CROSS REFERENCE SHEET

Name or Subject   English   File No.

Regarding

Date

SEE

Name or Subject

Carpenter, F. I.
Lovett, R. M.
Manly, J. M.
McCintock, W. D.
Herrick, Robert
Wilkinson, W. C.

File cross reference form under name or subject at top of the sheet and by the latest date of papers. Describe matter for identification purposes. The papers, themselves should be filed under name or subject after "SEE."
Dear Mr. President,

If you can see me

an appointment today Friday Oct 5

or tomorrow Monday. I think I
can assist it. I'm to hear Sr.

person to the room next these

hot days. After tomorrow I

expect to be unavailable. For some

weeks. I should be pleased to

come a call here, but I knew

how full your time is now it will

be a favor for you if I come.

Yours truly

W.C. McLennan
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My dear Mr. Judson:

The two readers for English 40 this winter have been Mr. W.S. Spencer and Miss Clara K. Wheeler. I have just signed their statement as to the amount of work done. The class, as you will recall, had over two hundred students. It has been a most difficult—though inspiring—class to conduct, and I could not have managed it without full service from the
readers. With this service I think we have managed to escape the criticism that students in our large classes have no personal supervision. There have been 1700 papers to correct, with consultation work, of two hours and a half each for week. There is an added item not before included in the readers' work, namely, the hours given to class attendance, but I found it impossible to have them do the work of correction and consultation without attendance on the class work. It seemed fair to me that the time thus taken should count in the bill. I hope the sum will not seem too great to you. The only item in which it differs from preceding bills is this one of class attendance, which might at your discretion be cut in two. The money should be sent to Mr. Spencer, Faculty Exchange, and to Miss Wheeler, Foster Hall.

Very sincerely yours,

Myna Reynolds

(D.)
PREVIOUS LECTURERS.

1891. EDMUND C. STEDMAN, LL. D., of New York,—"The Nature and Elements of Poetry."
1892. Professor RICHARD C. JEBB, LL. D., D. C. L., of the University of Cambridge,—"The Growth and Influence of Classical Greek Poetry."
1894. Professor CHARLES ELIOT NORTON, LL. D., D. C. L., of Harvard University,—"Dante."
1895. Professor GEORGE ADAM SMITH, D. D., of the Free Church College, Glasgow,—"Hebrew Poetry."
1896. M. FERDINAND BRUNETIÈRE, Editor of the "Revue des Deux Mondes,"—"French Poetry."
1898. Professor CHARLES R. LANMAN, Ph. D., of Harvard University,—"The Poetry of India."

THE PERCY TURNBULL MEMORIAL LECTURESHIP OF POETRY

EIGHTH COURSE

1900

Professor C. H. HERFORD

ENGLISH POETRY

THE JOHNS HOPKINS UNIVERSITY
OF BALTIMORE

THE JOHNS HOPKINS UNIVERSITY
OF BALTIMORE
PERCY TURNBULL MEMORIAL LECTURESHIP.

A lectureship to treat of Poetry has been instituted in this University by the generosity of Mr. and Mrs. Lawrence Turnbull, of Baltimore, who thus commemorate the name of their son, Percy Graeme Turnbull, who died in 1887.

In accordance with the terms of the gift, a course of lectures may be expected annually from some one who has gained distinction as a writer of poetry or as a critical student of the poetic art.

The Trustees have the pleasure of announcing that the eighth course of lectures on this foundation will be given by C. H. Herford, Litt. D., Professor of the English Language and Literature in the University College of Wales, and author of “Studies in the Literary Relations of England and Germany in the Sixteenth Century” (1886); a translation of Ibsen’s Brand, in the original metres, with introduction and notes (1893); “The Age of Wordsworth” (1897). He is also General Editor of the “Warwick Shakespeare” and of the “Warwick Library.” He has recently completed the “Eversley Edition of the Works of Shakespeare,” in ten volumes (Macmillan Company).

The subject of the course will be English Poetry, viewed and interpreted in its principal periods.

The lectures will be given in McCoy Hall, at 5 o’clock, beginning Monday, April 23, 1900.

The lectures will begin punctually and will close within the hour. The door will be closed after the lecture begins.

TOPICS.

NATURE AND ROMANCE IN ENGLISH POETRY.

April 24. . . The Age of Chaucer.
April 25. . . The Renascence.
April 27. . . The Elizabethans.
April 30. . . The Seventeenth Century.
I. From Pope to Blake.
May 3. . . . II. From Wordsworth to Tennyson.

This course is primarily designed for students of the University, but is open also to the public on the payment of one dollar and a half for a course ticket, at the Treasurer’s office, corner of Howard and Little Ross Streets. Tickets for single lectures are not sold.
Dear President Harper: -

I shall be happy to come Monday at 11:30 to talk about English matters. In this connection, I enclose a letter from Professor Gummere. I do not feel that it means "No." After you have read the letter, tell me your impression of it. Professor Palmer wrote Mrs. Palmer, while she was here, that if there were a place suitable for Gummere at Harvard, he would be appointed there at once.

Kittridge has recently been made a full professor at Harvard, with a salary, so Lovett thinks, of $4000 or more. I take it that this would mean, finally, that he could not be had here. If so, Gummere is our man. Could we not persuade his board of trustees to release him from his engagement?

 Truly yours,  

W. D. McClintock

Enclosure.

(Dictated)
Dear Professor White,

I intend to arrive on campus by 11:30.

I hope to spend Monday morning in Chicago, and then to proceed to my appointment at the University of Chicago at the beginning of the week.

Please let me know if you are available for a meeting at your convenience.

I am looking forward to seeing you as soon as possible to discuss the possibility of my appointment. Thank you for your time.

