

Alfred Baber Fonds

Correspondence

McMaster University  
1994-1997

QUEEN'S UNIVERSITY ARCHIVES	
LOCATOR	5095.5
BOX	3
FILE	37









Dr. Alfred Bader  
924 East Juneau, Suite 622  
Milwaukee, Wisconsin 53202  
Phone: 414/277-0730  
Fax: 414/277-0709

*A Chemist Helping Chemists*

December 29, 1997

**Professor Ian D. Spenser**  
McMaster University  
Department of Chemistry  
1280 Main Street West  
Hamilton, Ontario L8S 4M1  
CANADA

Dear Ian:

Thank you so much for your letter of December 19 and those most interesting articles. I particularly enjoyed that Zurich article of October 14, 1976 written by one of the great Rembrandt experts Horst Gerson about the collection of Ruzicka, an old chemist friend and a wonderful collector of Dutch paintings.

Please do not forget that Aldrich would be most interested in acquiring whatever research samples you can locate. Isabel and I will be in Canada in very late October, but of course you could just mail the samples clearly marking them as research samples.

With all good wishes for 1998, I remain,

Yours sincerely,

AB/nik

bc: Bob Wadley









McMASTER UNIVERSITY

Department of Chemistry

1280 Main Street West, Hamilton, Ontario L8S 4M1

Telephone: (905) 525-9140

FAXMAIL (905) 522-2509

Dr. Alfred Bader  
924 East Juneau, Suite 622  
Milwaukee, Wisconsin 53202

Dear Alfred,

December 19, 1997

I am writing to tell you how much I enjoyed reading your article in the current Chemistry in Britain, describing your most recent detective exploit. I hope that your quest for the identity of the painter is successful.

Recently I had to move my office and, in doing so, I went through old files. I found the enclosed cutting from the "Züri Zitig" which I thought you might be interested in. I also enclose a more recent piece, from the Globe and Mail.

Next week I am off to Israel for two weeks, to attend the 70th birthday party of my younger brother, Tomi, and I will take the opportunity to visit our Schiele at the Tel Aviv Museum, where the drawing is being expertly restored.

With best wishes for the holidays (Weihnukah ?) and a successful New Year 1998.

Sincerely

Ian D. Spenser  
Professor Emeritus



MEMORANDUM

TO: THE PRESIDENT

FROM: THE SECRETARY OF STATE

RE: [Faint text]

[Faint text]

[Faint text]

[Faint text]

[Faint text]

[Faint text]



Dr. Alfred Bader  
924 East Juneau, Suite 622  
Milwaukee, Wisconsin 53202  
Phone: 414/277-0730  
Fax: 414/277-0709

*A Chemist Helping Chemists*

September 15, 1997

**Dr. Ian D. Spenser**  
Professor Emeritus  
Department of Chemistry  
McMaster University  
1280 Main Street West  
Hamilton, Ontario L8S 4M1  
CANADA

Dear Ian:

I am so happy to know from your kind letter of September 8 that you were satisfied with the payment for your collection.

Isabel and I will be at Victoria University in Toronto from the evening of October 28th until the afternoon of November 1st.

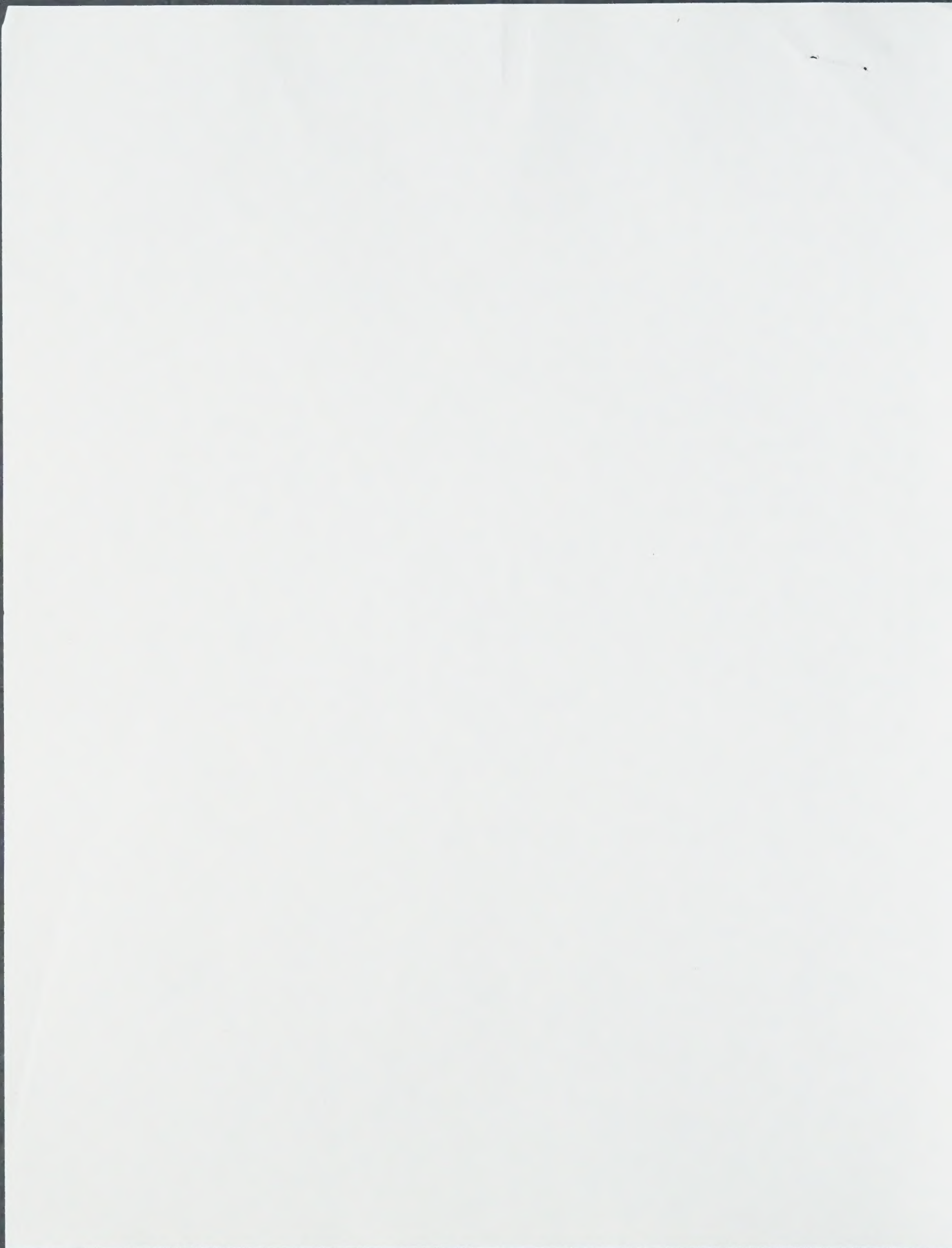
If, perchance, some of your remaining samples would then be ready to be taken along, we would happily do so.

Best wishes, as always,

AB/nik

c: Bob Wandler









McMASTER UNIVERSITY

Department of Chemistry

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Telephone: (905) 525-9140

FAXMAIL (905) 522-2509

Dr. Alfred Bader  
924 East Juneau, Suite 622  
Milwaukee, Wisconsin 53202  
USA

Dear Alfred,

September 8, 1997

When I returned to work after spending most of the summer at my cottage in Haliburton, a most generous cheque (\$6000.00) from Aldrich was waiting for me.

I am writing to thank you very much for your kindness in acting as a courier, and for delivering the samples to Bob Wandler. I have written to him, confirming receipt of the cheque, and telling him that when I have to retire from my current research, I will let him have my remaining samples, mainly to do with our work on lysine-derived alkaloids and on vitamins B<sub>1</sub> and B<sub>6</sub>.

With my best regards,

Sincerely,

*Ian*

Ian D. Spenser  
Professor Emeritus



UNIVERSITY OF TORONTO  
Faculty of Education  
128 St. George Street  
Toronto, Ontario M5S 1A5  
Canada

Dear Sir/Madam,  
I am writing to you regarding the  
information provided to me on  
the subject of your institution's  
policy on [unclear].

I am writing to you regarding the  
information provided to me on  
the subject of your institution's  
policy on [unclear]. I am writing to  
you regarding the information  
provided to me on the subject of  
your institution's policy on [unclear].  
I am writing to you regarding the  
information provided to me on the  
subject of your institution's policy  
on [unclear]. I am writing to you  
regarding the information provided  
to me on the subject of your  
institution's policy on [unclear].

Yours faithfully,  
[Signature]

[Name]  
[Address]





Dr. Alfred Bader  
924 East Juneau, Suite 622  
Milwaukee, Wisconsin 53202  
Phone: 414/277-0730  
Fax: 414/277-0709

*A Chemist Helping Chemists*

June 4, 1997

Professor Ian D. Spenser  
Department of Chemistry  
McMaster University  
1280 Main Street West  
Hamilton, Ontario L8S 4M1  
Canada

Dear Ian:

It was nice seeing you in Toronto and I just want to confirm that we turned your fine collection of research samples over to Bob Wandler at Aldrich yesterday. You will be hearing from him shortly.

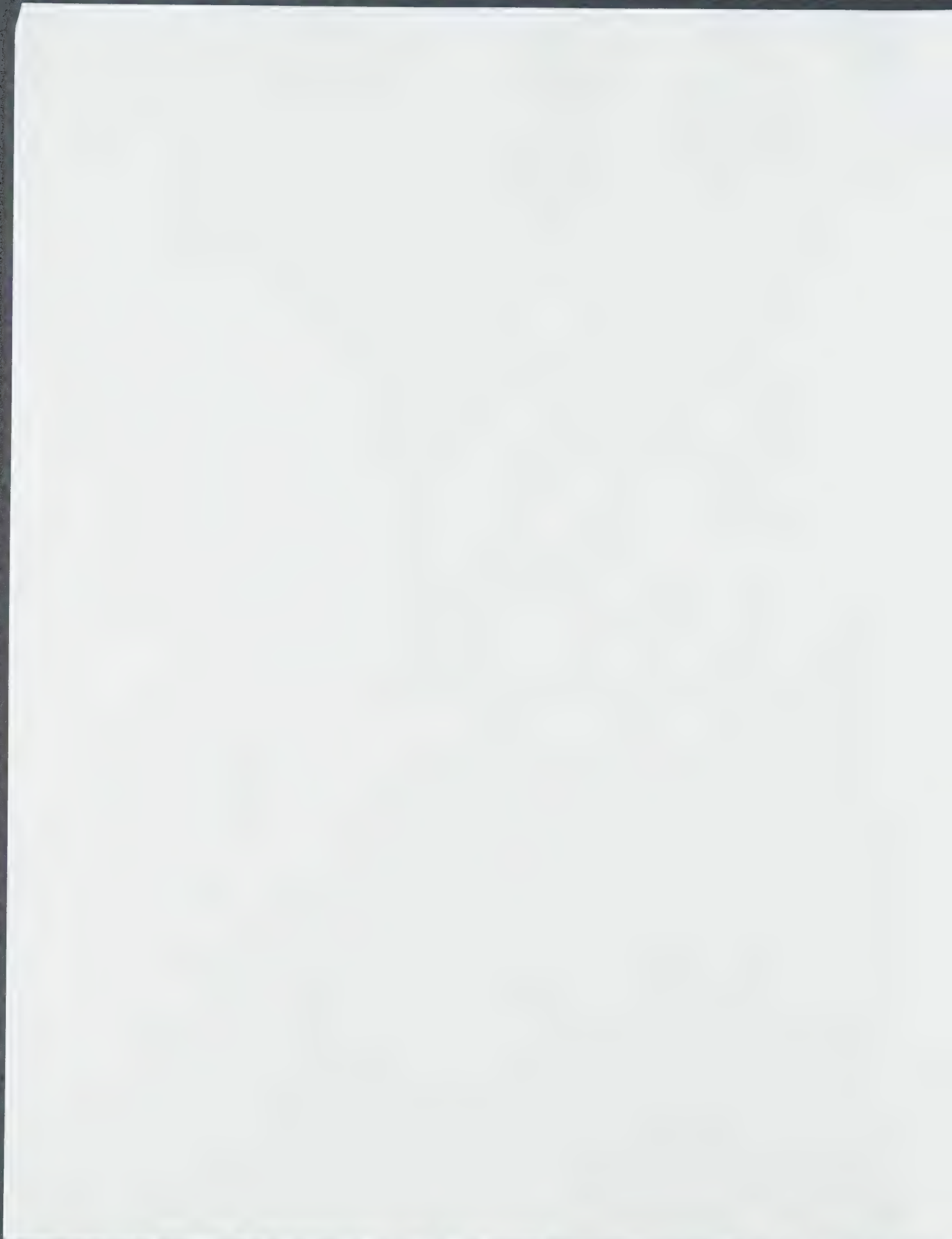
With all good wishes, I remain,

Yours sincerely,

AB/nik

c: Mr. Bob Wandler









Dr. Alfred Bader  
924 East Juneau, Suite 622  
Milwaukee, Wisconsin 53202  
Phone: 414/277-0730  
Fax: 414/277-0709

*A Chemist Helping Chemists*

March 18, 1997

Dr. Ian D. Spenser, Professor Emeritus  
Department of Chemistry  
McMaster University  
1280 Main Street West  
Hamilton, Ontario L8S 4M1  
Canada

Dear Ian:

I am so happy to know from your letter of March 10th that all went well with your Schiele drawing.

Isabel and I are planning to arrive in Toronto on Wednesday, May 28th and give a talk in the Chemistry Department of the University of Toronto late that afternoon. All of Thursday, we will be at Xerox, giving two lectures there, and then early on Friday afternoon, I am giving a lecture on collecting paintings at the Art Gallery of Ontario. We will be returning to Milwaukee on Sunday evening.

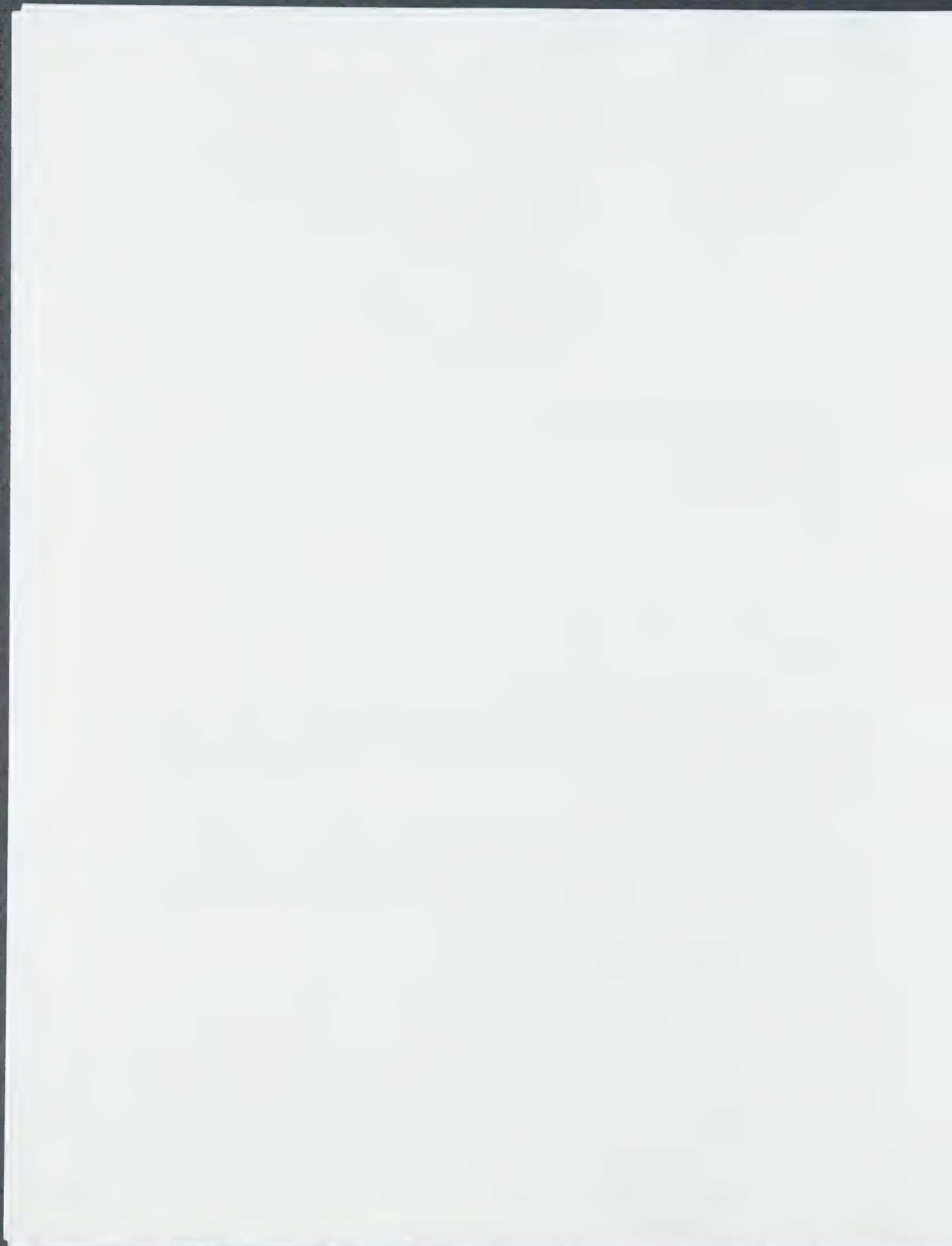
If you should have some research samples, solids rather than liquids, that we might take to Aldrich, we would be happy to do so, provided only that they will fit into our suitcase. If you would like to send some, please just hand me a letter on your stationary saying that you are sending these research samples of no commercial value to the Aldrich Library. Needless to say that I would do my best to assure fair compensation.

With all good wishes, as always,

AB/cw

bc: Bob Wandler









McMASTER UNIVERSITY

Department of Chemistry

1280 Main Street West, Hamilton, Ontario L8S 4M1

Telephone: (905) 525-9140

FAXMAIL (905) 522-2509

Dr. Alfred Bader  
924 East Juneau, Suite 622  
Milwaukee, Wisconsin 53202

Dear Alfred,

March 10, 1997

It was good to hear from you and to learn that you will be in Toronto between May 28th and June 1st. I will certainly come in for one of your lectures.

