way to international understanding lies through Esperanto, but rather through a more general distribution of interest and proficiency in several living languages.

I'm afraid I cannot help you in regard to the book you want.

Sincerely yours,

Norbert Wiener

NW:bbc

COPY

Mr. Leon W. Cohen
Program Director for Mathematical Sciences
National Science Foundation
Washington 25, D. C.

Dear Mr. Cohen:

As to Mr. Lorch's proposition, I think an evaluation of such ideas is absolutely necessary for an understanding of what is happening in modern quantum theory.

I would greatly appreciate a critical study on Mr. Lorch's part of the relation between the new measures he is establishing in Hilbert Space and my own system of measures in differential space. I am quite convinced that the relation between the two is immediate and important.

I fully approve Mr. Lorch's project, and I should appreciate it if he would get in touch with me soon in connection with those fields in which our interests intersect.

NW:bbo

Exalted

Professor of Mathematics
Massachusetts Inst.
of Technology

March 15, 1954

March 15, 1954

Mr. Norman Dodd, Research Director
Special Committee to Investigate Tax Exempt
Foundations
Room 103, 131 Indiana Avenue, N. W.
Washington 25, D. C.

My dear Mr. Dodd:

As to my book on Cybernetics, I am afraid I cannot give you a clean-cut answer to your question whether it was made possible by a foundation grant. It was written while I was holding a Rockefeller Institute grant at the Instituto Nacional de Cardiologia in Mexico, working on physiological problems with Dr. Arturo Rosenblueth. On the other hand, it was not specifically a part of my work contemplated by the grant, but was over and above my more specific physiological research. Nevertheless, it is manifestly impossible for a scientist to maintain a clear separation of work that he is doing in one category and in another when the work is being done at the same time and the ideas overlap in his brain.

If you wish my opinion about grants, I have been the recipient of a Fulbright grant for lecturing in France in 1951, of a Guggenheim grant for study in Germany and Denmark in 1926, and of several repetitions of the Rockefeller grant in Mexico. Without wishing to assess credit for each individual assistant to my work, the time given me by the grants has contributed very appreciably to everything I have done. Thus I would say that while formally Cybernetics was not made possible by any particular grant, actually a number of them have played a great role in my development over a quarter of a century.

Sincerely yours,

Norbert Wiener

NW:bbc

March 15, 1954

Mr Keith Henney, Consulting Editor
Electronics
330 West 42nd Street
New York 36, New York

My dear Mr Henney:

Please do not ask me to take on any
reviewing at the present time.

I am heavily loaded up with work I'll
never get done if I should take up any
additional duties.

Sincerely yours,

Norbert Wiener

NW:bbc

March 15, 1954

Professor Morse Peckham, Director
Institute of Humanistic Studies for Executives
University of Pennsylvania
Philadelphia 4, Pennsylvania

Dear Professor Peckham:

I have recently returned from a two months' trip to India, and I find such an accumulation of duties awaiting me, including a very full lecture schedule, that I must regretfully decline your invitation to speak at the University of Pennsylvania.

I hope you will understand my position, and accept my regrets that I cannot be there with you.

Sincerely yours,

Norbert Wiener

NW:bbc

March 15, 1954

Mr. Henry Quastler
University of Illinois
Chicago, Illinois

Dear Mr. Quastler:

I should be glad to see you here at
M. I. T. at any time that you come, but
as to the Illinois Conference, no can do.

To be more specific, I shall be busy
with a summer school course on the
mathematics of communication theory, at
that very time.

Sincerely yours,

Norbert Wiener

NW:bbc

March 15, 1954

Mr. Henry Simon
Simon and Schuster
630 Fifth Avenue
New York 20, N. Y.

Dear Mr. Simon:

Both Margaret and I found Will Durant's
The Renaissance most interesting.

Thank you for your continued consideration,
notwithstanding the vicissitudes in our
professional contacts.

Sincerely yours,

Norbert Wiener

NW:bbc

March 15, 1954

Mr. Walter H. Wager
420 Central Park West
New York 25, New York

My dear Mr. Wager:

I am finding myself so much in arrears
in my own work, that I rather hesitate to
act as a mentor to those doing papers in
related fields.

Sincerely yours,

Norbert Wiener

NW:bbc

March 15, 1954

Mr. Orson Welles
427 N. Canon Drive
Beverly Hills, California

My dear Mr. Welles:

I am writing to you in view of the splendid work you have done in the presentation of movies and plays of social significance. The present age cries out for satire, and if we find that the ages that have gone before us have among their masterpieces of satirical works which prove to have a peculiar relevance to the times in which we live, they are nonetheless fit to call to the attention of today's public.

The work of which I am thinking is Ben Jonson's The Tragedy of Sejanus. Sejanus, a Roman senator of the most corrupt age of the Empire, has tried by intrigue and the effective use of informers to displace the Emperor Tiberius and to arrive at the supreme power. In the course of this process he does not scorn to use as his tools perverts and degenerates. He persuades the Emperor, the commander-in-chief of the Roman army, to go into retirement and to devote himself to personal pleasures, leaving the actual work and rewards of government to Sejanus himself. Finally, Sejanus has become dangerous to all the elements which have flattered him and played the sycophant. He is denounced by the Emperor in the full Senate, and the latent hatred for him among a group of equally corrupt men expresses itself as universal condemnation. He is killed, thrown on the gemonies, and his body is torn to pieces by the mob. One of the most powerful scenes is laid on the floor of the Senate, when a letter from Tiberius plays with Sejanus, now seeming to absolve him, now to condemn him, but ultimately clearly and unequivocally condemning him to death-- to quote from the summary of the play by Ben Jonson himself. The play is second only to the works of Shakespeare in its purely literary values, and does not give way to them in its power, energy, and dramatic significance.

I beg you to consult the original play and to see if you cannot make appropriate use of it. Let me know if my suggestion meets any interest on your part.

Sincerely yours,

NW:bbe

Norbert Wiener

COPY

March 15, 1954

Mr. Lawrence L. Winship
The Boston Globe
Boston 7, Massachusetts

Dear Mr. Winship:

Thank you for your prompt and courteous answer, which is only what I would have expected of a paper with the high standards of The Boston Globe.

You will understand that a man in a scientific position is in quite as much danger from an overstatement of qualifications demonstrably false, as from an understatement.

Sincerely yours,

Norbert Wiener

NW:bbc