Sincerely,

[Signature]
To the Secretary
University of Chicago

Dear Sir,

I take the liberty of sending to you a copy of the "Montreal Daily Star" of date the 27th ultimo. It contains an article roughly sketched on the improvement of the English language, and a comment of the Editor thereon.
a subject on which I am informed you institution takes an interest. My object is, if possible, to engage the attention of those whose recommendations would have weight on a subject of admitted importance. I am convinced that any hope of reformation must come from learned bodies or persons of influence in the United States rather than in England, and must be gradual. I most particularly and specially call attention to the proposed reformation of the Alphabet. This ought to be a simple operation and should effect much with little inconvenience.
I would be glad to hear from you in regard to any expression of the views of the authorities as members of your institution and whether they are likely to encourage a move in the direction suggested.

Respectfully yours,

Across
THE FIRST BIG SNOW-STORM.

REPORTS FROM NEBRASKA TO PORTLAND, MAINE.

Snow Also Falling at Points in the South—A Blizzard in New England—Reports From All Over.

Montreal did not have all the snow that was going last night and to-day. The following reports will show that the storm is widespread and of great severity:

NEW YORK, December 27.—A fierce storm prevailed here last night. Up to midnight about six inches of snow fell. A heavy snow then set in, and this morning the streets were filled with slush. At eleven o'clock this morning a light rain was still falling.

SCRANTON, Pa., December 27.—Since seven o'clock last night a storm of a blizzard's proportions has been general throughout north-eastern Pennsylvania, equal almost to the great storm of seven years ago, when that region was isolated for nearly a week. Only local passenger trains are running. Through trains on the Delaware, Lackawanna and Western, the Ontario and Western, and the Jersey Central Railroads are completely tied up by immense drifts, which fill the mountain cuts. There is an entire blockage of every electric street car line and traffic is at a standstill on all the city thoroughfares. The schools are closed, pupils and teachers being unable to get to the buildings. There is enforced idleness at the mines through the entire region, railroads being unable to put cars into the breakers, and there is every likelihood of a full week's idleness for the miners by reason of the storm. The snow continues, but the wind has abated somewhat, except on the Pocono mountains, where the Delaware, Lackawanna and Western officials report almost a gale, with the long Lehigh cut almost filled high with snow, swept in from the highlands.

A destructive flood is reported at Carbonado.

QUEBEC, December 27. — (Special). — A

trains have arrived or departed from Water-town up to eleven o'clock this morning.

FIRE ISLAND, N. Y., December 27.—A report received from the Point Lookout life-saving station says that there is a bark well under shell on about two miles west of Long Beach. Whether she is aground or adrift the life-savers are not yet able to determine, as she cannot be reached on account of the high sea running.

CANANDAIGUA, N. Y., December 27.—Snow to the depth of two feet on the level has fallen and with the high wind which accompanies it the drifts are almost beyond description. The tracks of the Central Huntson and the Northern Central Railroad are blocked, while the entire line of the Canandaigua electric road is completely snowed under, and unless the storm ceases traffic over it will not be resumed for twenty-four hours.

LONG BRANCH, N. J., December 27.—This section of the New Jersey coast was visited last night by a heavy, blinding snow-storm.

(Continued on Page Eight.)

MENIER'S GREAT SECOND LEAP.

FROM THE HIGHEST SPAN OF THE POUGHKEEPSIE BRIDGE.

The Parachute Acted Slowly, and Didn't Fall Until Within Fourteen Feet of the River, and the Man's Back Was Hurt.

POUGHKEEPSIE, N. Y., December 27.—Harvy Menier, of Leeds, England, who jumped from the highest point of the Poughkeepsie Bridge, 217 feet above water, on Tuesday, with a parachute, arrived in this city the night before and represented himself as a theatrical advance agent. He registered at the Morgan House and retired early. He was accompanied by his friend and S. J. Henry, of Brooklyn. Menier created a scene in the hotel, declaring that he had been deserted, as his friend had left him. He announced then that he would make the jump anyway. He had a pass allowing him to go upon the bridge. He walked to the middle of the structure at noon, and as his story had spread through the town,
THE MONTREAL DAILY STAR THURSDAY

THE ENGLISH LANGUAGE.

ITS FUTURE DISCUSSED BY THE HON. MR. JUSTICE CROSS.

The Confusion Sometimes Resulting from the Arbitrary Use of Conflicting Sounds—Is Reform Not Necessary?

The following article, by the Hon. Alexander Cross, Judge of the Court of Queen's Bench, is on a most interesting topic:

The future of the English language has, of late, been undergoing much discussion. If it is to spread with the rapidity very generally prognosticated, it would surely be of advantage to have its standard in its source and made simple for the millions by whom it is likely to be used. It is not to be assumed that the following remarks are evolved from any great repository of learning—on the contrary, it is rather to supersede precedent and custom, and thereby to save much labor in the acquisition of elementary knowledge.

The June number of Chambers Journal contains a notable article entitled, "The Future of the English Language," in which occur the following remarks: "The English language is spoken by at least 150,000,000 people. This only includes those whose mother tongue is English. If the number of persons able to speak English—but not regarding it as their mother tongue—is included, the figure would be considerably increased."... "No other language of modern times has made such rapid progress as English, and the increase of English speakers may be calculated at two millions annually. Even in Japan the language has been recognized as a semi-official one; and if the one selected for intercourse with foreigners; and were it not for its antiquated and inconsistent orthography, it is asserted that it would have ere this been adopted as the official language even for internal use in the Empire of the Rising Sun."

Froude, the historian, in his Life of Th. Carlyle, gives some remarks from a note-book of Carlyle, in which the following occurs: "I cannot pretend to give any specific appreciation of the English as compared with other languages. It often seems to me, though with many intrinsic merits and lost capabilities, one of the most barbarous tongues now spoken by civilized creatures; a language chiefly adapted for invocations, drill-sergeant words of command, and such like."