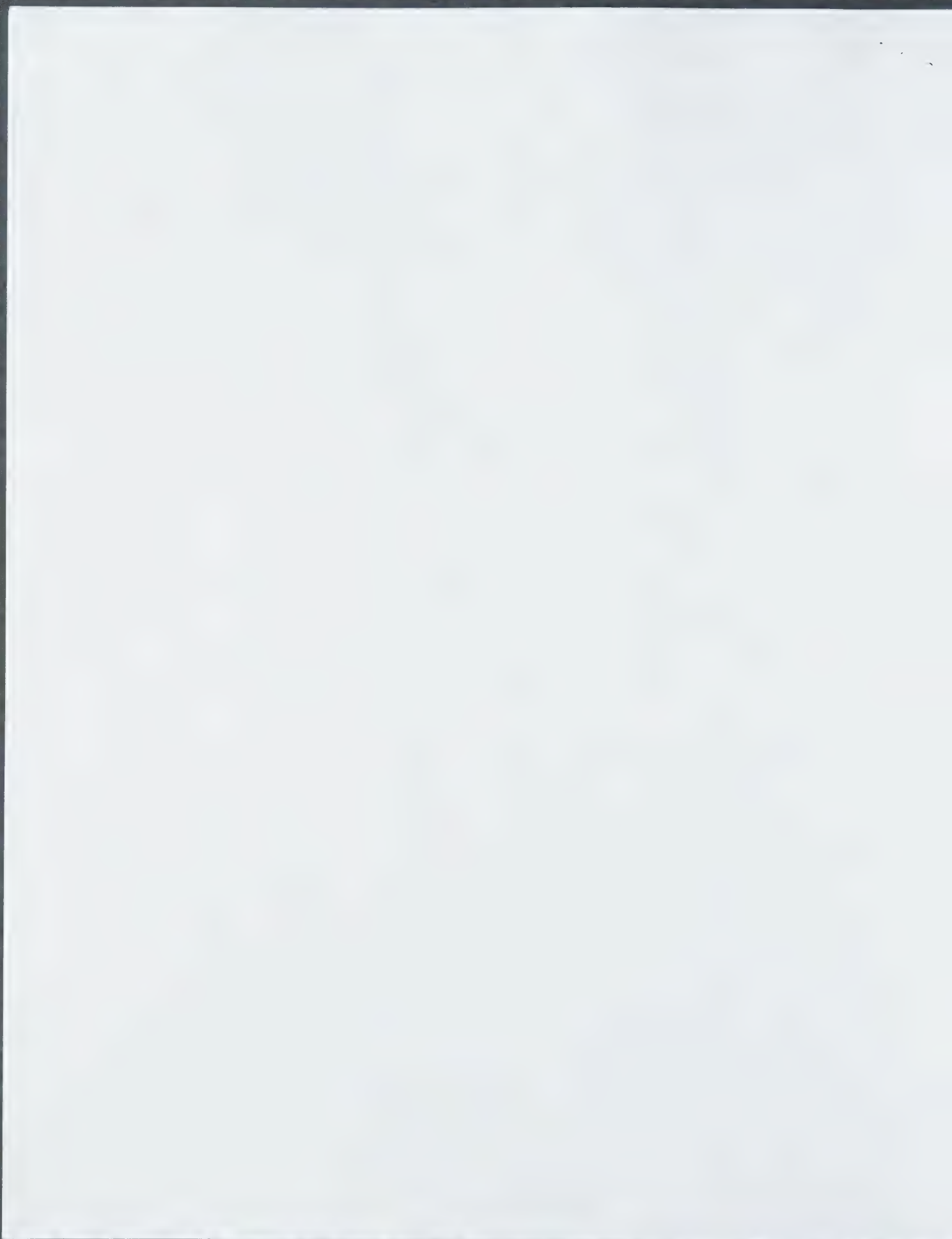
Meanwhile you may be interested to hear that the 1917 Schiele drawing of my father's portrait is now safely in Israel, with my brother Tomi. He and his wife went to Prague to take possession of it, as soon as we had finalized our purchase. To aid the process, I had made formal arrangements to have the drawing exhibited at the McMaster Museum of Art (who own a Schiele self-portrait, "Stehender Mann") as soon as we could get our drawing to Hamilton, and Tomi had with him documentation to that effect, just in case he might run into difficulties. As it happened nobody took the slightest notice of him or of the drawing when he left Prague to fly back to London and Jerusalem.

All this time, since 1943 when my parents were deported to Auschwitz, the Schiele had, unbeknown to us, been in the hands of the family of my father's first wife. She and her son, my half brother Ivan, both of whom had spent the war and the communist years in Prague, died some years ago, and Ivan's widow had put the drawing on the market. We learned about this purely by accident, and immediately arranged to get hold of the drawing, one way or the other. Even though it was clearly our property (the drawing hung in our apartment in Prague before 1939 and I grew up with it), in the end Tomi and I agreed to pay Ivan's widow US\$ 20,000 for it. She clearly needed the money, and in our eyes it was a charitable gesture. Even so, Christie's in New York recently auctioned off two Schiele drawings, a 1916 nude and a 1911 portrait. The former fetched US\$ 140,000, the latter US\$ 45,000. Obviously, having finally found our drawing, we are not going to sell it, but it is still good to know that we not only got sentimental but also real value for our money.

Tomi is now making sure that the drawing is properly mounted (Jane Kallir, the New York Schiele expert, suggested that we should have this done, since the original 1917 rather amateurish mount had never been replaced. Tomi is in touch with the curator of prints at the Tel Aviv Museum) and when that is done, maybe we will bring it to Hamilton for exhibition at the McMaster Museum of Art.

....2







- 2 -

The director of the McMaster Museum of Art, Kim Ness, is a very fine person. With the Herman Levy bequest of Can\$ 14,000,000, together with his donation of his impressive collection of 17th to 19th century European Art, together with McMaster's earlier substantial collection of German Expressionist prints, she has established a very fine gallery. I shall try and see whether I can bring her to Toronto in May, so that she can meet you.

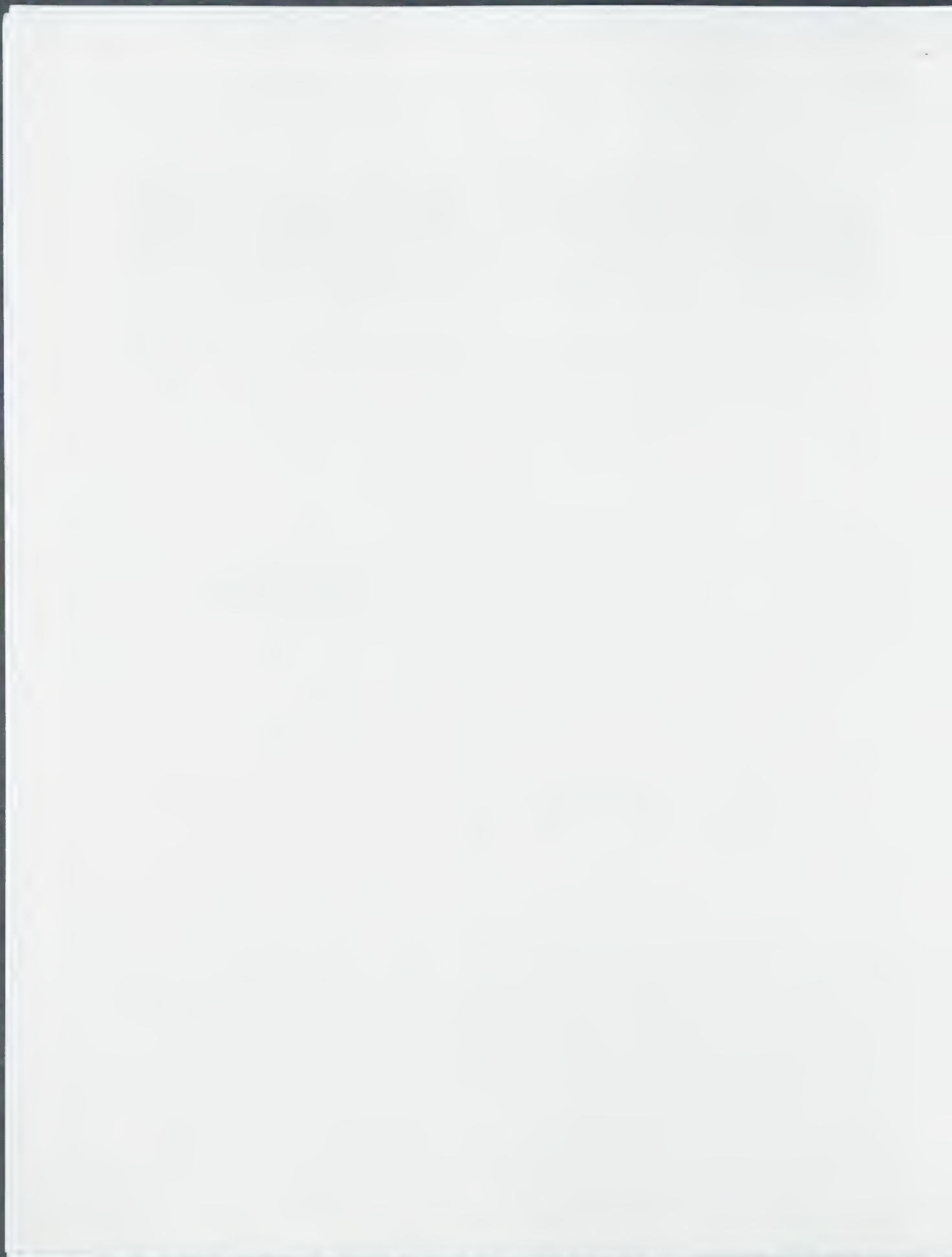
I look forward to seeing you again. Perhaps you could let me have your Toronto schedule, when this is finalized.

Please remember me to Isabel.

With my very best regards,

Yours sincerely

  
Ian D. Spenser  
Professor Emeritus







Dr. Alfred Bader  
924 East Juneau, Suite 622  
Milwaukee, Wisconsin 53202  
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*A Chemist Helping Chemists*

March 3, 1997

Dr. Ian D. Spenser, Professor Emeritus  
Department of Chemistry  
McMaster University  
1280 Main Street West  
Hamilton, Ontario L8S 4M1  
Canada

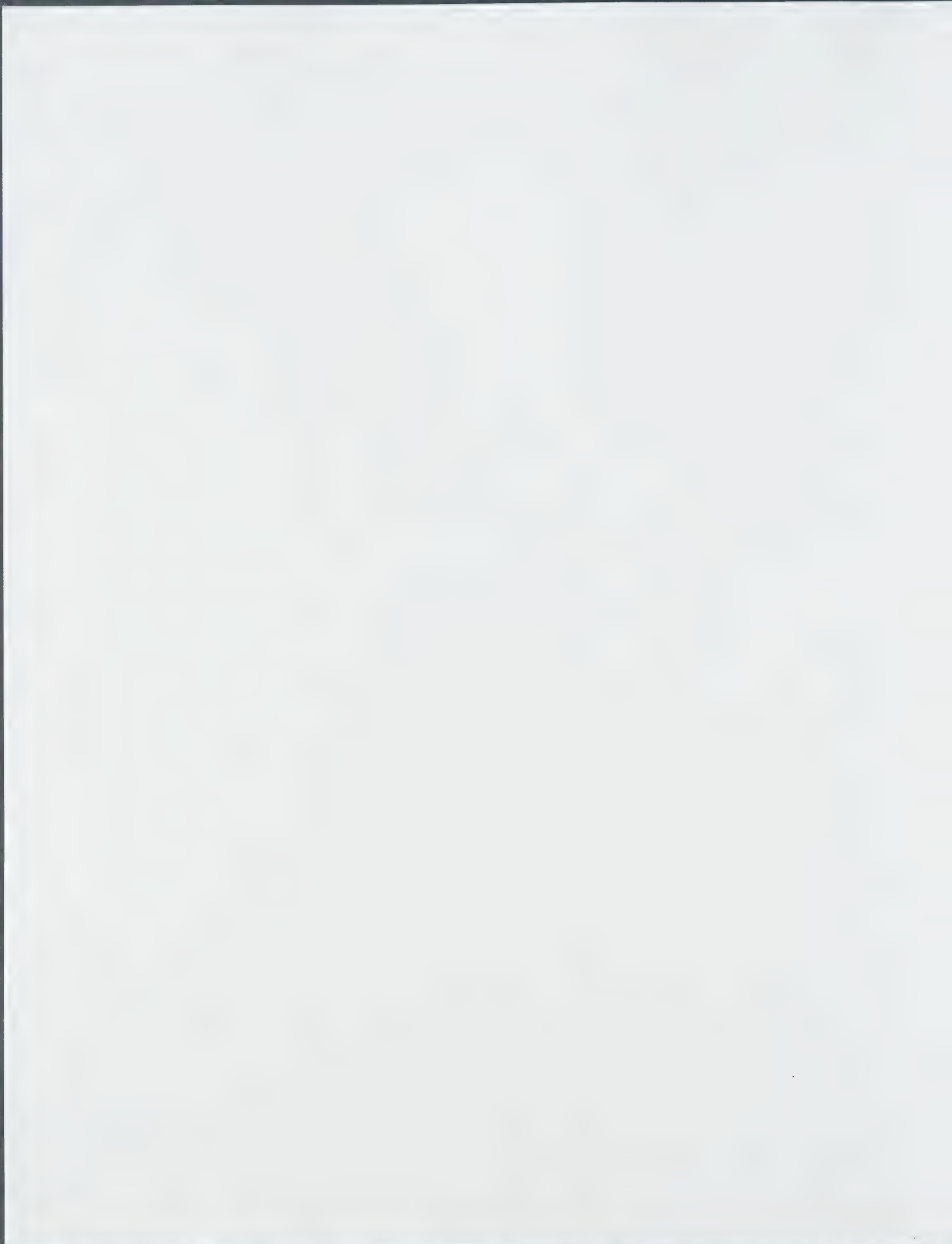
Dear Ian:

Just a note to tell you that I have been invited to give all sorts of lectures - for instance, at the Chemistry Department of the University of Toronto, at Xerox and at the Art Gallery of Ontario - between May 28th and June 1st. Unfortunately, we won't have chance to come to Hamilton, but it would be great to see you in Toronto.

With best wishes, as always,

AB/cw

c: Bob Wandler







Dr. Alfred Bader  
924 East Juneau, Suite 622  
Milwaukee, Wisconsin 53202  
Phone: 414/277-0730  
Fax: 414/277-0709

*A Chemist Helping Chemists*

October 13, 1995

Dr. Ian D. Spenser, Professor Emeritus  
Department of Chemistry  
McMaster University  
1280 Main Street West  
Hamilton, Ontario L8S 4M1  
Canada

Dear Ian:

Many thanks for your thoughtful letter of October 2nd, but why the formality of calling me Dr. Bader?

Of course, I understand your not wanting to part with research samples you still need, but when the time comes that you wish to dispose of them, please just let me know and we will arrange somehow to get them from Canada to the Sigma-Aldrich Library of Rare Chemicals.

Unfortunately, we have no plans to come to Hamilton, though I would very much like to meet Kim Ness, the curator of your museum. You might like to tell her that my gallery handles a good many fine Old Master paintings, and of course, being a Canadian museum, I would try to treat her particularly well.

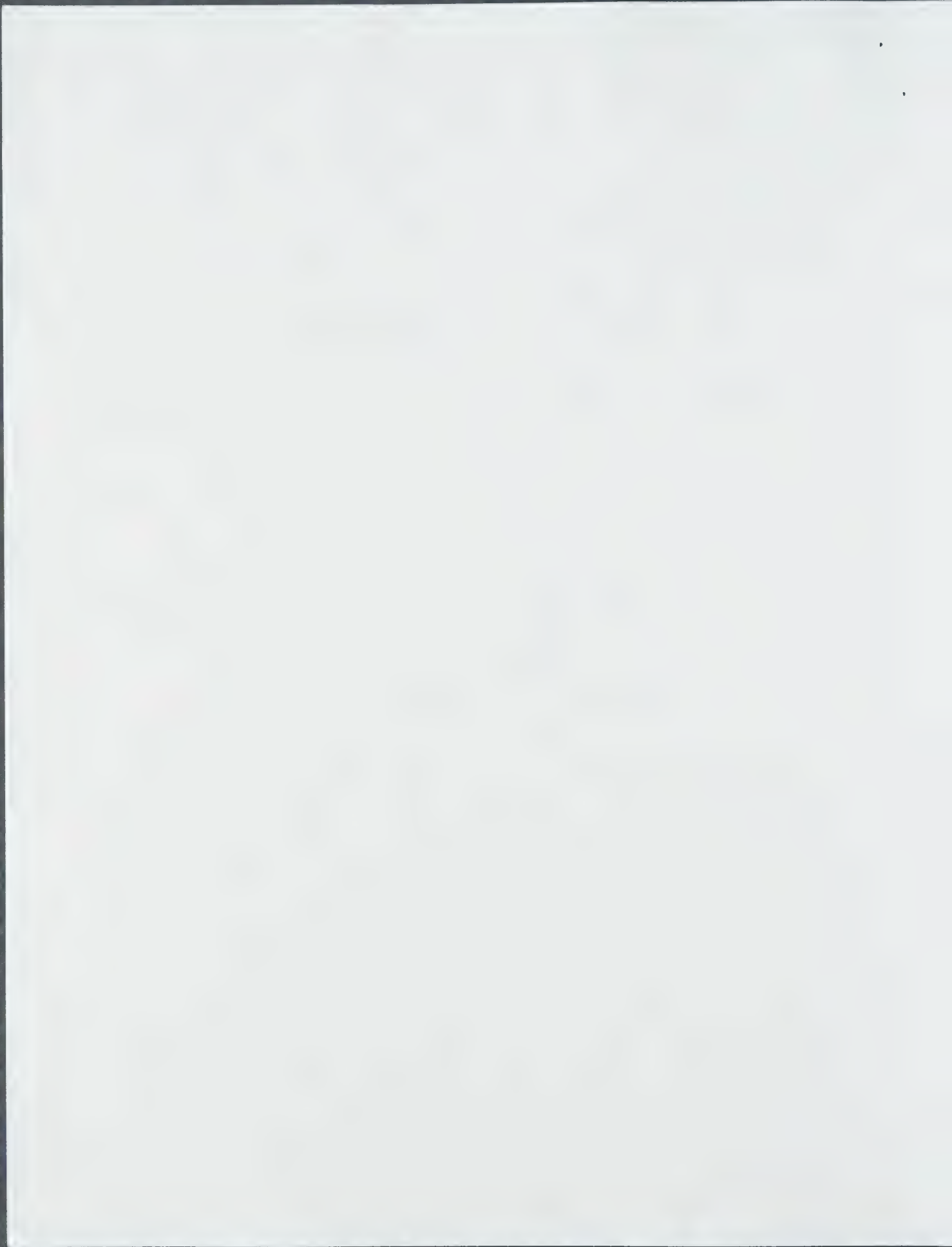
I would very much appreciate the Globe & Mail review of my autobiography. Quite a few of such have appeared, and I enclose a copy of one from *Chemistry in Britain*, which you may have seen already.

With all good wishes, I remain,

Yours sincerely,

AB/cw

Enclosures







McMASTER UNIVERSITY

Department of Chemistry

1280 Main Street West, Hamilton, Ontario L8S 4M1

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FAXMAIL (905) 522-2509

Dr. Alfred Bader  
2961 North Shepard Avenue  
Milwaukee, Wisconsin 53211

October 2, 1995

Dear Dr. Bader:

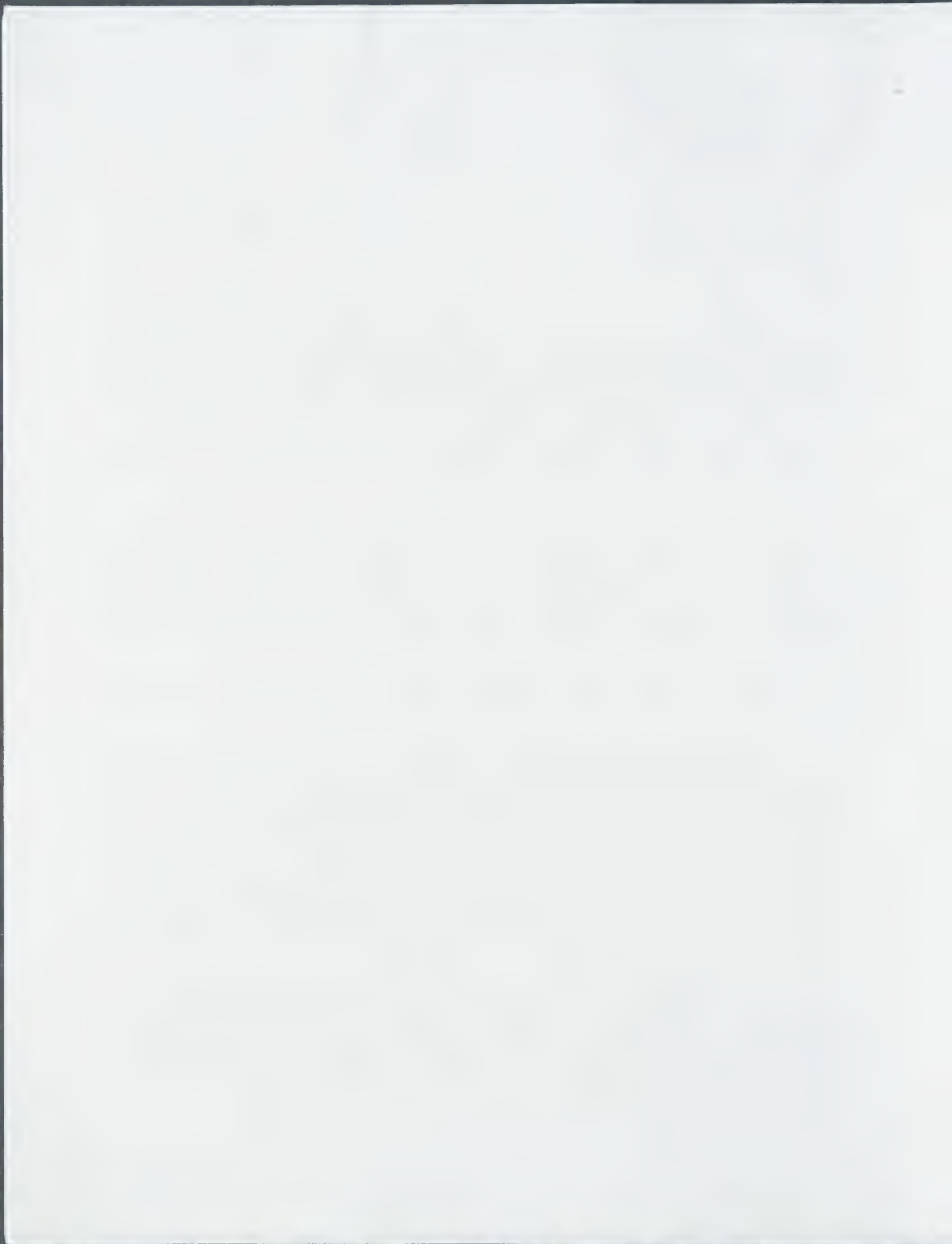
Thank you so much for your letter of August 2, 1995 and for arranging the delivery of my early  $\beta$ -carboline samples to the rare chemicals library. This letter, in reply to yours, is delayed much longer than yours was, mainly, because I spend most of the summer months at my cottage near Algonquin Park (where incidentally I still carry out tracer experiments with various plant species, in continuation of my long standing investigations on alkaloid biosynthesis - see enclosed reprint), and September was occupied with my preoccupation with renewal applications of NIH and NSERC grants.