In this utilitarian age, when strenuous efforts are being made by men of science to eliminate as is in jeu-ler-ly. I have reason enough to show that an enormous saving might be effected in the spelling of words which could not be eliminated at less than twenty per cent. Imagine such a saving considered the labors of youth; what unoccupied energy is left for the further prosecution of science: the faculty of memory would be relieved of an unnecessary load and the vacancy thereby created made available for storing useful information. An amusing instance of the confusion created by the arbitrary use of the conflicting sounds may be noticed occasionally at the Bonsecours Market at the foot of Clausen, where a wagon is sometimes seen with large letters painted on its sides "Gobbling Express." If it should be used in place of G, the latter results from arbitrary custom.

Suppose it to be conceded that some of these reforms are desirable, are they practicable or worth attempting? From what has already been written, the obvious conclusion must be whatever is not written must be left in doubt as regards their desirability. As to their being practicable, the question is extremely difficult. Language may be said to be founded and developed by habit and custom, and is of such a nature that change is next to impossible, until time and usage have directed and rendered it popular. We are of course conscious that there is an undeniable and the chance of its adoption is favorable. It has been proposed to do away with theREC. of many persons still living how the use of the word "telegraph" was immediately and generally adopted when Lord Palmerston had the word spelled "telegraphe." But the adoption of the word "telephone" in the word "telephone" by telegraph. If my memory serve me correctly, it had been customary for the newspapers and news items with the words telegraphic despatches, but the appropriateness of the term "telegraph" caused its immediate and general adoption; so was when a prominent lawyer of Paris substituted the letter t for the letter o in such words as "Langlois." Suppose we were possessed of such an institution as the Academy of Science in Paris, or that the leading educational institutions in England would by delegation or otherwise form a congress to recommend reforms of language, such reforms proceeding from such authority ought to receive weight and might be reasonably expected to meet a more popular reception than those most obvious, and at first in popular volume, it will be well understood that in using the words concerned, the writer will have a new form at pleasure; if the advantages of the new were very obvious, it should be noted that they would become popular and in time, we suppose the authority. What I have written is only tentative in the hope of attracting notice of competent authorities and literary notables to a subject which seems to me of very great importance.
Grimsby Park.

It Would Not Be Open on Sunday to Connect With Electric Cars.

[TO THE STAR.]

TORONTO, December 31st. — Rev. John Philip and his family will be connected with a deputation from the Grimsby Park Board of Directors, to interview the Hamilton and Grimsby Electric Railway Company.
In this utilitarian age, when strenuous efforts are being made by men of science to solve the labor-saving problem, it is suggested that an important field lies open for exploration within the domain of language. The formation of our language, especially as regards its orthography and chirography, while neglecting the more abstract matters thus imposed upon children in acquiring the primary elements of literature, we must feel we have failed if whatever would tend to lessen the burden.

Should be hailed with thankfulness

Certain political economists endorse the assertion made by some of them that the effect that whoever makes two blades of grass grow where one only was previously growing is a benefactor of the community. How much more, then, should his efforts be appreciated who could save a third or more of the labor of the young people of youth. It is suggested that this could be done particularly in its orthography and chirography. With much of approved merit the system is still marred by numerous discrepancies, inconsistencies, redundancies, and other imperfections which might well be eliminated in spelling and writing. Without for the present attempting a classification of these defects, I may intimate that general observations to illustrate the purpose of these remarks.

The men with the letters of the alphabet, the seeds, as it were, of physical literature. If the structure is to approach perfection, these seeds should be selected with much caution. The English use two letters, C and S, bearing an awkward relation to each other, C, the silicate, as it were, is a soft sound, and seeing that S occupies all the space that is needed for the silicate of C, the soft sound is lost. Again, regards the hard sound of S, a letter that is necessary may be supplied by the letter L or J; but be the room in which it is used, or Ct for C, it may be entirely omitted as useless surplus. The letter S is used sometimes double and sometimes not, without sufficient reason, and might frequently be omitted in the double. Sometimes, it is disused, is useless in the word expense and in the word expense. The next two letters calling for immediate attention are G and E. The use of the letters in spelling such words as this, then, that, then, these, that is like, the four, is not such as the Greek letter 0 (theta) which accurately represents the pronunciation "th", or "s", or "sh", or "th". Has not the letter corresponding in sound with the Greek letter X, Chi, would appear to be a defect, or at least an undesirable note, for, in the Greek, is not a proper substitute for the Greek Chi, sounded soft. Many words in English are expressed incorrectly in their spelling by the adoption of such a letter. All these suggestions dwindle into insignificance when compared with the sweep which might be effected in the English manner of spelling the words of the English language.

Tahnk you for your interest in the subject.

The use made of the letters th in spelling such words as this, then, that, then, these, that is like, the four, is not such as the Greek letter 0 (theta) which accurately represents the pronunciation "th", or "s", or "sh", or "th". Has not the letter corresponding in sound with the Greek letter X, Chi, would appear to be a defect, or at least an undesirable note, for, in the Greek, is not a proper substitute for the Greek Chi, sounded soft. Many words in English are expressed incorrectly in their spelling by the adoption of such a letter. All these suggestions dwindle into insignificance when compared with the sweep which might be effected in the English manner of spelling the words of the English language.
Mr. Justice Cross has an interesting article in another column on the expediency and practicability of making the English tongue easier of conquest to the child and the foreigner. English is now, he points out, the mother tongue of some 115,000,000 people, and is fast winning its way to the high seat of an universal language. Judge Cross thinks that its victory would come all the sooner if its orthography and chirography were simplified. He would begin with the alphabet, where now "k," "c" and "s," and "g" and "j" overlap each other, for instance, and then prune away superfluous letters in the spelling of words. So long as this did not interfere with the historical continuity of the language or tend to obscure the paths of philology, it might be done, if attempted with wisdom and by authority. The subject is, at all events, a broad one and worthy of study.
SITUATIONS WANTED.

WANTED—EXPERT ACCOUNTANT WILL OPEN and post books, adjust complications, balance sheets, or investigations. Highest city references; both languages and reasonable terms. Address “E 654.” STAR office.

WANTED—AFTER JANUARY, SITUATION BY experienced drug traveller for territory of Maritime Provinces, 16 years good connection. References given. Address “B 1885,” STAR office.