I will not be able to arrange a further shipment of samples in time for your visit to Kingston later this month. At the moment I probably have only enough left for one very small batch, since most of the samples that are now in my collection are rare natural products, mainly alkaloids, and derivatives and degradation products of Vitamin B<sub>1</sub> and B<sub>6</sub>. I still need most of these samples as reference compounds for current investigations.

When, some time in the future, my grants are discontinued and I will have to quit research work, then will be the time to turn over all the remaining samples to the ABC library.

I hope that you will enjoy your reunion. I attended my 50th, in the Chemistry Department of the University of Birmingham. I was a student there, when Sir Walter Norman Haworth ran the show, and Maurice Stacey and Sammy Peat were his lieutenants, and Bob Haszeldene, Bill Whelan and Paul Kent were my classmates. About 50 of 52 people are still alive (hormesis ?) and of those all but two attended ! But it was a little bit sad: The only ones that I felt were still full of energy were the academics. The people who had spent their lives in industry had all retired and were barely active. Continuous contact with young people seems to keep one young. I hope that your impressions from your reunion will be more cheerful than mine.

McMaster has a newly built art gallery, mainly to house the marvellous collection of Impressionist paintings left to this university by a local collector, Herman Levy, who, in addition, left us \$ 7 Million for the purchase of European art. (He left another \$ 7 Million to the ROM for the purchase of Chinese works of art to add to their holdings).





Dr. Alfred Bader

- 2 -

October 2, 1995

If you ever pass through Hamilton again I will arrange for the curator, Kim Ness, a very fine professional, to give you and Isabel a private showing of this collection and, if you are interested, also of our fine collection of German Expressionist prints (mainly Die Bruecke, and also some Blaue Reiter), as well as of early Inuit prints.

Once more many thanks for your good offices in arranging the transfer of my samples.

Anita joins me in sending you and Isabel our very best regards.

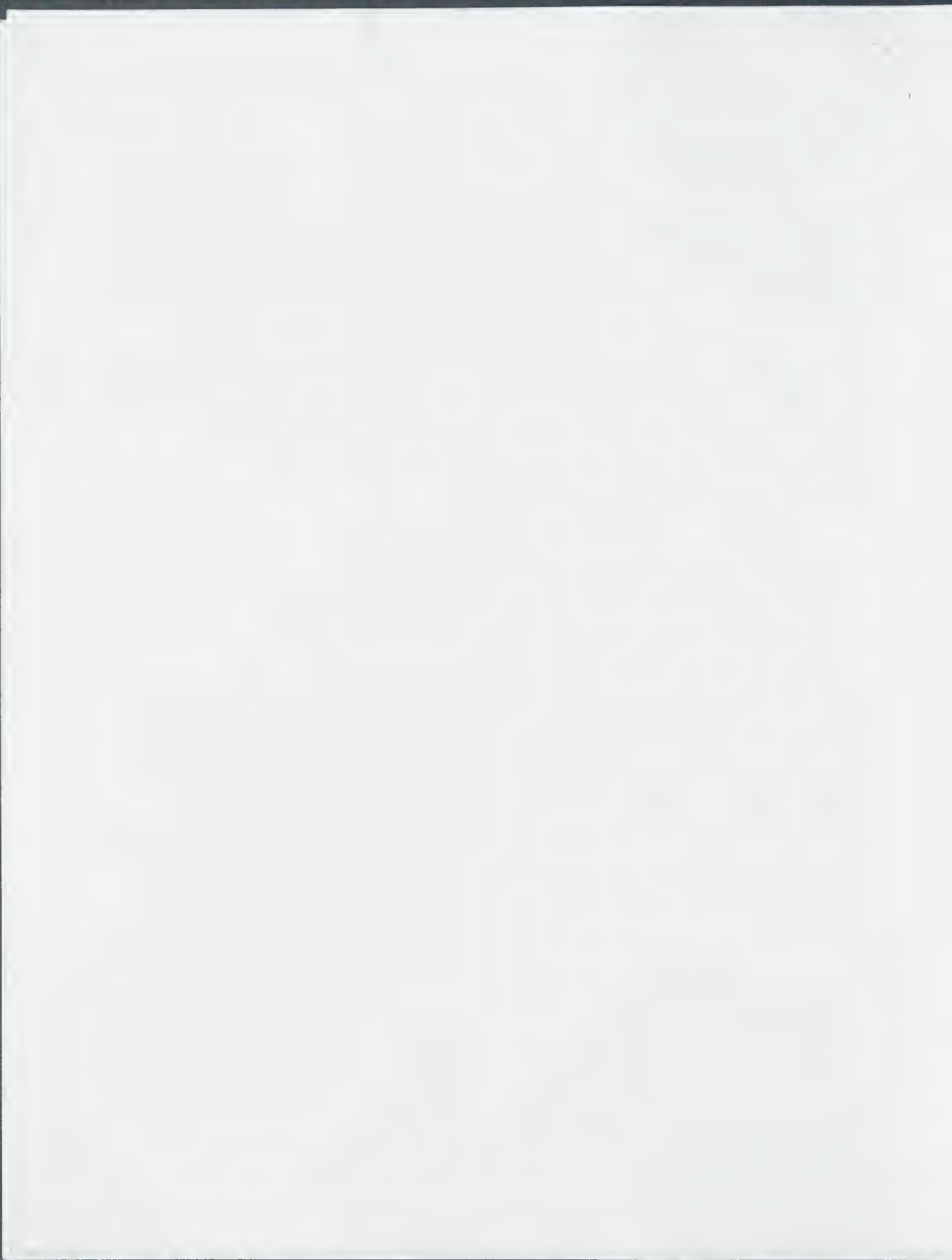
Sincerely

*Ian*

Ian D. Spenser  
Professor Emeritus

PS: The Toronto Globe & Mail had a long review of your autobiography. If you have not seen it, I will send it to you

*Ian*







Dr. Alfred Bader  
924 East Juneau, Suite 622  
Milwaukee, Wisconsin 53202  
Phone: 414/277-0730  
Fax: 414/277-0709

*A Chemist Helping Chemists*

April 9, 1996

Dr. Ian D. Spenser, Professor Emeritus  
Department of Chemistry  
McMaster University  
1280 Main Street West  
Hamilton, Ontario L8S 4M1  
Canada

Dear Ian:

My schedule for the Czech Republic is now firm.

We will arrive in Brno on Sunday, June 2nd, and then drive from Brno to Prague on Tuesday, June 4th and stay there from late that evening until Saturday morning, June 8th.

We have had the same apartment in the Husova 18 for quite a few years; it is on the second floor above a place that changes money.

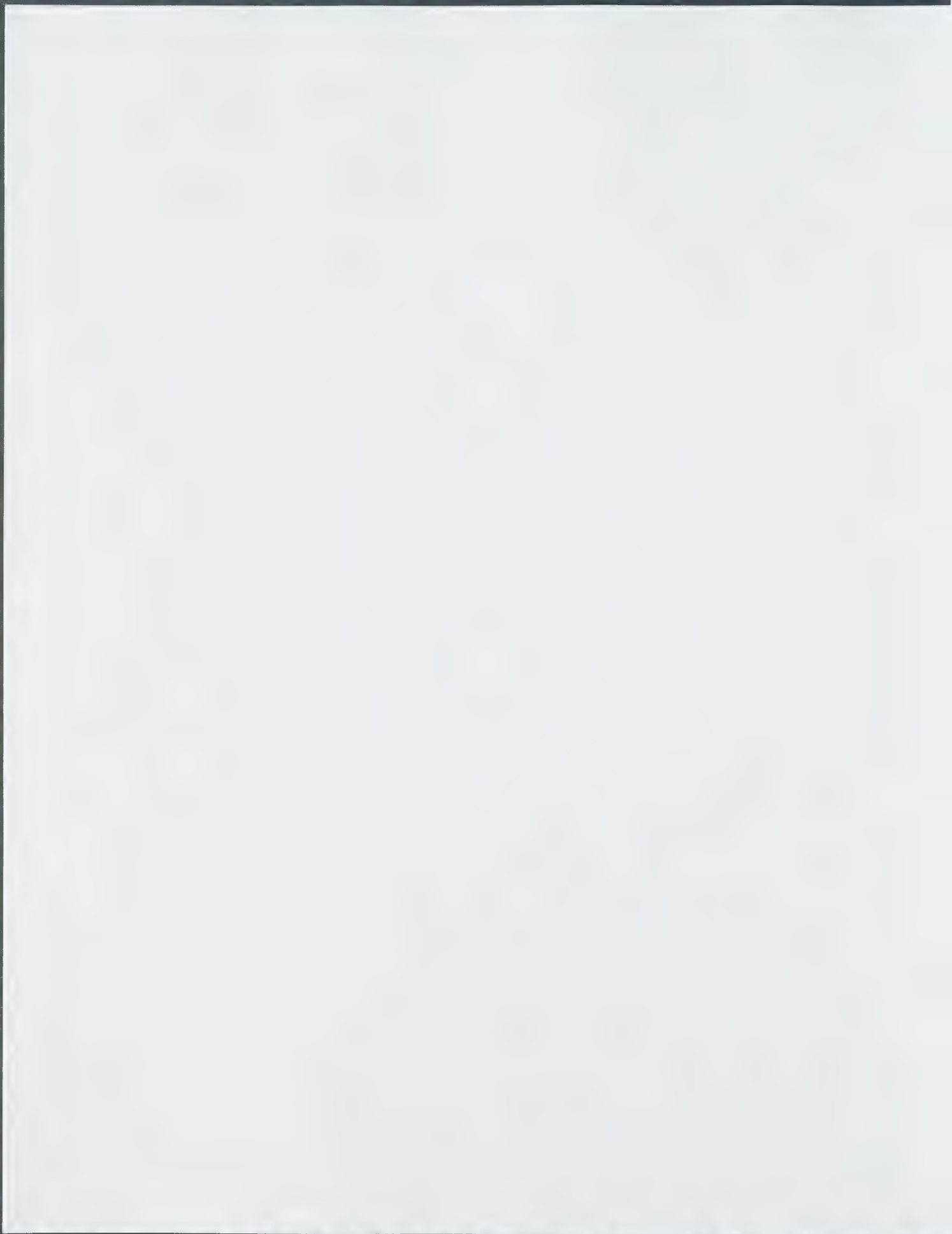
From June 8th until the 11th, we will be in Pardubice and then for four days in Vienna.

Please either ask your attorney to contact me or give me her name and telephone number, and I can contact her. I hope that she will be able to bring the drawing to our apartment at a time to be agreed.

Please keep in mind that I do not carry insurance, but of course, we will be exceedingly careful.

With best wishes, as always,

AB/cw







McMASTER UNIVERSITY

Department of Chemistry

1280 Main Street West, Hamilton, Ontario L8S 4M1

Telephone: (905) 525-9140

FAXMAIL (905) 522-2509

*Rec 4/10*

Dr. Alfred Bader  
2961 North Shepard Avenue  
Milwaukee, Wisconsin 53211

Dear Alfred,

April 3, 1996

It was very kind of you to phone me, in reply to my letter of March 15, and to offer your personal help in retrieving the Schiele drawing of my father, which turned up in Prague and which my brother Tomi and I are in the process of buying.

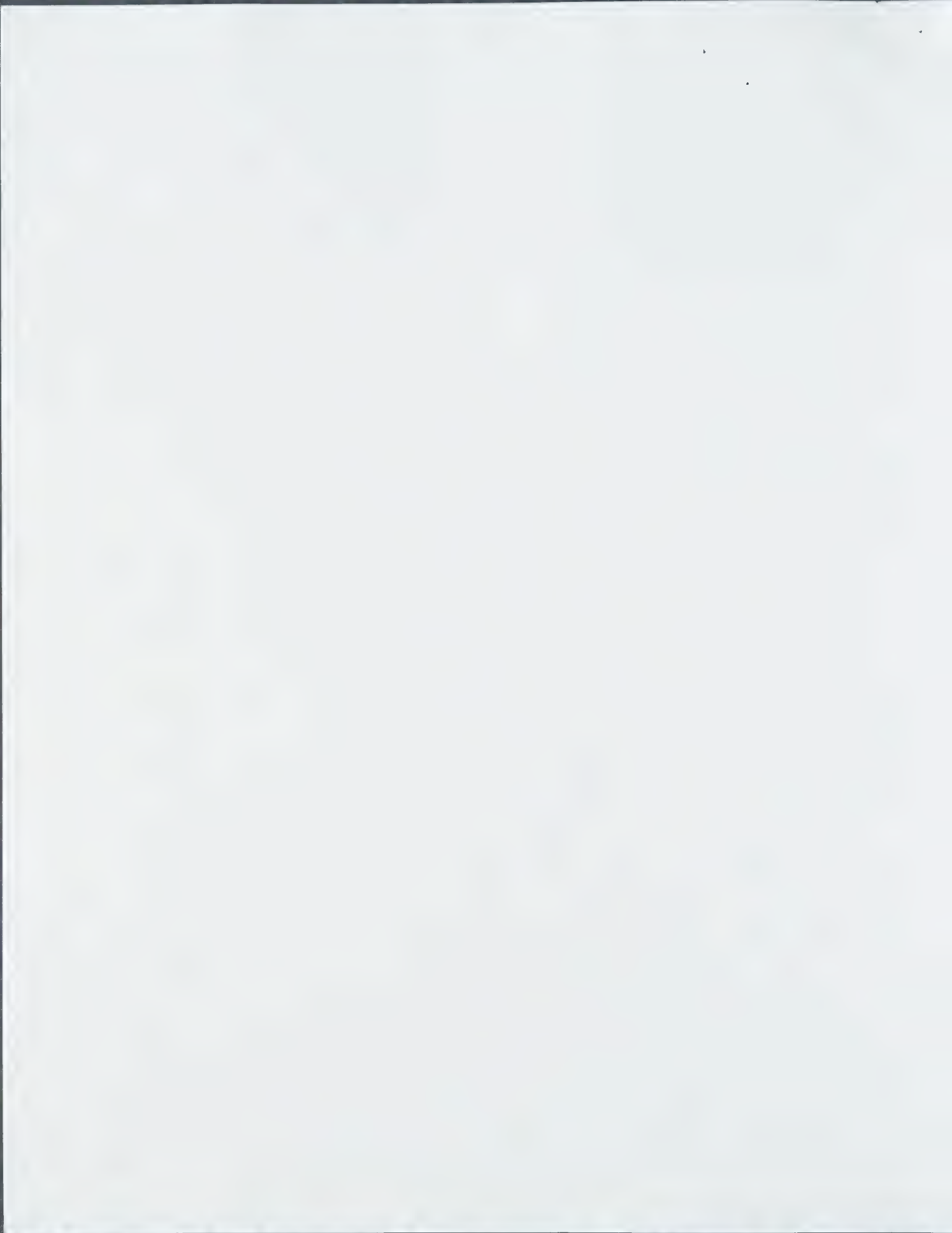
I very much appreciated your offer. I phoned Tomi in Israel to ask him to inform the Prague lawyer of your future visit and to give her appropriate instructions. He asked me for a few days to think over the implications.

I have now heard from Tomi and he has decided that he does not want to take advantage of your kind offer. He is convinced that, since the lawyer has informed him that it would be illegal to export the drawing without permission of the Prague Ministry of Culture, and that such permission would not be granted since the Schiele drawing is regarded as a Czech cultural treasure, there might be legal complications, if the drawing were exported. He does not wish to take the risk.

In particular, he fears that if such complications arose, our attempts to get our father rehabilitated posthumously might be jeopardized. As you know Sonka died in a Czech penitentiary in 1953, after being sentenced in 1948 to 20 years for "collaboration with the Gestapo". We are trying to get the sentence of the Communist legal system annulled. It is our belief that on their return from Moscow, the Communist leaders decreed that Sonka had to disappear because he was a witness, possibly the only witness, to the fact that the man whom they wanted to build up as a Communist underground resistance hero against the Germans (and there were very few of those), a journalist by the name of Fucik, in fact had, under torture, given away to the Gestapo the names of the leaders of the Czech underground. Sonka was sentenced on the basis of testimony of a Gestapo agent who was promised leniency in exchange for his testimony. In the event, he was executed after my father's trial was finished.

So, Tomi asked me to thank you for your kind offer, but to tell you that he feels that under the circumstances it would be unwise to accept.

.....2





Dr. Alfred Bader

- 2 -

April 3, 1996

I myself have a different view of the matter. But since, when we began to negotiate for the drawing, I gave Tomi power of attorney to act on my behalf in this matter, I have to go along with his decision.

In any case, for interest sake, I enclose a copy of the Schiele drawing in question, together with some documentation on its authenticity. Since we talked I have learned that a Schiele drawing from the same period fetched the equivalent of \$80,000 at a recent Sotheby auction. So what we are prepared to pay for our father is not entirely out of line.

Again, thank you very much for your offer. And thank you also for the information on the Beckman Museum of Chemistry, who might be interested in the late Ron Graham's chemical stamp collection. I have passed the information on to Richard Tomlinson. I will let you know whether anything comes of it.