WANTED—SEWING BY THE DAY, BY FIRST class dressmaker; cut and fit by tailor system; can also make boys’ clothing. Apply 135 Champ de Mars st.

WANTED—BY A YOUNG LADY, SITUATION AS copyist, assistant bookkeeper or cashier or as saleslady in a confectionery, dry goods or stationery store, Highest references. Address “O 2190,” STAR office.

WANTED—SITUATIONS BY TWO YOUNG ENGLISH speaking girls, recently from country, one as general servant or housemaid and other as nurse. Apply 640 Berri.

WANTED—BY COMMERCIAL TRAVELLER owning his rig and taking all towns and villages in Province of Quebec, small set of samples on commission Specialty preferred. Speaks French and English. References unexceptional. Address “O 2202,” STAR office.
Chicago, May 1, 1895.

My dear President Harper:

The matter you speak of in your note has not escaped our notice, but we are at a loss how to proceed. The case is even worse than you put it, for the three women will probably be increased to five or six by special fellowships, to which the Department can offer no objection, as long as the women who are named by the donors of the money stand so high in their work that they are fully equal to those to whom fellowships have been assigned after competition.

The difficulty lies in the small number of applications from men and the poor quality of the matter offered for our consideration. There were only two names of men before us, besides Mr. Squires, whose claims seemed worthy of consideration, and both of them were rejected by almost unanimous consent because of their apparent inability to write decent English. I was especially anxious to see Mr. Coblenz recommended, because we have never had a Fellow who gave attention primarily to the language, as he proposed to do, but a letter of his to me in regard to the matter condemned him beyond hope of salvation. On the other hand, all three of the women we have recommended submitted work of very high character and showed by what they had done that they had clear ideas and knew how to communicate them to others.
The predominance of women in our recommendations was not spoken of in our meetings, of course, but it has been a frequent subject of conversation between myself and other members of the English Faculty. There is more in it than the question of fellowships, and I should like to speak with you on the general question, when you have leisure to do so.

There is only one way, as far as I can see, to deal with the present case. I suggest it on my own responsibility, not as a recommendation of the Department. It is this: to assign two senior fellowships this coming year, instead of four junior fellowships. The appointees in that case would be Mr. Squires and Miss Hammond, both of whom were unanimously favored by the Faculty, on the first expression of opinion.

Very truly yours,

[F. A. Blackburn]
The performance of women in our communication role is not spoken of in our meetings. Of course, but I have been a leader of it and a leader of communication personnel more as a mentor and other member of the faculty. The question of fellowship and my apology to speak with you on the subject of a question you may have to face if called upon to do so.

There is only one way we can see to face this problem, that is to adhere to the requirements set by our faculty for the selection of our fellows in the next year. It is time to select the new fellows for the coming year.

I believe it is important to recognize the importance of your fellowship and the opportunities it offers. The problem is not one of numbers, but one of the quality and performance of our newer assistants. The faculty do their best to express their appreciation of your contributions.

Very truly yours,
The Department of English Language and Literature and Rhetoric.

Suggestions for 1895-6.
The implementation of G cascaded
and G cascaded

Redemption by 1892-
Suggestions on the Division.

1. It is practically made now inside the Department of English.

2. It is the line of development going on in the faculty. Columbia has rhetoric; so, expanded. Harvard has made many advances this year.

3. The only reason for keeping the rhetoric with English is that it fluors and helps the rhetoric.
   - They could under this division offer more
     semi-literary courses.
   - They could still teach in English literature.

4. It would need no more force than an
   new home or plan be here; except perhaps a
   man for the history of literature and one
   for comparative literature.
   - It would require fewer courses in the
     branch of English literature.
لا يمكنني قراءة النص العربي الذي يظهر على الصفحة.
A. Suggested division of the Department into three Departments.

I. Rhetoric and Composition.

1. Required work for the two years of Academic College.

2. Elective courses in
   1) Composition, focusing on production of literature.
   2) The history of various kinds of writing, with an emphasis on advanced features of style, etc.
   3) Investigations into the history of rhetoric and unsettled problems of rhetoric, and courses for teachers in the composition of rhetorical speeches.
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3. Ideal Constitution of English Faculty.

1. 1 Head Professor.

2. 1½ Instructors in English Language.

3. 4 Instructors in English Literature
   2 in Academic and University Colleges
   2 in University Colleges and Graduate School.

4. 3 Instructors in Rhetoric and Composition
   and one reader.

Since the Head Professor will work in various phases of the department, an instructor can be found for the help in Language.

This leaves a requirement of 7 regular instructors.

5. Doctoral. Several.

6. Not too many women, i.e., not
more proportionately than other departments.
C. Courses of Study.

1. Academic College Electives kept always standing.

2. Courses arranged in something like a common
   1) In University College.
   2) In Graduate School.
D. **Fellowships.**

1. Too many women.

2. Great care in selection.

3. More appointments by President and Head of Department.
   - Send up of instructors to accept the appointments somewhat personal.

4. Some method of separating Special Fellowships from Regular.
   
   Miss Walker.

   " Bowen.

5. Summarize for '95-6.'
   Do we get back the one we lost.

6. List of '94-5.'
E. Graduate School and Students.

1. Course of study for M.A.
   How much way on again?

2. Course of study for Ph.D.
   - Author will arrange draft the amount and order of Literature.
   - Second subjects.
     1) History.
     2) Philosophy.
     3) German.
     4) Romance.
     5) Classics.

3. To on dividing up students, giving each an advisor, and keeping close watch on work.
   1) A constant small fund.
   2) Modern Literature.
      $ 2.000.

3. Amount for next year.

4. Mr. Roberts had at work as it.

5. English Building.
   1. Library and Reading Room.
   3. Auditory Rooms.

1. The department is not doing enough.

2. Two English students ready to go to publication.
   1) Snips' Lygatri's "Assembly of Gods."
   2) Meklinski's Legs' "Religious Stories."

3. Problem:
   Using parts or all to students
   dissertation for English Publications.

4. Problem:
   Program for 1895-6.
   Your difficult from present.
H. Summary of needs for 95-6.

1. Head Professor.

2. A few promotions.


? $1,000 to $2,000.

[Signature]
I. Courses for Summer

I. Rhetoric.
  1. Elementary Course - through Lucretius.
     Daily Themes.
  3. Tensor Course in the System of
     Rhetoric.

II. Language.
  1. Elementary Course in Old English.
  2. Advanced Course in Old English.
  3. Grammar or Prose Tensor.

III. Literature.
  1. Elementary Course - through Lucretius.
  2. Two elective general courses.
     1) Shakespeare,
     2) Roman Art or
        Introduction to Literature.
  3. Two Graduate Courses.

Tensors needed 5.
II. The English Language and Literature.

1. The English Language
   1) Academic College Elective in the English Language.
      (a) Grammar
      (b) History
      (c) Etymology
      (d) 

   2) University and Graduate Courses in College
      (1) Old English (Anglo-Saxon) Elementary and Advanced.
      (2) Middle English Elementary and Advanced.
      (3) The History of the English Language.
      (4) In connection with the German Department Courses in Latin and Sanskrit Philology.
      (5) In connection with Romance Department Courses in Romance Philology and the Romance Alumni in English.
      (6) Italian Courses in English Grammar.

2. English Literature.
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
III. The Department of Literature.

1. The Theory and Philosophy of Literature.
   1) In connection with Department of Philosophy
      courses in Aesthetics.
   2) An Introduction to the Study of Literature
      for young students.
   3) Many courses in the various species of
      literature &c.
   4) Criticism - the history and philosophy
      of criticism.

2. Comparative Literature - in the broad sense.
   1) Relation of Classical Literature to Modern.
   2) Relation of Italian Literature and English
   3) Relation of French Literature (Old and New)
      and English.
   4) Relation of German Literature and English.

3. The Latin Literature, or Literature in English.
My dear Pres. Harper:-

Is there a radical objection against examining a candidate for the master's degree in June and letting him write his thesis (the subject having been approved and the general line of investigation) during the summer? One of our bright students, Mr. M.M. Parks, asked permission to study from Jan. to June at Harvard and come back to us for examination. He has completed his entire residence here. I shall be away in September and cannot, therefore, examine him. Further, he is under every necessity of beginning teaching in September. So he asks us to let him pass his examination in June and finish his thesis during the summer. While I believe it is an excellent rule for the thesis to be in hands and fully examined before the examination is conducted if there is any reason for an exception, it exists in Mr. Parks' case. He is a bright and capable student, and has done an abundance of work for the degree and, I have no doubt, will pass a good examination. I thought his thesis subject an idea the most attractive yet offered our department for the master's degree.

Let me quote what he says as to the work at Harvard and here: "At Harvard, the work in composition— in its ad-
Dear Professor Harper:

I am writing to express my desire to be a candidate for the Master's degree in June and to examine in June and July. The subject having been approved and the examination list of requirement prepared, I have completed the entire residence required for the Master's degree. I am willing to come to Chicago and complete the residence in September. I have completed the entire residence required for the Master's degree and am willing to come to Chicago in September to complete the residence in June and July. I have completed the entire residence required for the Master's degree and am willing to come to Chicago in September to complete the residence in June and July.

While I believe it is an excellent rule for the degree to be passed and fully examined before the examination is conducted, there is no reason for an exception in my case. He is a patient and capable student, and I have no doubt that he will pass with a good examination. I suggest that the degree be awarded as soon as the most satisfactory letter of recommendation is received.

Let me quote what you have to say as to the work at Harvard: "At Harvard, the work in composition is the me-
vanced forms— is superior to any within my knowledge elsewhere; but in my individual opinion the work in literature is inferior to that at Chicago."

He, of course, praised the work of Kittridge very highly and says that the students regard Kittridge as "the most conservative scholar and advisor in Cambridge." He says that the advanced work in literature is not very sound.

Sincerely yours,

W.D. Hildreth
advanced forms to operate to any within my knowledge elsewhere; but it is my invariable opinion the work to interest is interest to that of Chicago.

He, of course, praised the work of Kittie very highly and says that the attitude toward Kittie as "the most conscientious worker and ability in Cambridge." He says that the advanced work in attention is very sound.

Sincerely yours,

[Signature]
1 College Court
Providence, R.I.

April 1st, 1896.

President W.R. Harper
The University of Chicago

My dear Doctor:

In accordance with your request I have gathered what information I could respecting Professor Manly.

His personal appearance is not prepossessing—at least he does not at once impress a stranger with his ability. By nature and taste he seems to be a student rather than a man of affairs. As you probably know he is unmarried. He has the retiring disposition and modesty of the true student, and has commended himself to the University through the high character of his work. I have heard of students taking his courses because they could escape without doing much work. It is the consensus of student thought, however, that his examinations are among the most searching given in the college. He moreover attracts the best class of men because of the real value of his work. Not a few elect his courses primarily that they may come into personal contact with the man and become familiar with his methods. His department draws an unusually large number of graduate students. At the same time he discourages those who desire to go on for a full Ph.D. course because, as he frankly tells them, the department does not possess the equipment wherewith to do them justice.

While he is not one to court general popularity yet he appears to be liked by all and especially by those who come into closest contact with him. He has a remarkably retentive memory and seems to have a complete mastery of his special field. His preparatory training was received at Harvard and I should say that he has true university ideals and methods of research. I do not know what he has produc-
ed or what he is producing. With that side of his work you are doubtless acquainted far better than I am. He complained, when I called on him (since receiving your letter), that extra demands from the University and community completely absorbed his time. Although he certainly is a success as a college instructor yet I imagine that his inclinations are toward university work and specialization, and that he is better adapted to inspire and direct those who are eager to do close critical study than to force those who do not love toil.