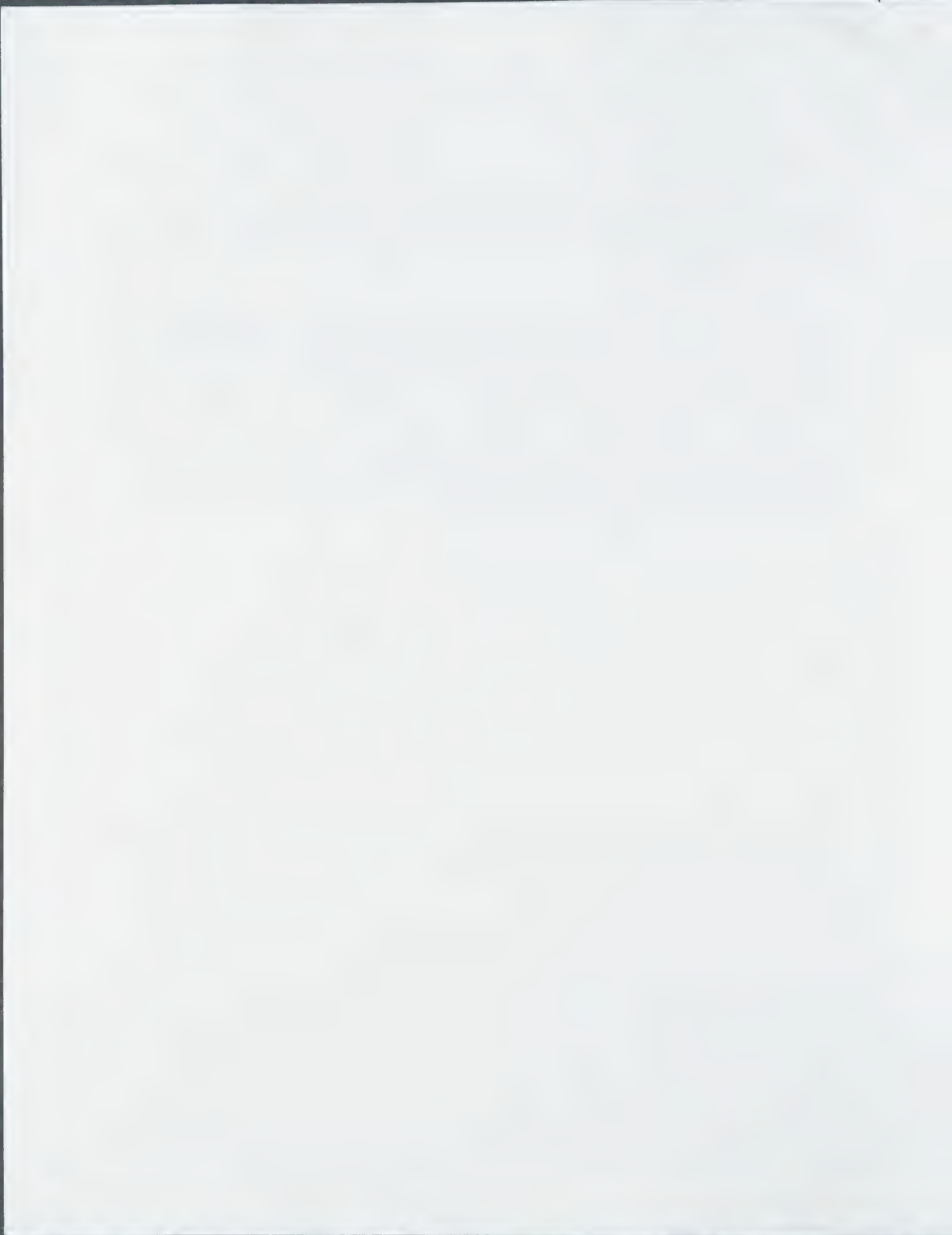
With my best regards and thanks,

Sincerely



Ian D. Spenser  
Professor Emeritus

Enclosures





aus: Erde auf Erden (1920)

## LEDIG DER WELT

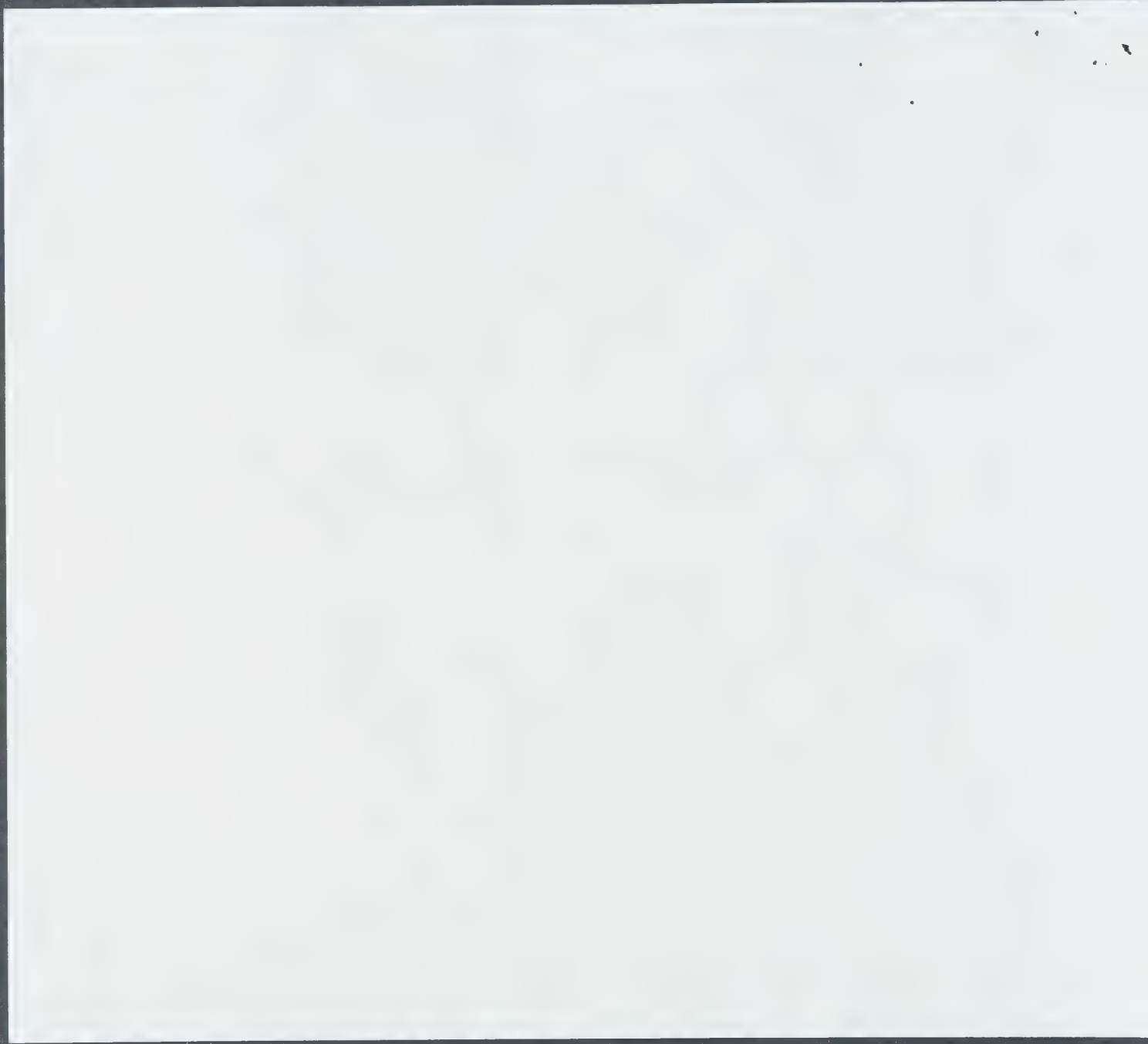
Zeit, Zeiger, Zifferblatt, Draht  
und Räderwerk: Uhr.  
Hauch verwischt die Spur,  
Wink verdirbt die Spur  
der Zeit.

Verständlichen Versenkens Drang  
in hündisch aufklärenden Stank,  
gute Welt, dein Sang:  
Logik in Lenden und Haar,  
wundertätiger Erscheinung bar,  
spirales Stürzen in Dreck, menschlich geschraubt:  
petroleumlicht erleuchtetes Haupt,  
bündig gezeichnet in Straßenstaub,  
bezwingende Pferdekraft überhaupt,  
Zifferblattlaus —  
o Mensch, du liebe gute Welt.

Die Welt glaubt an die Uhr.

Du hast den Blick mir abgewandt  
wohin zu Dir  
und mir Dein Wesen zugewandt:  
und es versank die Uhr,  
ich bin in Gottes Hand,  
Du bist in mir.







1890-1918

Leben  
Briefe  
Gedichte

von

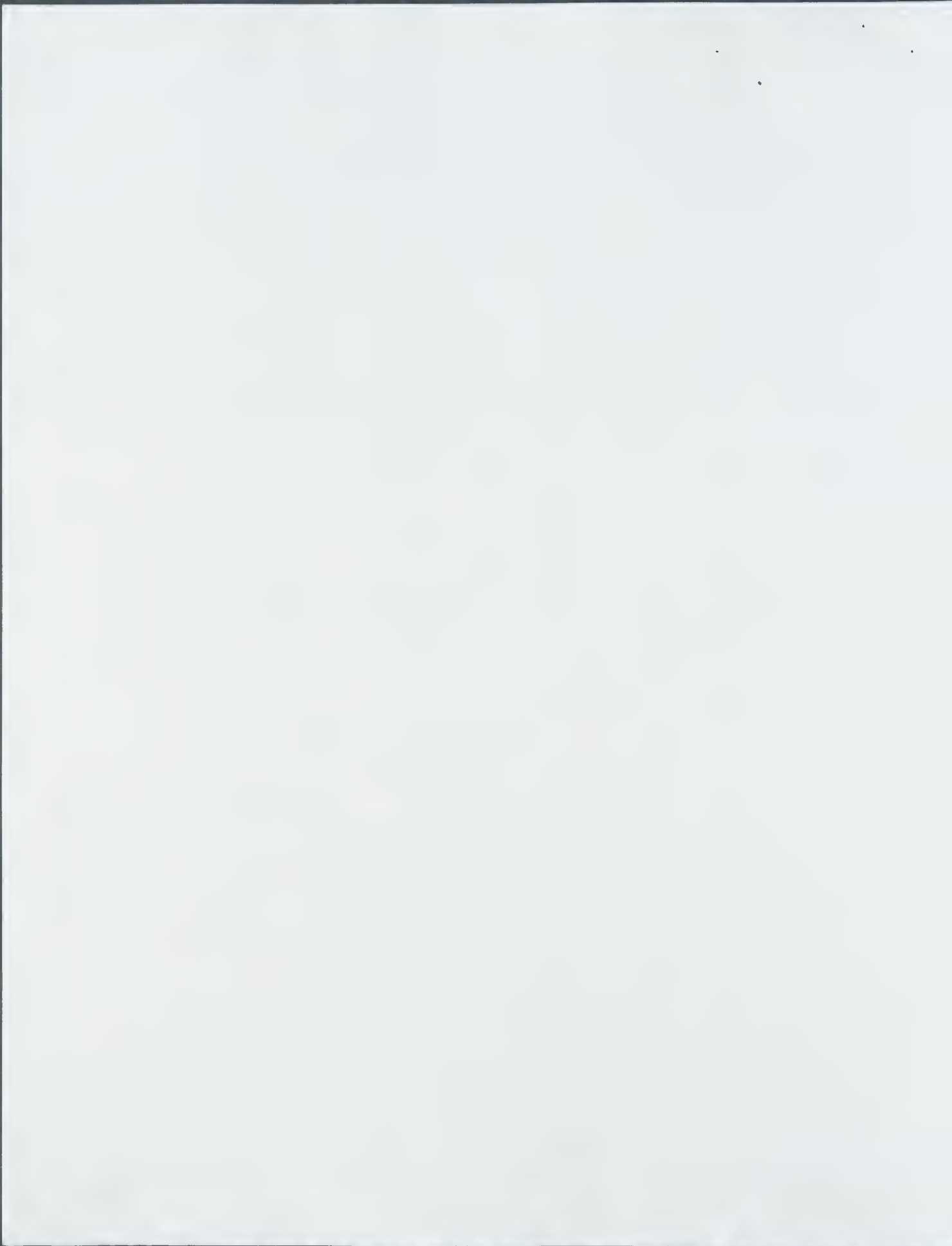
Christian M. Nebenhay

46 ganzseitige Farbtafeln  
244 Schwarzweiß-Abbildungen  
157 Dokumenten-Reproduktionen



Residenz Verlag







WIEN · I · KAISER · WILHELM · RING · ZEDLITZGASSE · 6  
[379]

16. VIII. 1912

→ Künstlerbund Hagen, Wien I., Zedlitzgasse 6, L. s., 1 p. 8°  
→ Franz Hauer habe das Bild „Eremiten“, seiner Größe halber, nicht übernommen. Bitten um Abholung, etc.

E. S. A. 918

[379]

1 „Die Eremiten“, 1912.

16. VIII. 1912 [Poststempel]

→ Melanie Schiele, C. a. s. [Ansichtspostkarte aus Krumau, Weichselner Kalkbrennerei]. An → Marie Schiele, Bregenz, Reichsstraße 13

„Sind in lustiger Gesellschaft. Handkuss[!] Mela“<sup>1</sup>.

E. S. A. 2027/G 28

[380]

<sup>1</sup> Die Karte ist bisher der einzige Nachweis dafür, daß Schieles Mutter ihren Sohn 1912 in Bregenz besuchte.

[vor dem 17. VIII. 1912]

Egon Schiele, C. a. s. [Sammlung Walden, Franz Marc, Die gelbe Kuh]. Aus München. An → Marie Schiele, VI., Gfrornergasse 7

„Herzlichst Egon

ich glaube daß ich Montag nach 11 Uhr nachts zu dir kommen werde.“

P. 96

[381]

[vor dem 17. VIII. 1912] und 1916/17

Egon Schiele, Blatt aus einem Notizbuch  
oben, durchstrichen vermutlich Hptm.[Hauptmann] Strauss,  
Notizen aus dem Jahr Emil  
1916/17:

→ Dr. Rosé

→ Grünwald, Karl

→ Berger

Sonnenschein, Hugo<sup>1</sup>

Kpl.[Korporal?] Basele

Langer

Guntner[?]

Notizen aus München, 1912: → Goltz: Gonin [durchstrichen, Klee], Jawlensky

[Künstler, deren Arbeiten er bei → Hans Goltz und in der Galerie Caspari sah]:

K... Kirchner E. L.

Lehmbruck, Marc

Meid, Nadlmann, Pascin,

Schmidt-Rottluß, Fhuber,

Dulberg

Rückseite:

Caspari: Klee, Beckm  
Nowak, Hanoldt, Un  
Erbslöh, Stein, Otto  
Max Anold[?]  
Pechstein, Max  
Paul Klee  
Bekmann[!] Max  
Dülberg, Ewald  
Melzer Komotau, Bö  
Eidlitzstr.[aße] 34, von

[Zusammenstellung von  
Künstlernamen für eine Aus-  
stellung]:

→ Oppenheimer

→ Jungnickel

→ Böhler

→ Pascin

→ Koller

→ Fischer

→ Faistauer

→ Gütersloh

→ Kars Klen

→ Harta → Kalv

→ Merkl → Zülo

→ Wagner → Ande

→ Peschka → Now

→ Reichel → Kolig

Seeland → Wiege

→ Faist[auer] Kirst.

P. 90 a, b, c

<sup>1</sup> → Hugo Sonnenschein [Pseudonym Sonka] (geboren 1890), expressionistischer Literat der äußersten Linken in Wien

<sup>2</sup> Wälder Klemm (1883—1957), Maler, Graphiker.

<sup>3</sup> August Kirstein[?] (1856—?), Architekt (Museum in Deutsch-Al etc.)

u. H. v. 1889

[vor dem 17. VIII. 1912]

Notizbuch, angelegt anlässlich seiner Reise nach München  
Angaben über zeitgenössische Maler<sup>1</sup> und Münchener Hän  
Ehemals Besitz → Melanie Schuster-Schiele [siehe /  
p. 107]

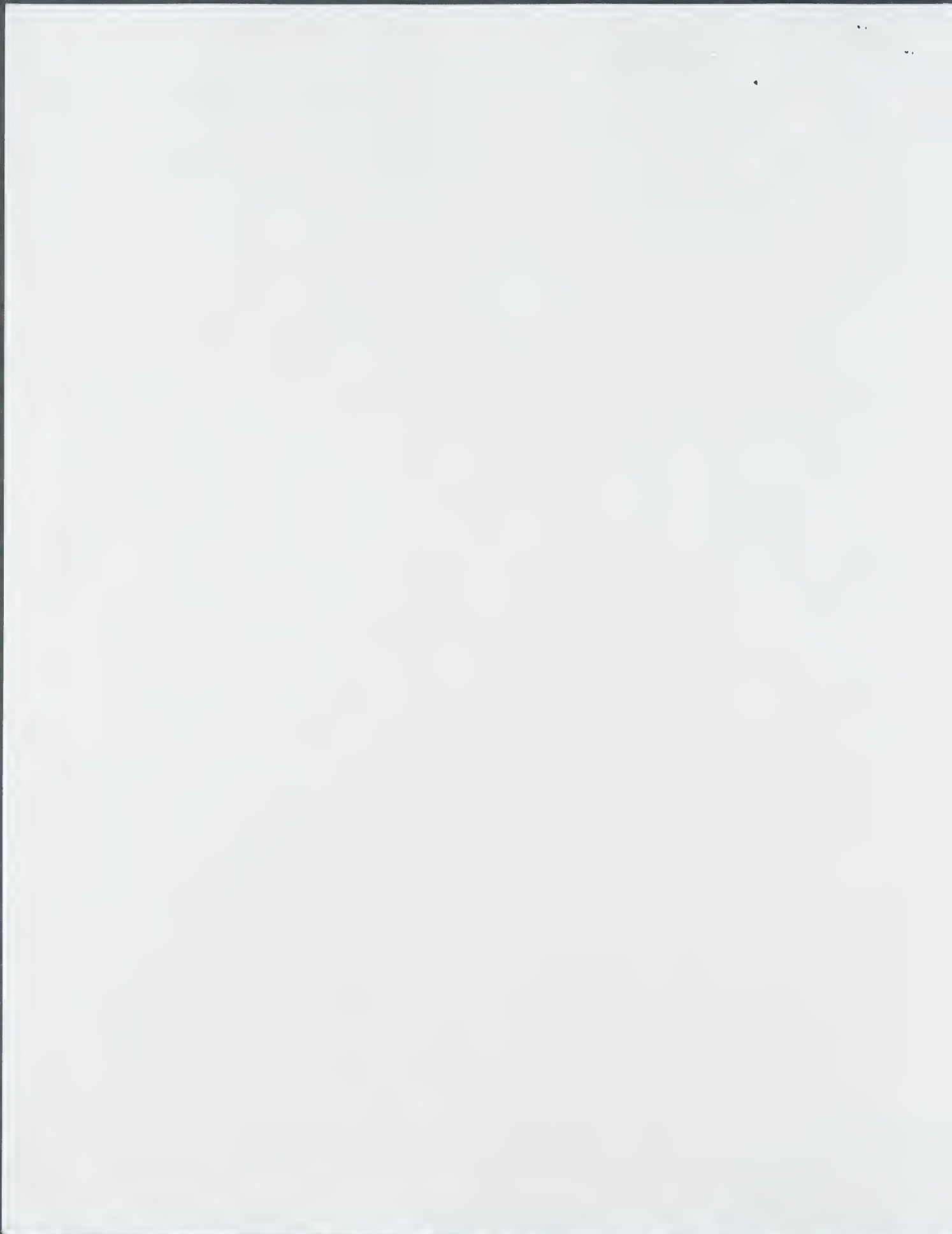
<sup>1</sup> Erwähnt sind: Félicien Rops (1833—1898), Maler, Radierer, Litho-  
graph; Jules Pascin [eigentlich Julius Pincas] (1885—1930), Maler, Zeichner,  
Illustrator; Ernst Ludwig Kirchner (1880—1938), Maler, Graphiker, Bild-  
hauer; Franz Marc (1880—1916), Maler, Lithograph, Schriftsteller; Paul Klee  
bis 1940), Graphiker und Schriftsteller; Alexej von Jawlensky (1867—  
1941), Maler, Graphiker; Wassilij Kandinsky (1866—1944), Maler, Graphiker.  
Schiele erwarb bei dieser Gelegenheit ein Exemplar des von Kan-  
dinsky und Marc herausgegebenen „Blauen Reiters“, das A. C. noch bei M.  
Schuster-Schiele einsah [ibidem].