I appreciate your kind interest in myself. I can see that you understand the situation perfectly. Everything was moving far better than I dared hope before coming here, when a note came from Dr. Andrews saying that he felt duty bound to inform me as well as others of the faculty that he feared that it would be absolutely necessary to cut down the instructor corps unless money came in from some quarter. In a subsequent talk with him he said the kindest possible things about my work and expressed his own earnest desire to see the department continue, but he feared that the men on the Advisory Committee could not be brought to see its practicability in view of the absolute necessity of a general reduction of expenditures. The Doctor seemed utterly discouraged and quite unable to predict what would be done by the committee which meets April 15th to decide these questions.

Although most of the courses here at Brown continue through the year so that there are few changes, I notice that the number of students in my classes this spring quarter are twice as many as were found in them during the autumn quarter. Judging from the number who have expressed a desire to take work in the department next year, another doubling might be anticipated. I have also been very much encouraged in noting the character of the men to which the courses have appealed. The numbers are but the natural result of the fact that Brown has an unusually large proportion of students who are looking forward to theological studies.

I fear, however, that these considerations will be overruled in the mind of the committee by the fact that the Biblical department was last established.
Nov. 16, 1842

My dear Dr. Harper,

In the first place I am very much inclined to do anything you ask me to do. For I feel both a personal gratitude to you for the chance you have given me to work, and an increased gratitude for your attitude toward all women who want to work. In the second place I want the money and the experience that will come from the correspondence teaching in the University. I believe that my experience in the...
I shall... concern myself in this.

Chautaugua correspondence school and elsewhere, together with my great interest in the matter of writing has helped me to develop a system of editing and correcting papers that is really effective. I am anxious to test it with these University students. I have concluded then to undertake the English correspondence work as you suggest, with this condition: that the correspondence be regularly suspended during the summer quarter. It is then so inconvenient for me as to be well-nigh
My Dear President Harper:—

I have sent through the regular channels the formal report of our examinations for advanced degrees in the Department of English. Let me supplement it by a few words.

1. Mr. W.B. Woods was a candidate for the Master's degree and had done the legal amount of graduate work. But Mr. Woods is not a strong man. He now too old to be flexible and to take in easily new methods of thinking. His mind is plain, his thinking commonplace. He always "bored" my advanced classes because he lacked vigor, charm, penetration. He is a very hard-working, faithful, honest man, and should make a fair success in some principalship of schools. We could not accept the paper he wrote. It was thin, not more than a senior college essay, except for its length. It did not show penetration, insight, ability to handle difficult subjects in a scholar's way. So we did not let him come to the examination. But one great mistake was made in his case. His examination was announced before we had time to settle fully his paper. He got his paper in on the third of June. We had four other important theses to read, and I simply could not get the Department to read it before your request for the dates of the examination came. I hoped then we could "pass" the paper. I conclude that the papers for the Master's degree should be in hand much earlier. We are always crowded at the last of the quarter and lose a part of the
June 18, 1942

My Dear President Harper:

I have sent President the following letter.

I have the honor to submit the examination of Mr. W. W. White as a candidate for an Master's degree in 

The Department of English. I have the impression that he has not 

gone the final amount of work that he has done to take the degree, but has gone the same amount of work that he has done to 

reach the same amount or degree. He made it plain the standing 

was reached of his field. I hope to make a late submission in some hurried spirit 

If he can not go beyond, I can not need the paper to make it plain.

I have not heard a tenor college accept except for the additional 
gift not to go beyond. I can not make a late submission in some hurried spirit 

in the future. I hope it can not make a letter to make. I am still 

not more clear a tenor college accepts except for the additional 
gift not to go beyond. I can not make a late submission in some hurried spirit 

in the future. I hope it can not make a letter to make. I am still
month by the vacation.

2. Miss Maude M. Radford presented a satisfactory paper and passed a good examination. We are all pleased with her. She is a very bright young woman.

3. Mr. J.W. Bray failed in his examination. His paper was such that with several of the faculty it required a brilliant examination to carry it through.

Of course all Mr. Bray's weaknesses came out in the examination. He was very uneasy and excited. He could not speak simply and clearly. His philosophical statements were often hopelessly muddled. This is his old unwillingness to go back and train himself in the elementary matters of thinking and future speaking. He is a man who is working—often effectively—in the upper phases of scholarship while his foundations are insecure. Again the poor fellow has had a hard personal and social history. Hence he may be called educated but not cultivated. This, of course, displeased many of the Department highly. Personally, I believe still in Bray. I find his paper noteworthy and wish I had made it. I understand him behind the vague, confused sentences. I see what he is thinking. Again, I would be patient with a man whose manners and style are unfortunate rather than criminal. I believe he has improved rapidly and can yet work out of the flagrant mistakes he now makes. But he will
I am writing to express my interest in the position of Researcher at the University of Chicago. I have completed my undergraduate degree in Economics and hold a strong interest in pursuing a career in academic research. My coursework in microeconomics, macroeconomics, and econometrics has provided me with a solid foundation in quantitative analysis, which I believe will be a valuable asset in the role of Researcher.

In my studies, I have conducted several research projects that have contributed to the understanding of economic phenomena. For instance, my thesis focused on the impact of government policies on economic growth in developing countries. This work involved the analysis of historical data and the application of econometric models to draw meaningful conclusions. My research was recognized with a commendation from the Department of Economics at the University of Chicago.

I am particularly interested in furthering my research career at the University of Chicago, considering its reputation for excellence in both teaching and research. The opportunity to contribute to the university's research endeavors and to collaborate with distinguished faculty members would be a significant step towards achieving my professional goals.

I am eager to bring my skills and enthusiasm to the university and to contribute to the academic community. I am available to discuss my qualifications further and to arrange an interview at your convenience. Thank you for considering my application.

Sincerely,

[Your Name]
probably never be able to overcome the long-settled objections of the majority of the Department, and of such a man as Mr. Shorey. I shall try hard to find him teaching for next year.