17. VIII. 1912

An → Dr. Oskar Reichel. L. a. s., 1 p. gr. 8°

„17. August 1912

Lieber Dr. Reichel! ich bitte Sie mir 80 K. zu senden! —  
habe einige interessante [verschrieben] Arbeiten die ich  
erzeugte<sup>1</sup>. War in München zwei Tage und sah schlechte  
der in der Sezession, schlechte Stück<sup>2</sup>, ganz schlechte, doch  
→ Thannhauser Gutes. — Ich möchte mir unbedingt die  
Anstellung der Franzosen in Zürich<sup>3</sup> ansch[e]n, wohin von





Dr. I. D. Spenser  
Dep. of Chemistry  
Mc Master University  
Hamilton Ontario Canada L8S 4M1

Sehr geehrter Herr Professor Dr. Spenser,  
hätte ich doch gleich mein  
Handexemplar zur Hand genommen! Darinnen habe ich notiert, dass es  
eine Abbildung der E. S. Zeichnung nach Ihrem Herrn Vater in  
Castle Literaturgeschichte Österreichs IV Spalte 2129  
gibt. Ein Leser machte mich darauf aufmerksam.  
Beste Grüsse

Ihr

10. X. 1980

*Christian M. Nebenhay*

CHRISTIAN M. NEBEHAY  
ANAGASSE 18  
A-1015 WIEN  
ANNAGASSE 18  
WIEN 1015

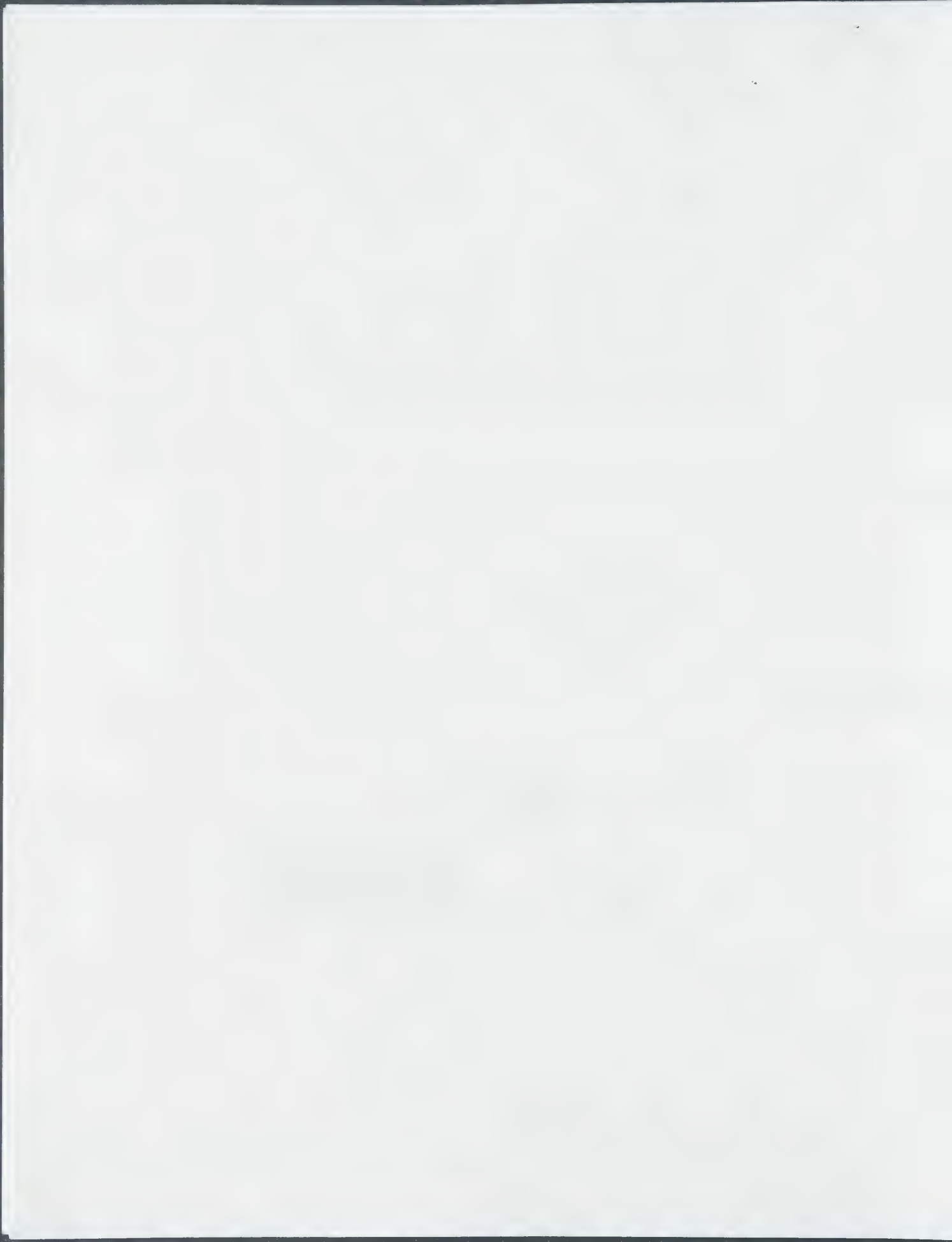
1980  
To

GOVERNMENT  
E0550  
GROSCHEN

Dr. I. D. Spenser  
Dep. of Chemistry  
Mc Master University  
Hamilton Ontario L8S 4M1

Canada







McMASTER UNIVERSITY

Department of Chemistry

1280 Main Street West, Hamilton, Ontario L8S 4M1

Telephone: (905) 525-9140

FAXMAIL (905) 522-2509

Dr. Alfred Bader  
2961 North Shepard Avenue  
Milwaukee, Wisconsin 53211

October 18, 1995

Dear Alfred:

Thank you so much for your kind letter of October 13, 1995. I am delighted to accept your invitation to call you Alfred.

As promised, I enclose a xerox copy of the review that appeared in the Toronto Globe and Mail on August 26, 1995. You will probably not be too thrilled with the Globe and Mail reviewer's comment that "the book is a flat chronicle that doesn't do justice to the complexity and richness of Bader the man." But then, of course, it is clear from the review in Chemistry in Britain, which I had of course seen when it first appeared, that it takes a chemist to be keenly interested in and to understand what the Toronto lady calls "tedious minutiae and petty-sounding squabbles."

So, I guess one must take the bad with the good.

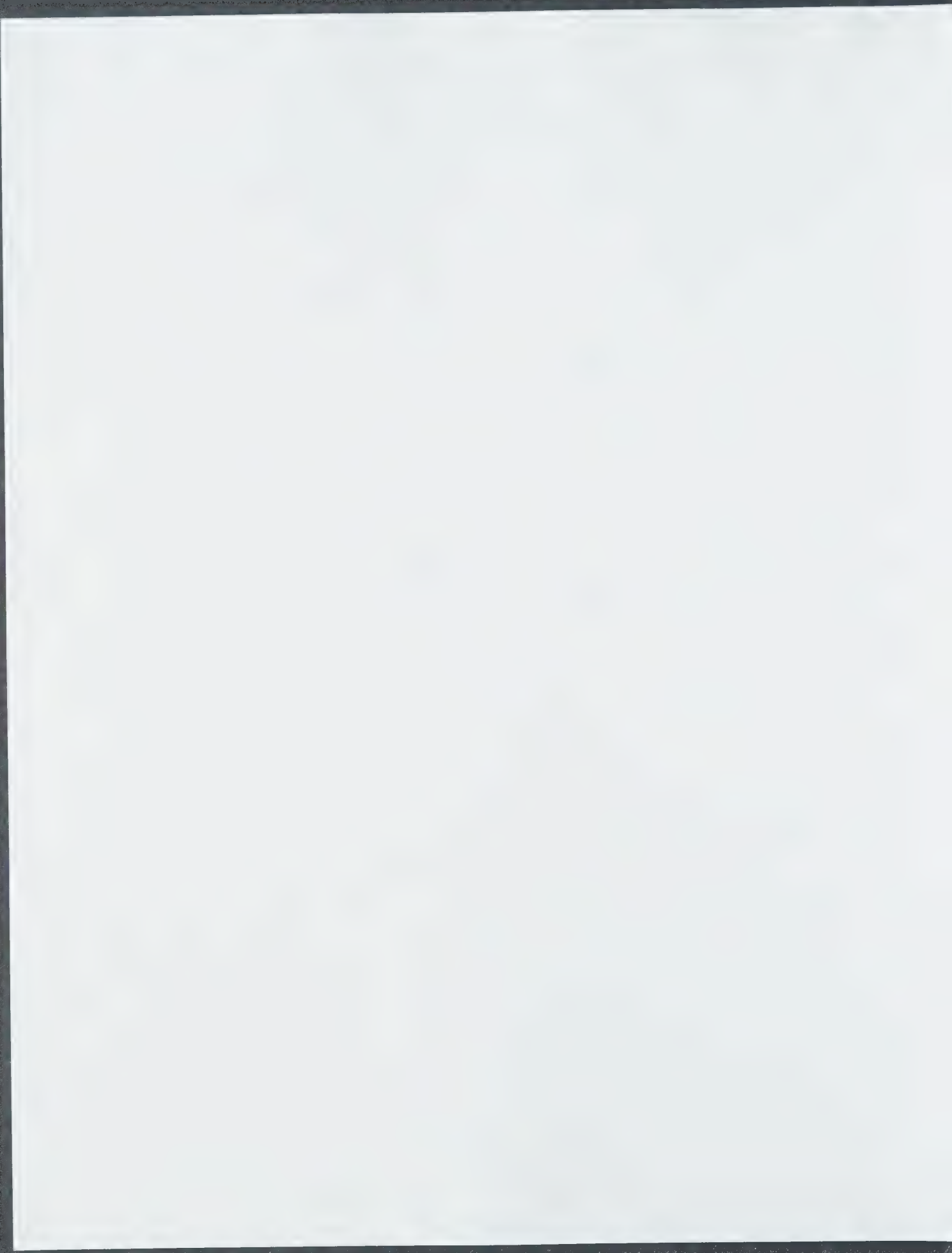
Also enclosed is a copy of a brief report on the first year's course at your castle, that was in the Globe and Mail on July 15, 1995.

With my best regards

Sincerely

Ian Spenser







ALFRED BADER FINE ARTS

DR. ALFRED BADER

ESTABLISHED 1961

June 29, 1995

Dr. Ian D. Spenser  
Professor Emeritus  
Department of Chemistry  
McMaster University  
1280 Main Street West  
Hamilton, Ontario L8S 4M1  
Canada

Dear Dr. Spenser:

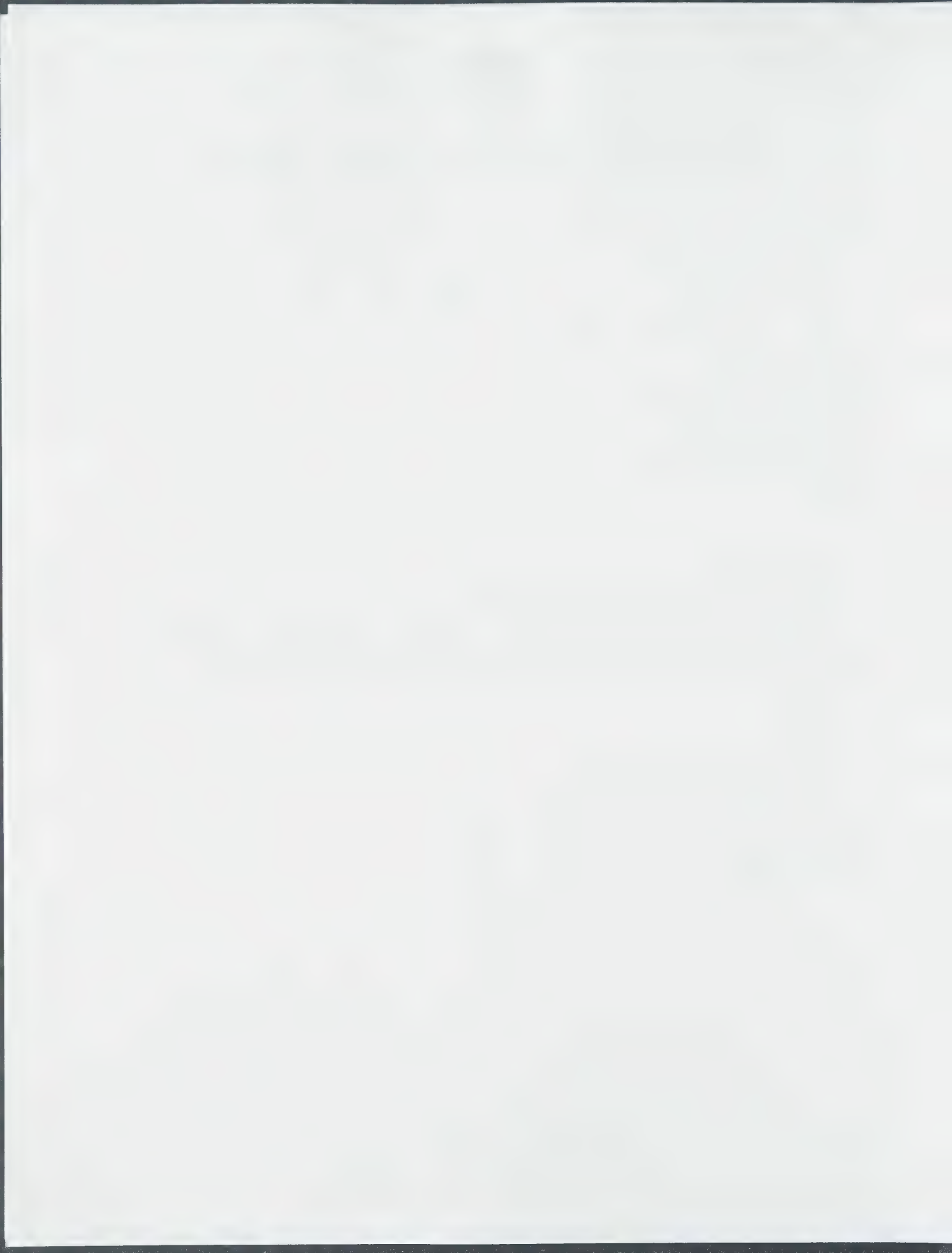
Thank you for your letter of June 9th to Dr. Bader.

Dr. and Mrs. Bader are presently traveling on a speaking tour in England and on the Continent.  
Dr. Bader will respond to your letter upon his return to Milwaukee at the end of July.

Best wishes,

Cheryl Weiss  
Office Manager

*By Appointment Only*  
ASTOR HOTEL SUITE 622  
924 EAST JUNEAU AVENUE  
MILWAUKEE WISCONSIN USA 53202  
TEL 414 277-0730 FAX 414 277-0709





Dr. Alfred Bader  
2961 North Shepard Avenue  
Milwaukee, Wisconsin 53211

*A Chemist Helping Chemists*

August 2, 1995

Dr. Ian D. Spenser  
Professor Emeritus  
Department of Chemistry  
McMaster University  
1280 Main Street West  
Hamilton, Ontario L8S 4M1  
Canada

Dear Ian:

I am sorry that a long trip to Europe has delayed my thanking you for your very kind letter of June 9th.

I talked to Bob Wandler, the man in charge of the Library of Rare Chemicals today, and he confirmed that he is very happy with your collection and, of course, Aldrich would be happy to purchase your more recent vintage collection, provided only that these are again of solids that could easily be taken in a large suitcase.

Isabel and I plan to attend my 50th reunion at Queen's and then also stay there for another few days to discuss our various efforts to help the University. Thus, we will be in Kingston from October 20th through 25th.

I will be giving a seminar at the Department of Chemistry of Queen's on Wednesday morning, October 25th, and if you could have the collection sent there, of course to my attention, we would be glad to take it along and make certain that you will receive payment shortly thereafter.

With many thanks for your help and all good wishes, I remain,

Yours sincerely,

AB/cw  
cc: Bob Wandler





McMASTER UNIVERSITY

Department of Chemistry

1280 Main Street West, Hamilton, Ontario L8S 4M1

Telephone: (905) 525-9140

FAXMAIL (905) 522-2509

copy to Bob  
Wandeg

Dr. Alfred Bader  
2961 North Shepard Avenue  
Milwaukee, Wisconsin 53211

June 9, 1995

Dear Dr. Bader:

Thank you so much for your letter of June 2, 1995. I am very glad that the samples are useful to the Aldrich Library of Rare Chemicals and that you did not experience any problems taking them with you. Your estimate of the value of the samples is very generous.

→ There are many other specimens in my collection, of somewhat more recent vintage, mainly alkaloids and their degradation products, prepared in the course of our biosynthetic studies over the past three decades, e.g., benzyloquinolines and furoquinolines, quinolizidines, pyrrolizidines, piperidines and a few other groups. I will select the uncommon ones and will have them ready for the Library some time next year. Since I am still working on the biosynthesis of Vitamin B<sub>1</sub> and B<sub>6</sub>, and of some orchid alkaloids, I will keep the samples of the latter series for the time being. They will be available when I finally have to quit working, if and when my funding dries up.

Your autobiography makes very interesting and enjoyable reading. I am very glad that you signed my copy.

I hope that I will have the opportunity to meet you again soon. With warm greetings and my best regards to Mrs. Bader,

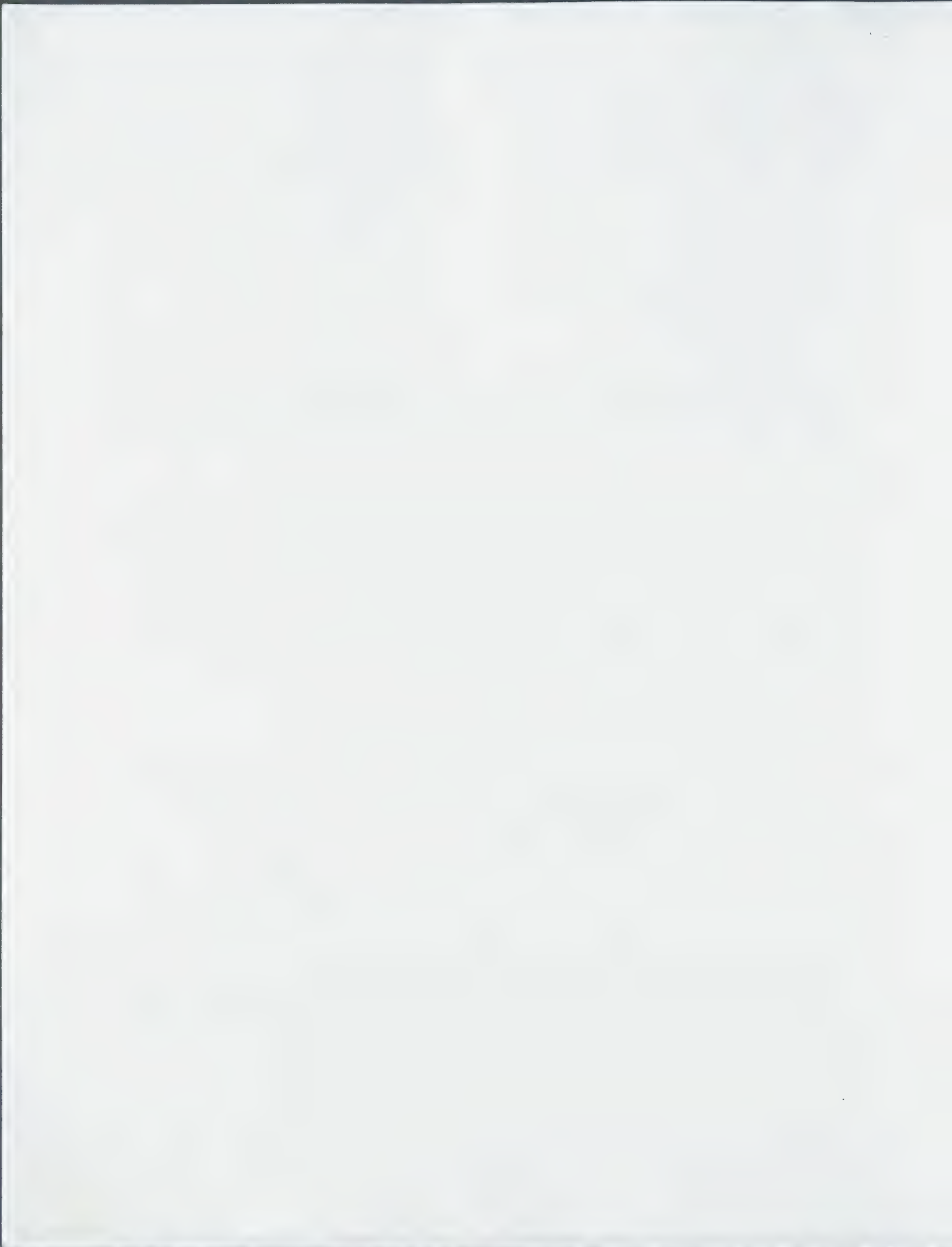
Yours sincerely

Ian

Ian D. Spenser  
Professor Emeritus

PS: I enclose a recent reprint you might be interested in, mainly as an illustration of the reality, usually ignored by our younger colleagues, that people our age are still capable of doing innovative work.