4. Miss Mary Bowen. She passed only a preliminary examination -- the rest being deferred till September. She passed a good examination. Her paper is still under examination. She has a bright, penetrating mind, not large nor powerful. I am sure if she finally passes, her grade should be \textbf{vita}. She does not belong in the class with Carpenter and Reynolds.

On the whole, I have concluded that this dividing the examination is a mistake. The Department must be made to hold an examination when the candidate asks for it, or the candidate must wait. I shall not consent to it again. It makes it impossible to get a

\textit{strong}, strong impression of the candidate.

From our recent experience, I conclude two things:

1. The Head of the Department must devote more time to the candidates for advanced degrees. Sympathy, advice, frequent interviews, and plainer statements must characterize his handling of these students. He must have time for it. There is a great and noble work to do right here. We have a large body of interest and students in our Department. No Department in the University is to have more influence on this Western Country. It must therefore have our best thought.
The University of Chicago

Chicago

property never to file to overcome the long-standing objection of
the secretary of the department and of whom I may now tell.

After the fourth to file the report on that have been...

They have found to use the premises only a preliminary examination

- the next part general. If there is a special case by passing a good
examination. You begin to file under examination. The final report

beneficial may not inform on property. I can make it the final

If because, you should apply to the . The great not patent in the

This is all that is considered by the

on the whole I have concluded after this writing the exam-

nation in a manner. The department want to make to hold an exam-

nation when the candidate take for it of the candidate may act.

I shall not consider to it except. I make it important to căn

from information at the candidate.

From our recent experience, I conclude two things

I. The head of the department which many more time to the

candidate to increase, and so in a manner. The candidate may

view and plan an examination with characteristics of the

same interest, or even more clearly. To have a sufficient to require and

we have work to do in light. We have a frame to do, and

to mention in our experience. The important to the importance of

have more than I have to refer to.

have our own...
CHICAGO,

2. The courses of study leading to the advanced degrees must be a little more compactly arranged. No mortal man can know the whole of the English Language and Literature. We are getting vague because we expect it. I propose to make the work sounder by expecting less in amount. This is however a delicate matter. Who is wise enough to say just what is the proper discipline for a Doctor of Philosophy in English. As soon as I can, I am going to investigate these requirements more closely than the catalogues of other institutions show, and make out a flexible but orderly set of programs.

We have a high standard now in our Department. We are not granting degrees easily. And we will maintain it. We will give wide, varied, and interesting work; but we will not expect many great scholars in English.

Yours faithfully,

W.D. McClintock,

By W.
The University of Chicago

In the course of such a position to the supervisory personnel not a little more of the unsatisfactory situation. I have no doubt that one can return to work, someone to accept it. I propose to make the work smoother by extracting pieces to smooth. This to become a college matter. We are going to say just what to be insistent on a doctor of philosophy in English. As soon as I can, I am going to investigate these arrangements more closely and the existence of other institutions open and make our lectures put altogether on a program.

We have a good student now in our department. We are not

owning books easily. And we will manifold it. We will give

great satisfaction in English.

Yours faithfully,

W. W. H. Ericsson
Chicago, Jany 8th, 1897

Dear sir:–

Answering your request of 6th to be a little clearer than my letter of 31st, would say:

I am trying to write a book, a very modest affair indeed, on the subject of beautifying literary style, both in poetry and prose, by the use of euphonious words. The word "ululation" is musical: the word "space" is not. Of course the beauty or harshness of any word is brought about by its component consonants and vowels—nothing else, practically. I have drawn up the English alphabet into a scale based on the comparative dissonance or melody of its sounds, beginning with "s" as the most disagreeable to the ear, and running on up to "l", which is generally conceded to be the most pleasing.

In this little treatise I wished to show the alphabets of languages which are by common consent voted very soft or very harsh: then by an analysis of the predominance of certain consonants and vowels in such tongues, to show that their beauty or unbeauty is referable to the same sounds which produce the beauty or unbeauty of English words (in cases where we have the sound, of course: as far as vowels are concerned, it is useless to compare languages).

If you can refer me to any books from which I can draw this information, such books as I can get at the Newberry or the Public library, I shall be under many obligations.

Very respectfully yours,

O. Owen
Dear Sir:

Congratulations! Your deposit of $125.00

I am writing to accept your offer. A few years ago

after reading on the subject of personal

investment, I felt I should invest in property and hence 

acquired the property which I now wish to

sell. I am in the process of soliciting a buyer on the same

property. If you are interested, I would be happy to provide

more information.

Yours sincerely,

[Signature]
Dear Sir,

Will you have the kindness to pass the following inquiry along to the proper officer, in case you are too busy to answer it:

What books (obtainable in Newberry or Public library) show the consonants in a great number of languages? The idea is to compare other tongues with English in respect to euphony. Will be thankful for any information.

Yours truly,

O. Owen

O. Harper
President
CHICAGO, March 3, 1897.

My dear President Harper:—

Let me make a suggestion that I think we should act upon soon. Call a meeting of representatives of the Departments interested to discuss the question of the establishment of the Department of Literature. I have had long talks with Mr. Shorey and Mr. Bruner. Mr. Shorey is particularly interested in the project and is ready to take large part in it. Indeed he said he would be pleased if his title in the University were Professor of Greek and Lecturer on Comparative Literature. I understand from him that Mr. Hale is opposed to the project; but might be won over.

Sincerely yours,

[Signature]
The University of Chicago

Department of English

Dear [Name],

I am writing to suggest that I think we...
CHICAGO, July 5, 1897.

My dear President Harper:—

Miss Hammond tells me that she had a note from you saying that in the event of her receiving her Doctor's degree during the coming Winter she might remain for the rest of the year as a Docent in English. I write to find out if her statement is correct. I heartily approve the plan. Miss Hammond will be certainly as scholarly a person as we have ever had in our department. I have an idea that her dissertation will be the most scholarly work we have put out.