ALFRED BADER FINE ARTS

DR. ALFRED BADER

December 30, 1994

ESTABLISHED 1961

Dr. Rhoda E. Howard, Director  
Theme School on International  
Justice & Human Rights  
McMaster University  
Kenneth Taylor Hall, Room 201  
Hamilton, Ontario L8S 4M4  
Canada

Dear Dr. Howard:

A long trip to Europe has delayed my responding to your interesting letter of November 2nd.

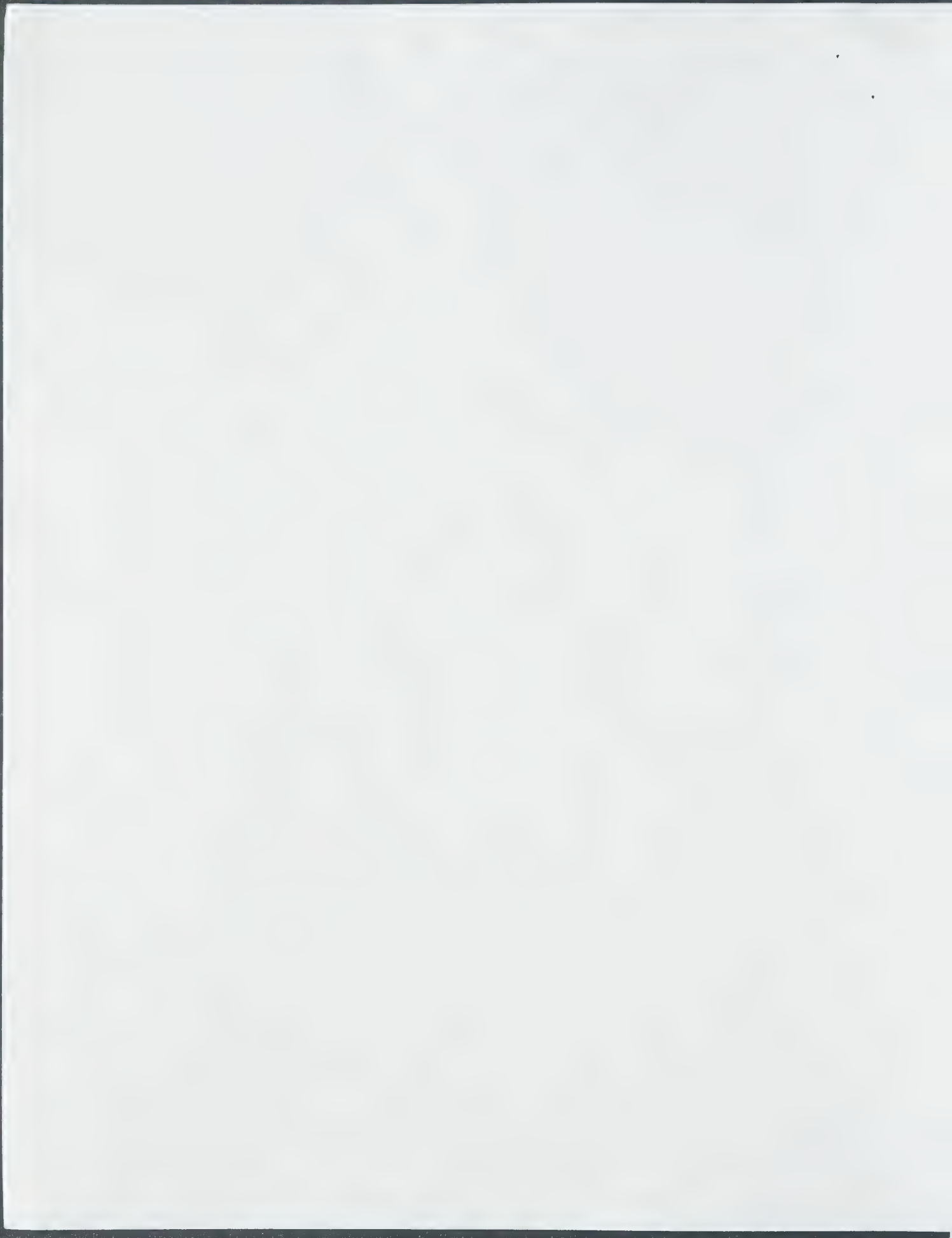
I am certain that your efforts are very worthwhile, but my wife and I would like to concentrate our efforts to help the most disadvantaged and the ablest, particularly at Queen's University, in the Czech Republic and in Israel.

I must tell you that whenever someone talks to me about being "half Jewish", I gag. Either a person is Jewish or not; the term "half Jewish" comes from Nazi terminology and should really not be used.

All good wishes.

Sincerely,

*By Appointment Only*  
ASTOR HOTEL SUITE 622  
924 EAST JUNEAU AVENUE  
MILWAUKEE WISCONSIN USA 53202  
TEL 414 277-0730 FAX 414 277-0709







## THEME SCHOOL ON INTERNATIONAL JUSTICE AND HUMAN RIGHTS

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McMASTER UNIVERSITY  
Kenneth Taylor Hall, Room 201  
Hamilton, Ontario, Canada L8S 4M4

Rhoda E. Howard, Ph.D., FRSC  
*Director*

Gary A. Warner, D. de l'U  
*Associate Director*

2 November 1994

Dr. Alfred Bader,  
924 East Juneau Avenue, Suite 622,  
Milwaukee, Wisc. 53202  
U.S.A.

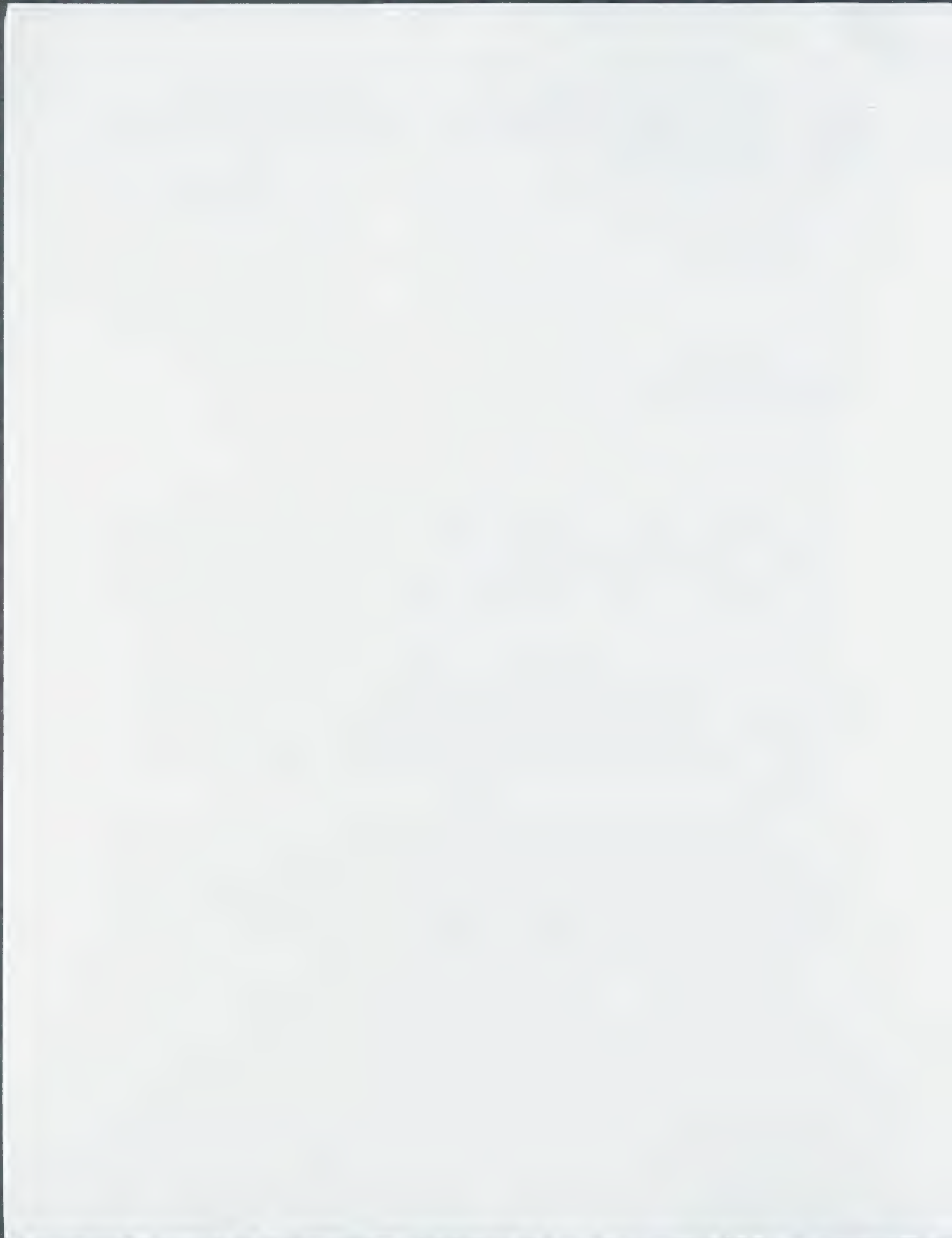
Dear Dr. Bader,

I read with great interest the article about your life in the July/August 1994 issue of Saturday Night. Part of my interest stems from my own personal background. I am the daughter of Helmuth Hassmann (now Michael Howard), a half-Jewish refugee from Leipzig who was, I believe, interned in the same camp as you outside Sherbrooke during the early years of WWII. He is about ten years older than you. I can well understand, having read your story, why you have been so generous an alumnus to Queen's University over the years.

I would like to let you know about the program I currently direct at McMaster University on International Justice and Human Rights. I have dedicated my academic career to the study of international human rights for reasons that I am sure you will understand. Having grown up in the quite privileged atmosphere of democratic Canada, I wish somehow to repay my family's debt to those who helped my father and other relatives escape: I would also like to do something useful, as a scholar, to help those still suffering from genocide.

The Theme School on International Justice and Human Rights is an interdisciplinary undergraduate program that must be funded by private donations. It is currently expected to last until 1998, although it might be extended if outside donations are found for it. The School addresses the entire range of human rights found in international human rights law, including women's rights, health rights, and environmental rights, as well as such "traditional" human rights topics as international law, philosophy, and politics.

... /2.



/2.


The program also will include a course on comparative genocide. Comparative genocide is a new field, pioneered to a great extent by Jewish scholars, but now of more and more interest to other scholars, students and the general public in the light of the recent tragic events in Bosnia and Rwanda.

Last year the Vienna Conference on Human Rights called for more international education in this field: the United Nations has declared 1995-2005 to be the Decade of Human Rights Education. The program at McMaster is the first in Canada, possibly the first in North America or even the world, to offer undergraduates not in law schools the chance to study human rights. So far our students are very enthusiastic about the program: one reason for their enthusiasm is that it gives them the chance to study issues of immediate pressing concern and real importance that are, nevertheless, often sidelined by the more traditional, discipline-bound structure of universities.

I am taking the liberty of writing to you, then, because of your own personal background, which I thought might interest you in this program. I enclose some information about McMaster University and about the Theme School on International Justice and Human Rights. I also enclose for your information a copy of my own curriculum vitae.

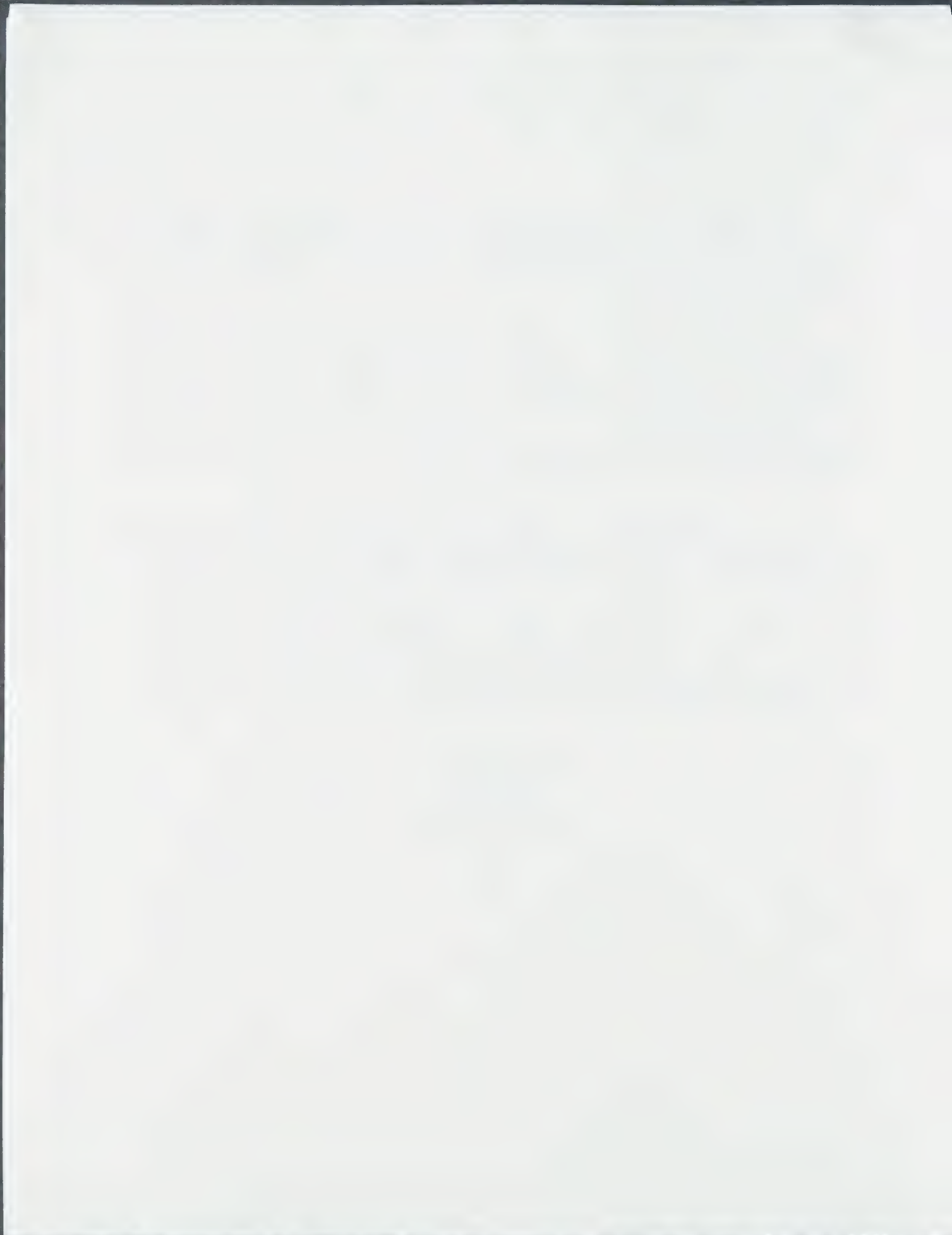
I would be happy to discuss the human rights program with you, and I will phone you later in November on the chance that you might have some questions concerning the program. If you should ever be in the Hamilton area, I would be delighted to invite you to the University and give you the opportunity to meet with some of the students and faculty of the Theme School.

Yours sincerely,

  
Rhoda E. Howard, Ph.D., FRSC

Encls.





McMASTER UNIVERSITY

Theme School On International Justice And Human Rights

Brief Description of Course Content - A Summary

For students in the first year of the *Theme School*:

Introductory Seminar - Dr. Samuel Ajzenstat, Associate Professor, Political Science; Dr. Rhoda Howard, Professor, Sociology; Director of the *Theme School*.

What is morally necessary and practically feasible for governments, international organizations and individuals to do to enforce rights? How can human rights be promoted in the less-developed world?

Human Rights And Disability - Dr. Mary Tremblay, Associate Professor, School of Occupational and Physical Therapy.

The course will use an interdisciplinary focus to examine the field of human rights and disabilities. Specific case studies and human rights learning problems, designed for this course, will allow students to explore historical, legal, economic, social and ethical aspects of human rights for individuals with disabilities.

The Right To Food - Dr. G. J. Sorger, Professor, Biology.

The right to life suggests that one has the right not to be killed by other human beings using violent means. Most people are not killed, however, by such highly visible means; instead the killer is malnutrition and conditions associated with poverty.

Democratization in Eastern Europe - Dr. Stefania S. Miller, Associate Professor, Political Science.

Human Rights are central to an understanding of the collapse of communism and the ongoing process of democratization in Eastern Europe.

The Right to Development - Dr. Gary Warner, Associate Professor, French; Director, McMaster International; Associate Director, *Theme School*.

With examples drawn chiefly from an African context, students will examine questions such as, what strategies have proved effective for the empowerment of women? are developing countries justified in resisting the linkage of development aid with human rights and democratization demanded by donor countries?

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For students in the Second year of the *Theme School*:

Indigenous Human Rights - Ms. Dawn Hill, Sessional Lecturer, Indigenous Studies.

This course will explore First Nations of North America. The objective is two-fold. First an Indigenous perspective will be established to assist students in understanding how Indigenous people interpret their inherent human rights -- an understanding which is spiritually based. Once an Indigenous context is established students will be exposed to a number of Indigenous experiences.

Ecosystem Health and Human Rights - Dr. Evert Nieboer, Professor, Biochemistry.

The theme concerns the choice of values for managing the commons (i.e., oceans, lakes, land, air, energy or other non-renewable resources) in which equity matters - equity among peoples around the world today, as well as among parents and their grand-children.

Civil Society - Dr. G. B. Madison, Professor, Philosophy.

We shall attempt to gain an in-depth understanding of the notion of civil society. This form of social organization is the necessary condition for the existence of democracy and human rights. Indeed, in the absence of civil society any proclamation of human rights is meaningless, just as any claim to democratic governance is hypocritical and vain.

Health and Culture: Human Rights - Mrs. Basanti Majumdar, Associate Professor, School of Nursing.

This course is an exploration of health care issues from a national and an international prospective and human rights codes.

Employment Rights - Dr. Harish C. Jain, Professor, Human Resources & Labour Relations, School of Business.

Topics for discussion include: human rights in the international context; international human rights in employment; human rights in employment in Canada; human rights legislation.

---

**For students in the Third and final year of the *Theme School*:**

The Faces of Intolerance - Dr. H. Jones, Professor, Classics.

The aim of this course is to provide an opportunity to examine from both an historical and a contemporary perspective some aspects of intolerance and suppression, as shown by some of the great trials of history: Socrates, Galileo, Oscar Wilde.

International Women's Rights - Dr. Rhoda Howard, Director, Theme School on International Justice and Human Rights; Professor, Sociology.

This course will be designed to encourage students to investigate some of the key questions concerning women's rights internationally: are women's rights human rights: feminist critique of international human rights law?

Genocide and International Humanitarian Law - Dr. Stefania S. Miller, Associate Professor, Political Science.

Genocide and other crimes against humanity, frequently associated with civil or interstate war, constitute the most extreme violations of human rights. International conventions and agreements prohibiting genocide and regulating the conduct of war have not been effective in preventing, constraining or punishing perpetrators of gross abuses of human rights.

International Development and Human Rights - Dr. Alexander A. Berezin, Associate Professor, Faculty of Engineering, Department of Engineering Physics.

The course is intended to bring important recent developments in science and engineering into a context of issues related to individual freedom, social justice and the ever-growing need for a balanced international development.



McMASTER UNIVERSITY

Theme School On International Justice And Human Rights

Brief Description of Course Content.

**For students in the first year of the *Theme School*:**

Introductory Seminar - Dr. Samuel Ajzenstat, Associate Professor, Political Science, and Dr. Rhoda E. Howard, Professor, Sociology, and Director of the *Theme School*.

What may human beings and groups reasonably claim as rights and on what basis? What is morally necessary and practically feasible for governments, international organizations and individuals to do to enforce rights? Can rights be enforced in less-developed societies that have limited economic resources?

We combine the study of basic theoretical debates with accounts of how these debates surface in Canadian and international contexts and in existing human rights documents.

In keeping with the emphasis on self-directed learning in the theme schools, the classes will be student run as much as possible.

Human Rights And Disability - Dr. Mary Tremblay, Associate Professor, School of Occupational and Physical Therapy.

Throughout the twentieth century individuals with disabilities have often been ignored in the development of human rights codes and legislation. In many instances they have been denied rights and protections that have been available for individuals without disabilities. Indeed, in the twentieth century individuals with disabilities have been required to undergo specific procedures such as sterilization, to live in institutions against their will. They have also been prevented from participating in a wide variety of community activities. These actions were justified, it was claimed, because of the presence of disabilities.

During the last two decades arguments for economic and social rights have become more prevalent as individuals with disabilities have sought the right to participate in all aspects of society. However, issues such as the right to education in a regular classroom, the right to employment, and the right to attend the university of the student's choice without fear of architectural barriers are still contentious in Canadian society.

The course will use an interdisciplinary focus to examine the field of human rights and disabilities. Specific case studies and human rights learning problems, designed for this course, will allow students to explore historical, legal, economic, social and ethical aspects of human rights for individuals with disabilities.

Students will be encouraged to visit agencies or groups that are involved in the field in the preparation of specific case studies or their research essay.

The Right To Food - Dr. G. J. Sorger, Professor, Biology

The right to life suggests to many people that one has the right not to be killed by other human beings using violent means. Most people are not killed, however, by such highly visible means; instead the killer is malnutrition and conditions associated with poverty. The right to life in this case would be an economic and social right which affects all members of society in their economic and social status. It is difficult to get agreement on the principle that every member of society has the right to at least a minimum



standard of living compatible with reasonably health survival. This agreement becomes more difficult as resources become more scarce. If some or most people in a given society starve, is this a violation of their human rights?

If an enterprise sets itself up in a country where people are desperately poor and hires labour full-time at wage rates that are too low to live on and/or under conditions that are unsafe, is that enterprise violating the human rights of their workers? If international trade arrangements result in a country's main export becoming worthless, so that the country is no longer able to earn enough income to maintain its social services, thus resulting in starvation for many, who is violating their human rights?

The theme that runs through this course is an examination of these questions.

The Right to Development - Dr. Gary Warner, Associate Professor, French; Director, McMaster International; Associate Director, *Theme School*.

Students will have the opportunity to examine issues which arise when one analyzes the practical implications of the right to development. Scenarios drawn from actual situations will be used, drawn primarily but not exclusively from an African context. Some questions to be considered include:

- what does it mean to say that development is a human right?
- are developing countries justified in resisting the linkage of development aid with human rights and democratization demanded by donor countries?
- what are the models of development that the World Bank has promoted over the past three decades?
- how has Canada's Overseas Development Assistance policy been changing since the end of the Cold War?
- what kind of strategies have proved useful for the empowerment of women?
- how does a Western-trained development worker go about avoiding the pitfall of imposing Western cultural values and practices?

Democratization in Eastern Europe - Dr. Stefania S. Miller, Associate Professor, Political Science.

Human Rights are central to an understanding of the collapse of communism and the ongoing process of democratization in Eastern Europe.

- Communist regimes' claims to furthering human rights need to be evaluated especially since communism served as a model of modernization and development for other political systems.
- Social movements such as Solidarity in Poland, Charter 77 in Czechoslovakia and Helsinki Watch groups were instrumental in publicizing human rights abuses and helping to bring about the collapse of communist regimes.
- The post-1989 democratization process raises human right issues including national self-determination and minority rights.

Questions to be addressed in this course include:

- Is economic development a necessary condition for civil and political rights?

- How did human rights movements, national and international, contribute to the collapse of communist systems?
- What factors have contributed to the peaceful political divorce of the Czech and Slovak Republics compared to the violent disintegration of Yugoslavia? How have the UN and other international organizations reacted to the gross abuses of human rights in the latter case?

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**For students in the Second year of the *Theme School*:**

Indigenous Human Rights - Ms. Dawn Hill, Sessional Lecturer, Indigenous Studies.

This course will explore First Nations of North America. The objective of the course is two-fold. First an Indigenous perspective will be established to assist students in understanding how Indigenous People interpret their inherent human rights -- an understanding which is spiritually based. Once an Indigenous context is established students will be exposed to a number of Indigenous experiences in North America.

We will explore government policies and their impact on First Nations, specifically, the Department of Indian and Northern Affairs in Canada and the Bureau of Indian Affairs in the U.S. Together we will discuss collective rights of First Nations and the conceptual problems which arise in an individual oriented legal system. Lastly, we will examine institutional, collective and individual case studies which will include:

- Canadian Assimilation policy
- Lubicon Lake Nation land claim
- stand-off at Oka Quebec - 1990
- religious freedom - Lakota Sioux and the Black Hills Claim
- Helen Betty Osborne, Manitoba

Ecosystem Health and Human Rights - Dr. Evert Nieboer, Professor, Biochemistry.

The theme of the course concerns the choice of values for managing the commons (i.e., oceans, lakes, land, air, energy or other non-renewable resources) in which equity matters - equity among peoples around the world today, as well as among parents and their grand-children. This involves integration of social, human, and ecological health and requires an understanding of the fundamental issues and knowledge concepts that define these cross-disciplinary subject areas.

Actual environmental incidents or case histories will be used to identify issues and learning concepts. These study "problems" are to be provided by the instructor and will focus on global warming, the Great Lakes ecosystem, safe drinking water supplies in developing countries, or energy issues. Opportunities will also be available for the students to pursue individual topics or actual research projects.

In addition to class participation, class presentations and project reports, an evaluation exercise will be designed which will focus on knowledge, application of knowledge, judgement, as well as problem-solving, critical appraisal and information-retrieval skills. Student will also be asked to keep a journal, which will only be used for formative feedback to facilitate the learning process.

Civil Society - Dr. G. B. Madison, Professor, Philosophy.

In this course we shall attempt to gain an in-depth understanding of the notion of civil society. This form of social organization is the necessary condition for the existence of democracy and human rights. Indeed, in the absence of civil society any proclamation of human rights is empty and meaningless, just as any claim to democratic governance is hypocritical and vain. In philosophical terms, civil society is the "condition for the possibility" of democracy and human rights. To strive for democracy and human rights is, by that very token, to work for the construction, in any given country, of a genuine civil society.

Areas of discussion will include:

- The contrast of a civil society with totalitarianism, the collapse of socialism in Eastern European the result of the revolutions of 1989,
- Even though the idea of civil society is of universal relevance, it was first articulated by various Western theorists, and so we shall survey figures and themes such as: John Locke and the Social Contract; Montesquieu and the Rule of Law; James Madison and the American Constitution; the French Revolution and the *Declaration des droits de l'homme et du citoyen*.
- An analytical or conceptual survey of the various component "parts" of the idea of civil society; the three-fold division of society into the political, the economic, and the moral-cultural; the relation between the private and public realms; the place of the family in civil society, multiculturalism and minority rights; civil society vs. the welfare state.

Health and Culture: Human Rights - Mrs. Basanti Majumdar, Associate Professor, School of Nursing.

This course is an exploration of health care issues from a national and an international perspective and from the perspective of human rights codes.

The major objectives of the course are: concept of health, including measurement of health issues and inequalities across groups in societies, determination of health and organization of health care systems including structure, process and evaluation of health care delivery. Emphasis on global issues and its impact on Canadians will be discussed in detail.

The course will combine lectures, tutorials and community visits. Tutorials will provide students with an opportunity to focus on:

- the inter-relationships of political, social, ethical, economical, environmental and lifestyle/cultural factors that affect health status and health care programmes at the national and international level
- the complexity of measuring the health status of communities
- the complexities of government aid/funds and international aid.



Employment Rights - Dr. Harish C. Jain, Professor, Human Resources & Labour Relations, School of Business.

Topics for discussion include:

- human rights in the international context
- international human rights in employment
- human rights in employment in Canada
- human rights legislation
- sexual harassment in the workplace
- employment equity
- briefs presented by trade unions, employers, and Equity seeking groups and others regarding the Employment Equity legislation.

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**For students in the Third and final year of the *Theme School*:**

The Faces of Intolerance - Dr. H. Jones, Professor, Classics.

The aim of this course is to contribute to the general objectives of the *Theme School on International Justice and Human Rights* by providing an opportunity to examine from both an historical and a contemporary perspective some aspects of intolerance and suppression.

The principal focus will be upon the detailed investigation of a selected number of episodes which have found their way into some form of judicial process.

The selection of cases for study has been determined in part by a consideration of the pedagogical principles adopted by the *Theme School* - that an opportunity should be provided for self-directed learning, group inquiry, documentary research, and exposure to a variety of disciplines.

The cases selected are: (1) the trial of Socrates, 339 B.C.; (2) the trial of Galileo, 1633; (3) the Salem Witchcraft trials, 1692; (4) the trials of Oscar Wilde, 1895.

In addition, to participating as a member of an inquiry group each student will be required to choose for independent investigation a 20th century legal case dealing with freedom of expression, and to submit a written report detailing the nature of his/her investigation, including a discussion of the question of intolerance in the context of his/her chosen case and the discussion that has taken place in the course as a whole.

International Women's Rights - Dr. Rhoda Howard, Director, Theme School on International Justice and Human Rights; Professor, Sociology.

This course will be designed to encourage students to investigate some of the key questions concerning women's rights internationally:

- are women's rights human rights: feminist critique of international human rights law
- refugee women
- cultural relativism and women's rights
- female genital mutilations
- religion and women's rights (Christianity, Islam, Hinduism, etc.)
- violence against women
- women and development
  - the debt crisis
  - structural adjustment programs
  - traditional law and blockages of women's rights.

Genocide and International Humanitarian Law - Dr. Stefania S. Miller, Associate Professor, Political Science.

Genocide and other crimes against humanity, frequently associated with civil or interstate war, constitute the most extreme violations of human rights. International conventions and agreements prohibiting genocide and regulating the conduct of war have not been effective in preventing, constraining or punishing perpetrators of gross abuses of human rights. The end of the Cold War presents the possibility of a more concerted multilateral response and the strengthening of international humanitarian law.

This course will focus on genocide and other extreme forms of group violence, and the problems of international regulation and intervention. We will begin with an examination of some of the theoretical literature on and case studies of genocide from the perspective of international law and politics. Students will be encouraged to apply the theoretical literature to recent cases, such as the conflicts in Yugoslavia and its successor states, and Rwanda. In the second half of the course, students' research findings will be presented in class as seminars or simulations such as international trials of alleged cases of genocide and other crimes against humanity.

International Development and Human Rights - Dr. Alexander A. Berezin, Associate Professor, Faculty of Engineering, Department of Engineering Physics.

The course is intended to bring important recent developments in science and engineering into a context of issues related to individual freedom, social justice and the ever-growing need for a balanced international development. Dr. Berezin has some personal research experience and interest in interdisciplinary studies at the interfaces of fundamental science (physics, biology, informatics) and technological developments with social and humanitarian issues.

topics for discussion include:

- the coming Orwellianism: new electronic technology and civil and political rights
- emerging "Virtual Realities" and public manipulation
- political correctness in science and freedom of inquiry
- scientific megaprojects in a context of fundamental social priorities
- gender bias and women issues in science and engineering.

## CURRICULUM VITAE

**NAME** RHODA ELIZABETH HOWARD, Ph.D., FRSC  
Professor of Sociology and Director, Theme School on  
International Justice and Human Rights

**DATE OF BIRTH** 3 September 1948

**CITIZENSHIP** Canadian and British (married to U.S. citizen)

**PRESENT POSITION** Professor of Sociology  
McMaster University

**ADDRESS** Department of Sociology  
McMaster University  
1280 Main Street West  
Hamilton, Ontario  
Canada L8S 4M4

### ELECTRONIC ADDRESSES

(905)(416) 529-7070 Ext. 23604 (touch tone) Fax: <sup>905</sup>(416) 524-1311  
.. (416) 525-9140 Ext. 23604 (dial phone) Telex: 061-8347  
.. (416) 529-9995 (Home) Bitnet: howardr@mcmail.cis.mcmaster.ca

### PROFESSIONAL POSITIONS

July 1987 - present Professor of Sociology, McMaster University

July 1981 - June 1987 Associate Professor of Sociology, McMaster University

July 1985 - Associate Member, Department of Political Science, McMaster University

July 1976 - June 1981 Assistant Professor of Sociology, McMaster University

1975 - 1976 Visiting Assistant Professor, University of Calgary

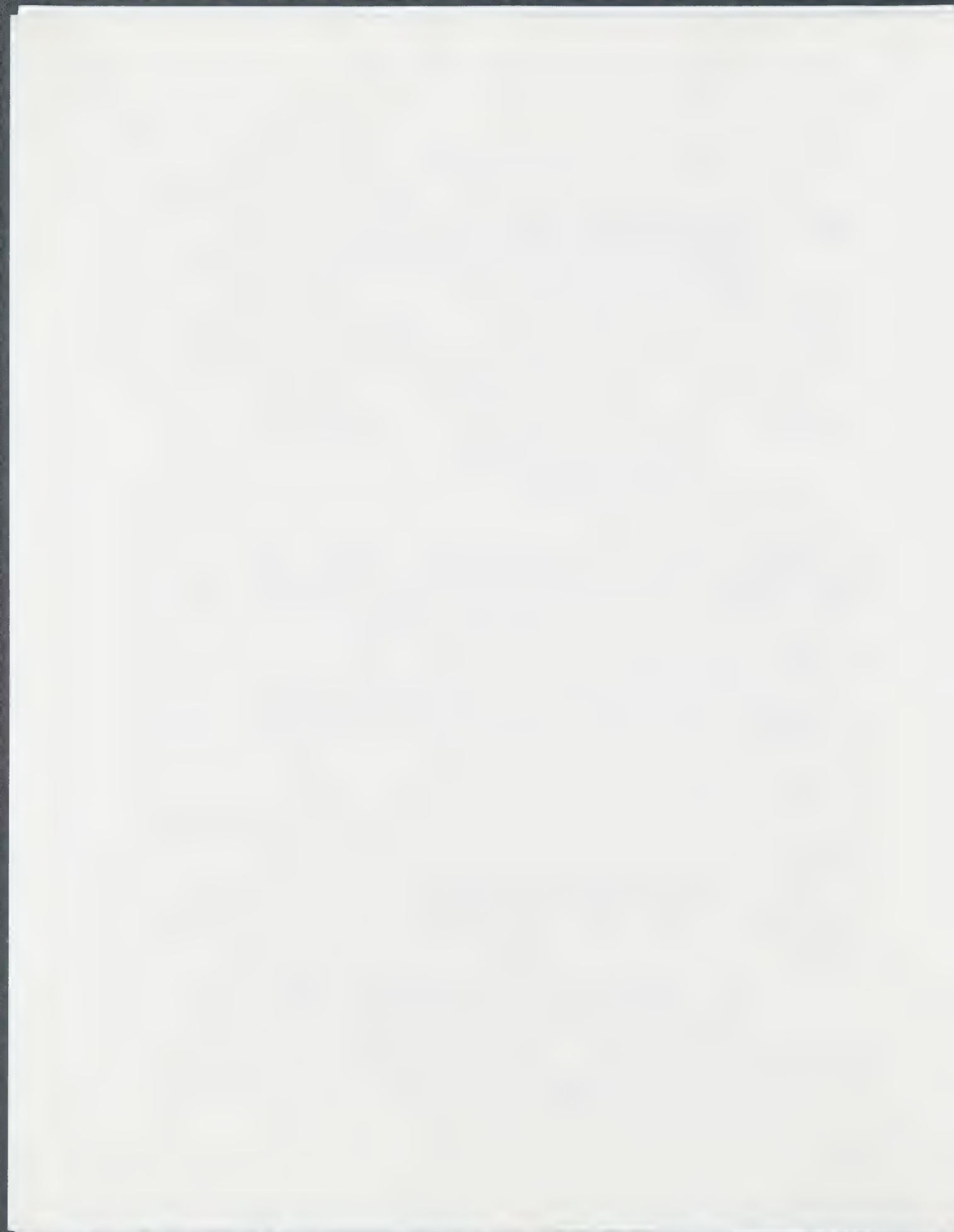
Summer 1975 Lecturer, McGill University

**DEGREES** Ph.D. (Sociology), McGill University, 1976  
M.A. (Sociology), McGill University, 1972  
B.A. (Political Science, with distinction)  
McGill University, 1969

### AREAS OF SPECIALIZATION

Sociology of Human Rights  
Sociology of Development (Africa)





## Sociology of Women

### COURSES TAUGHT

#### Undergraduate

Introductory Sociology  
 Socio-Economic Development  
 Social Stratification  
 Sociology of Women  
 Historical Research Methods  
 Black Studies  
 Comparative Women's Studies  
 African Studies  
 Human Rights  
 Ethnocide and Genocide

#### Graduate

Political Sociology  
 Comparative Sociology  
 Sociology of Development  
 Sociology of Women

### MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

Canadian Association of African Studies  
 Canadian Sociology and Anthropology Association  
 African Studies Association (U.S.A.)  
 International Political Science Association  
 International Studies Association

### LANGUAGES

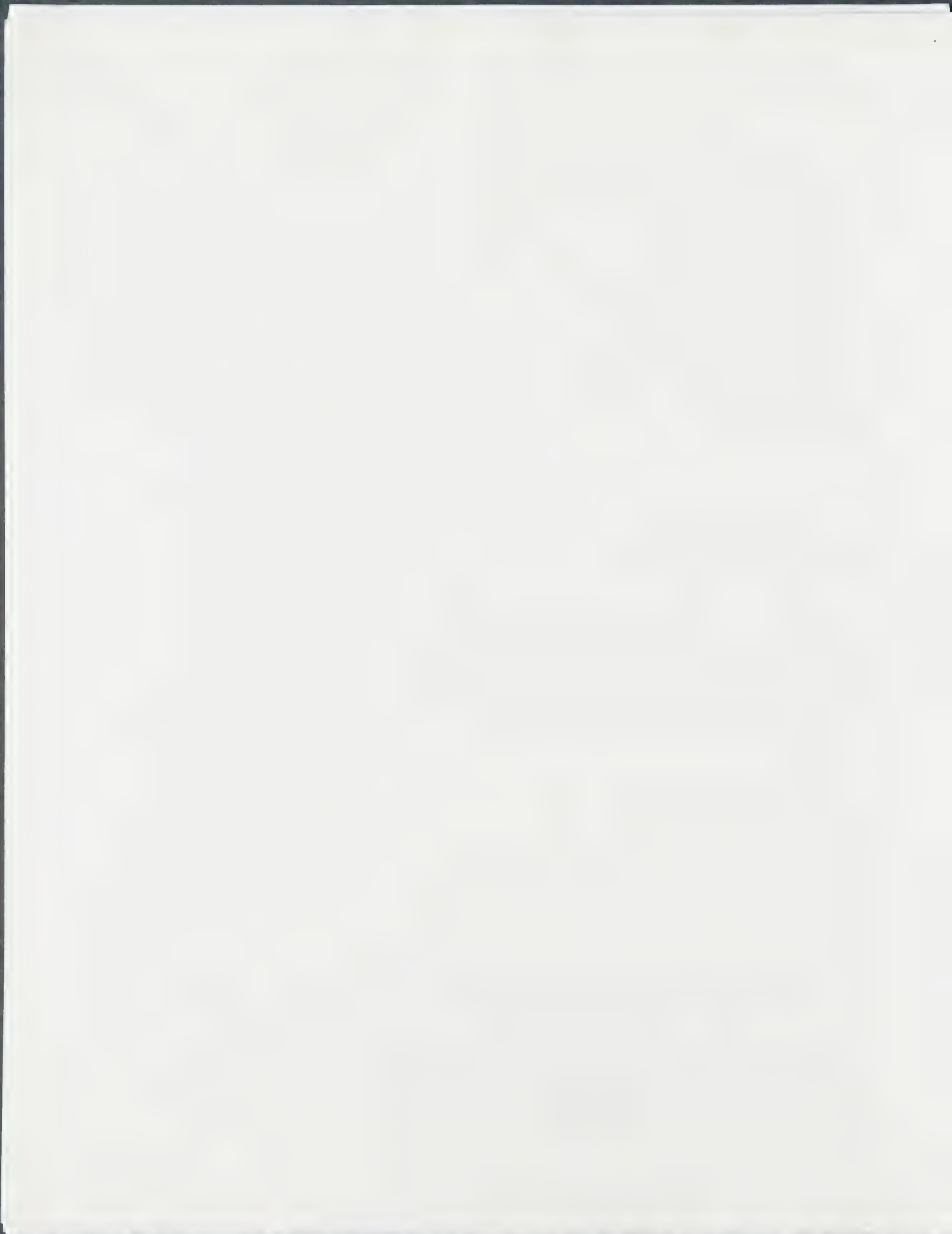
English (mother tongue)  
 French  
 some German

**REFERENCES:** Names available on request.

### PUBLICATIONS

#### Books

- 1995 (forthcoming), **Human Rights and the Search for Community**,  
 (Boulder: Westview) pp. 410
- 1987 Co-editor, with Jack Donnelly, **International Handbook of  
 Human Rights** (Greenwood Press: New York), pp. 495.
- 1986 **Human Rights in Commonwealth Africa** (Rowman and Littlefield:  
 Totowa, N.J.), pp. xiii, 250.





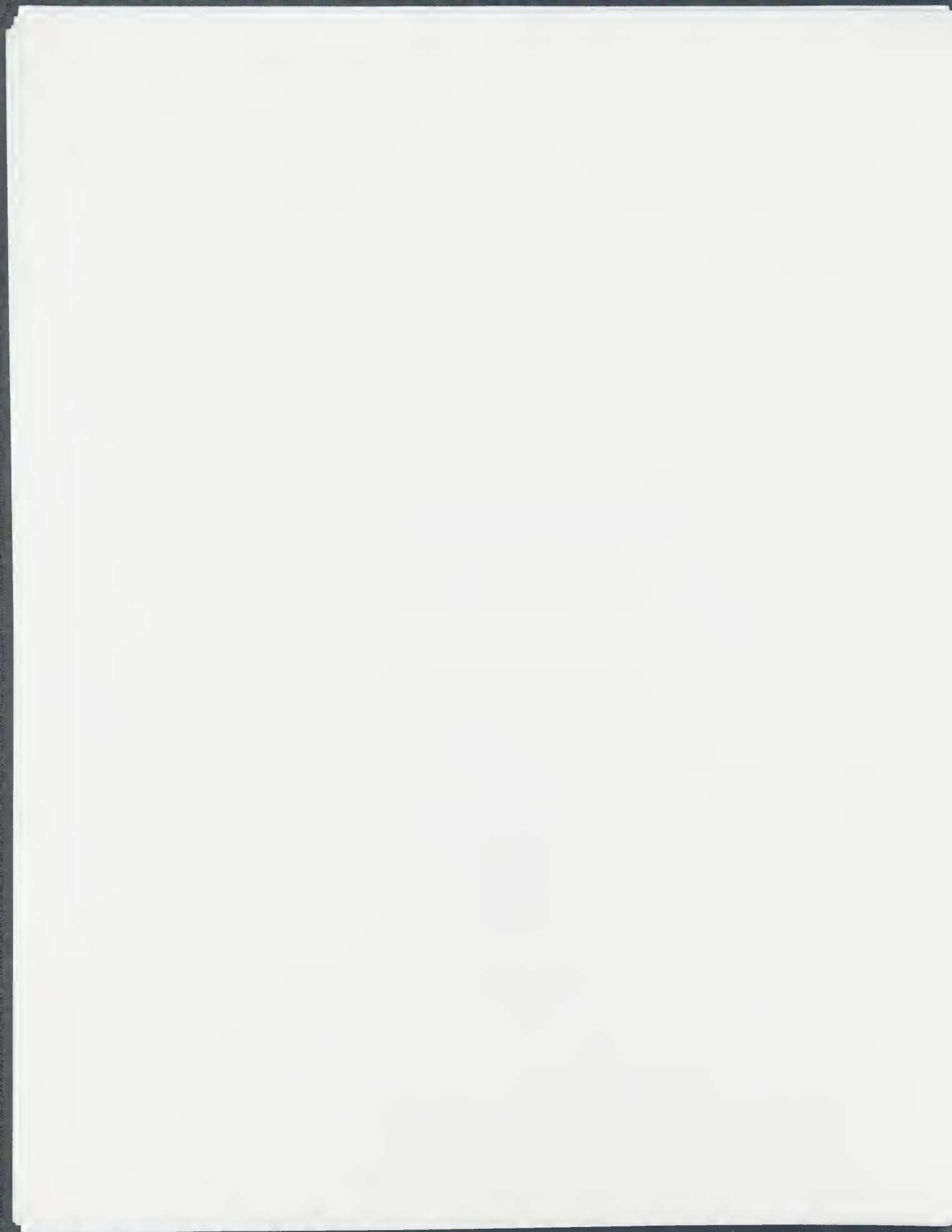
# Theme Schools:

a General Description

McMaster University



Founded 1887



## THEME SCHOOLS AT McMASTER: A General Description

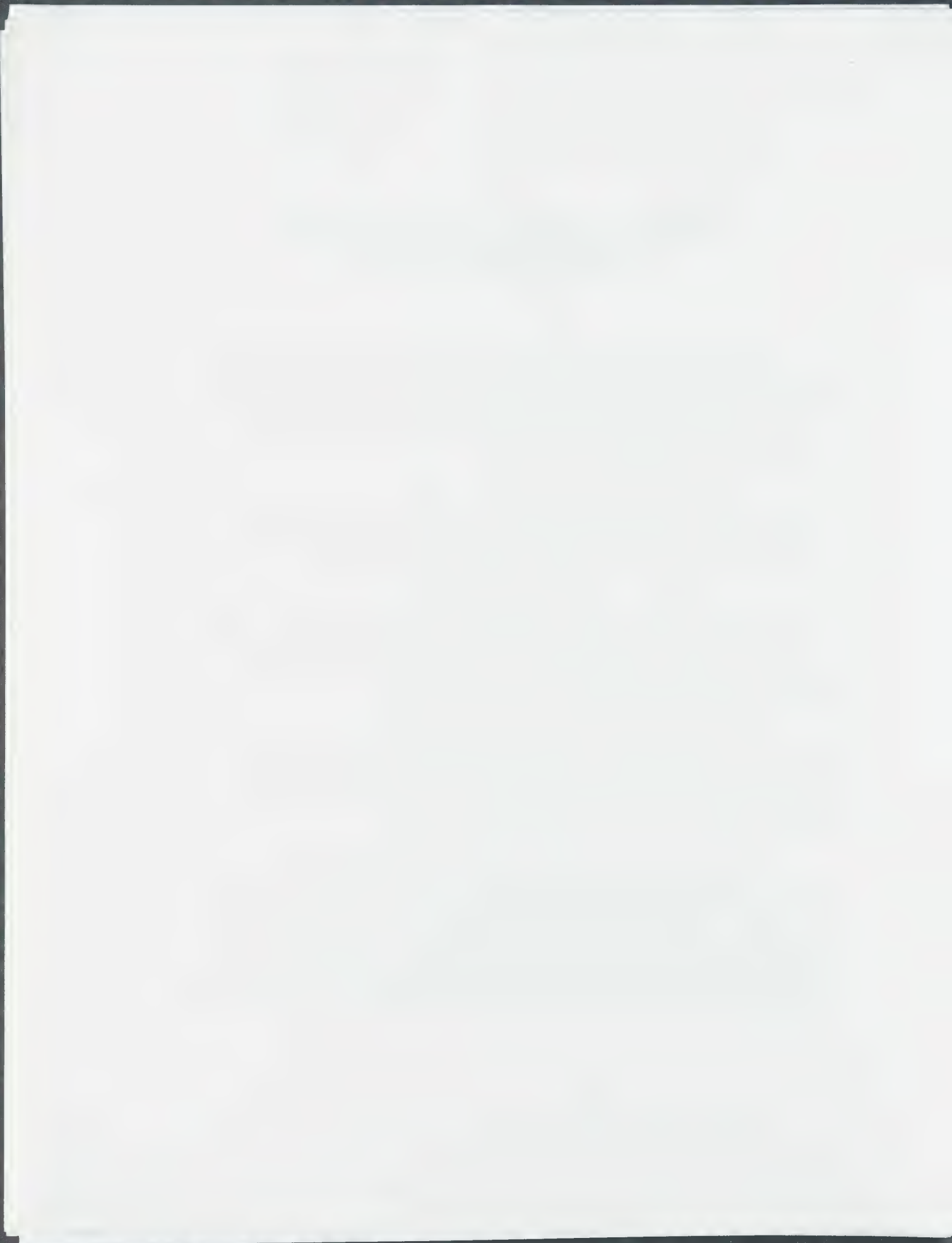
McMaster University is positioning for the challenges and demands of the 21st century as a leading North American university. We want our students to be among the intellectual, scientific and professional leaders of tomorrow. In order to achieve this McMaster has embarked upon a revolution in university education. This is not new for McMaster. We started with a medical school education programme that is now replicated by others.

For centuries university education and research have been constructed like a pyramid. The student starts by accumulating a series of facts, information to provide a base. More study is applied to this base, building upwards, until the student reaches the top to become a specialist, a graduate, a PhD.

A Theme School is exactly the reverse of this idea, an inverted pyramid that never ends. At McMaster, a Theme School starts with an issue, a problem, a set of ideas. This issue gathers researchers, teachers and students to become a dynamic intellectual community that explores the problem through self-directed learning and independent study.

University students, especially those in an Honours Program, experience the rigours of indepth study of their chosen discipline. By participating in a Theme School the undergraduate experience will be enriched by a breadth of issues and applications. Students will graduate with an Honours Degree in a particular subject, and a Theme School Minor.

University education has always required rigour and excellence from students. However, where a degree program has focused on depth of study, Theme Schools require breadth in discovery. In some ways the degree program has encouraged the graduate to feel that education was complete when he or she received his or her diploma. A Theme School promotes lifelong learning and discovery so that the degree is merely a point of passage. Students that are used to independent inquiry will tend to explore, discover and innovate for the rest of their lives.

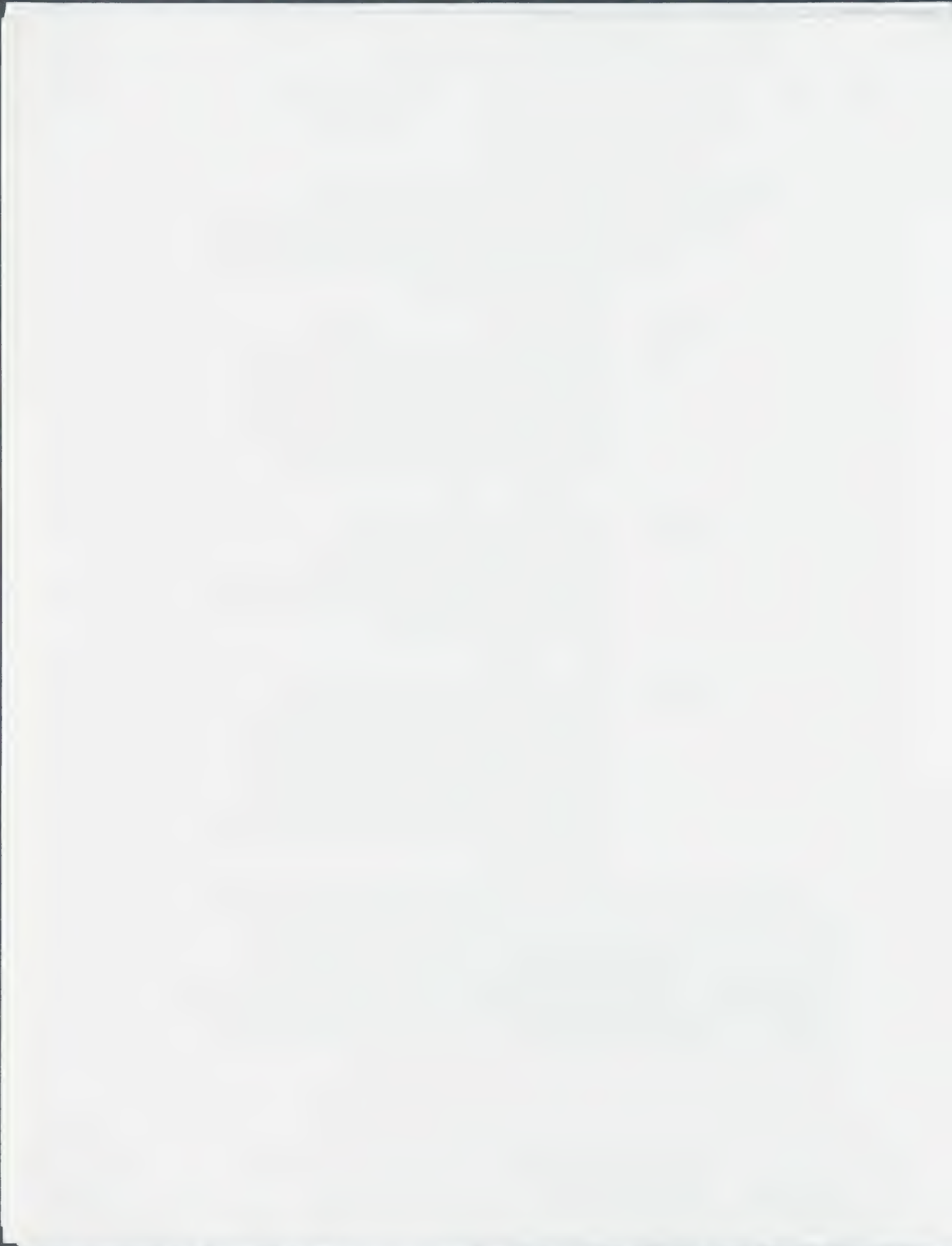




Theme Schools are an adventure in discovery and learning.

- **Excellence:** Theme schools will bring together highly motivated students with broad interests enrolled in honours programs, and leading faculty researchers from a range of departments.
- **Innovation:** Theme schools will chart a new direction in undergraduate education with a curriculum organized around complex problems with global implications. Faculty and students will seek to build an intellectual community where a common conceptual framework can be developed, interchange can take place, new ideas and problem solving can be fostered.
- **Discovery:** Theme Schools will bring active scholars doing original research on the theme problem into close contact with interested, capable students. Students will discover research at first-hand; professors will discover the delights of sharing their current work with committed students.
- **Learning:** Complementary to the usual lecture halls and seminar discussions, students will study contemporary, complex problems in a self-directed way. Drawing on the success of McMaster's problem-based approach to learning used in the Faculty of Health Sciences, students will be introduced to self-directed learning and a set of skills that will last a lifetime in a complex, fast changing world.

McMaster has a goal of ten Theme Schools working at McMaster by 1998 that will influence over a quarter of the student body and at least half of the faculty. The two pilot schools will show the seamlessness of teaching and research. These schools, *New Materials and Their Impact on Society* and *International Justice and Human Rights*, will begin the change at McMaster. This enrichment, this growth, this change, will better prepare McMaster graduates to face the 21st century and the challenges and responsibilities inherent in a global society.



Dr. Alfred Bader  
2961 North Shepard Avenue  
Milwaukee, Wisconsin 53211

June 2, 1995

Professor Ian D. Spenser  
Department of Chemistry  
McMaster University  
Hamilton, Ontario  
Canada

Dear Ian:

It was such a pleasure to be able to chat with you in Guelph earlier this week.

We had no problem whatsoever bringing your fine samples to Bob Wandler, who is in charge of the Library of Rare Chemicals. He likes the samples very much and is arranging to send you a check for U.S. \$1,900.00. I very much hope that you will consider this fair, and I think that the availability of these interesting heterocyclics will help a great many chemists around the world.

Please do mention to other Canadian chemists that Aldrich continues to be interested in acquiring interesting samples.

With all good wishes from house to house, I remain,

Yours sincerely,

AB/cw

xc: Bob Wandler







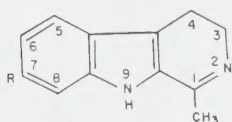
## A SYNTHESIS OF HARMALINE<sup>1</sup>

IAN D. SPENSER

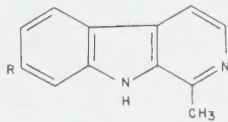
### ABSTRACT

The synthesis of 1-methyl-3,4-dihydro- $\beta$ -carboline (harmalan) and of two of its derivatives by dehydration of the corresponding 1-hydroxymethyl-1,2,3,4-tetrahydro- $\beta$ -carbolines is described. Harmalan was also obtained by oxidative decarboxylation of 1-methyl-1,2,3,4-tetrahydro- $\beta$ -carboline-1-carboxylic acid.

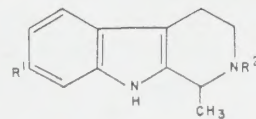
Harmalol (I), isolated from *Peganum harmala* L. (1), and the corresponding methyl ether harmaline (II), obtained from the same plant (1), as well as from *Banisteria caapi* Spruce (2), are the only 3,4-dihydro- $\beta$ -carboline derivatives hitherto found to occur in nature. All other naturally occurring compounds containing the  $\beta$ -carboline ring system are either fully aromatic (IV) or contain a 1,2,3,4-tetrahydro-structure (VI) (3a). Amongst the structurally analogous isoquinoline alkaloids only two, psychotrine and O-methylpsychotrine (3b) have so far been recognized as 3,4-dihydro-derivatives. The 3,4-dihydro-structure thus represents a rare oxidation state in these plant bases.



- I R = OH  
 II R = OCH<sub>3</sub>  
 III R = H



- IV R = H  
 V R = OCH<sub>3</sub>



- VI R<sup>1</sup> = R<sup>2</sup> = H  
 VII R<sup>1</sup> = H, R<sup>2</sup> = CH<sub>3</sub>  
 VIII R<sup>1</sup> = OCH<sub>3</sub>, R<sup>2</sup> = H

Although the biosynthesis of the  $\beta$ -carboline alkaloids has not so far been investigated, it has long been assumed (4) that the nucleus arises in the plant by a Mannich-type condensation of tryptamine or oxytryptamine with an aldehyde to yield a tetrahydro- $\beta$ -carboline derivative. Such condensations have been carried out in vitro under mild conditions of temperature and pH (e.g. (5)), and a number of tetrahydro- $\beta$ -carbolines have been found in plants (e.g. 1-methyl-1,2,3,4-tetrahydro- $\beta$ -carboline (eleagnine) (VI) (6, 7, 8), 1,2-dimethyl-1,2,3,4-tetrahydro- $\beta$ -carboline (leptocladine) (VII) (9), and 1-methyl-7-methoxy-1,2,3,4-tetrahydro- $\beta$ -carboline (tetrahydroharmine) (VIII) (2, 8)).

Partial dehydrogenation of these tetrahydro-derivatives has been postulated (4, 7, 10) to account for the origin of the dihydro-derivatives harmaline (II) and harmalol (I), and further loss of hydrogen for that of the  $\beta$ -carbolines (e.g. 1-methyl- $\beta$ -carboline (harman) (IV) (3a) and its 7-methoxy-derivative (harmine) (V) (3a)).

If this stepwise oxidation sequence were indeed to represent the biosynthetic origin of dihydro- $\beta$ -carbolines and  $\beta$ -carbolines, the former might be expected to accompany the latter frequently in the plant. The comparative rarity of the dihydro-derivatives is thus puzzling and led us to consider other possible biogenetic routes.

Neither of the reported syntheses of harmaline (II) can be regarded as models for in vivo formation. The synthetic base was first obtained (11) by cyclization of 1-acetyl-2-

<sup>1</sup>Manuscript received July 2, 1959.

Contribution from the Department of Chemistry, McMaster University, Hamilton, Ontario.