While we must be very careful as to the place we recommend Miss Hammond for, I think as a University and as a Department we would be lax in our duty if we did not make every effort to secure good work for her. The appointment as Docent would run only until the following Summer when she should take her position elsewhere.

As an instructor she can supplement our department where it is now very weak. Her classes at the same time would necessarily be small. What shall I say to her?

Yours truly,

[Signature]
Dear President [Name],

I am writing to inform you that I have been offered a position as a faculty member in the Department of Radiology at The University of Chicago. I am very excited about this opportunity and believe it will be a great fit for me.

The position will involve teaching, research, and administrative responsibilities. I am confident in my ability to contribute to the department's mission and success.

I look forward to the opportunity to discuss this position with you further.

Sincerely,
[Your Name]
My dear President,

I have two objections to the proposed head of the English department—

1. He is neither an American nor an Englishman.

2. He is thoroughly Jordanized. I should greatly regret to see such educational views given a place in the Senate.

For better or worse things as they are, I am bound to support them.

Very truly yours,

H. P. Judson
My dear President Harper,

The beginning of an annual meeting is a good time for taking stock and laying plans for next year. I

wish to ask you to let me have your

for a few items concerning my work in the great school where my life plans, along with yours, are laid. I

feel sure my convictions and plans will

be acceptable to you, and that my requests will be easy to grant.

In the first place, let me assure again my loyalty and growing affection for the University. I believe every man in its splendid mission. The Lord has set me just in a large place and six men

one has a very splendid thing and

place in which to work.

Further my admiration grows daily for

organization, for an adaptability to an
environment, for we still are handling students, and splendid success in putting sound both to intellectual and spiritual sides of education. Nothing that the whole institution is more admirable than my ability to change and grow without a revolution. I am sure too we shall advance soon in these delicate customs and quick atmosphere which all of us associate with the times of learning.

I am sure you will let me, too, express my personal attachment to yourself. We have seen how many years emerges in education, and that I am born with you mostly in official relations, I feel happy in our loyalty to a chieftain who is at the same time a personal friend. I was much blessed when you and Dr. Mshale's letter to the students. I rejoice over the feeling of growing in many hearts that the University of Chicago is our home, that its President and Teachers our life friends, that its work is our devotion.

If we will live and die, I rejoice to feel that it is my institution. I am as much responsible for its welfare as any
other man, I want to give it my best.

With all this sentiment to come from
you, you an open and friendly. I
believe in you because you prejudice,
my devotion to the highest things. for you,
failures to those who work with you.
I

As to my work and place in the
university, I am only one part. I
do not think I know you give in the
true things in me. This is due to
the struggle within. I have had to be as
man, abstract, and as head of the Department.

But I am not primarily an administrative
officer, nor a scholar. I am a teacher.
I am the writer and act as teacher, and
my pieces all run that way. I can
do this, I believe, the work of personal advice
without. I do not find myself helpless in
the problems of scholarship in my new line of work. Real teaching is my life work. Now the Dean's work and the guiding of investigation by our graduate students makes so many problems for me and so absorb me that for years that I am not taught at my desk. I have felt often days and hours and always in matters outside of teaching purposes. Of course, I have hoped very soon in about three years that I could fall quietly into my proper role. It has been hard for me to realize that I am not to be the head of the department and yet to have to help up all his work and as not be growing in the thing I am to make my life work, and by which I am to make my reputation and advancement.

Suffice it, in this line, no greater task is to be done with us than the successful teaching of English literature. It can always be done, a large number of students there: it is to be the chief instrument of literacy, artistic and, I hope, thinking, moral culture for our students. Yet the teaching part is only beginning.
to be scientific and disciplinary. The
majority of tutorials with us and classes
are not deeply intellectual in the
abstract and their literary cultivation. It
is one
just to make out that middle line of
culture between the liberal "scholarly"
treatment of literature in men sides and
the langue, giving merely material
matter in the action. What literature is
to teach
text is, what discipline and cul-
ture is to teach. Give it - than an any
problem. I am deeply interested in
this. I feel sure I am something to
contribute to the world's knowledge, and
I wish to feel responsible for the un-
dergraduate and in an earlier and for
the graduate and when it is mainly
cultural. I am two truths
like Miss Reynolds and in a few
years we will teach English literature
as it is now here. I see that
some not deeply concerned about advanced
I am, and will always be in it and at it. But the return is the great most important thing.

Not only in the United but the religious life of the student. I am deeply concerned. The hope I have something to gain. I want to be counted always with that work. The more one works one does. I am bound to do busy that I have done my part, but I hope my be one of the real factors hereafter in that vital side of the work.

I am obliged to tell you that I think our department, especially its graduate section, is not getting the attention and work it deserves. I have done my best, but some more should be, that and nothing else. It has a large enough than, is no many problems, it needs constant attention. The student section needs enough encouragement, and the public needs in its department her and her majority shares. All this we want for the good of the Department. And I think the has a thought I am able

Esther for encouragement, all.
CHICAGO,

It should be seen faithfully attended to

As to anything to be done, I do not
urge you. I know the reasons why we
have not acted and I shall never
make you unhappy by urging the im-
possible. I simply wish to try it
before you as our ideal, to which we
both are rapidly as we can.

1. Appoint the Third Professor as soon as
possible. It will stand for the Activity
side from which he will work with the
graduate school and develop our publi-
cation.

2. Then I will drop into my former
place as a teacher, especially concerned
in the pedagogies of English literature
and the strictly library development of
the students.

3. Until the check can be anticipated,
I should be taken from the Dean's
And be enabled to give more time to the graduate students in English.
I tried and have my way to drop the drama gallery and ask you to let me do this next year. But I could not afford it. At the same time, I feel that I am fairly owed my advancement to a professorship and you will grant it as soon as possible.
If this could be done, I would resign the drama work until the head seven be appointed, then I could return to it if you so desire.

If nothing can be done, I must ask you to receive my eldest, my plan for the future, and my desires less satisfactory than I want them to be.

It has a great department. It is a joy to make for it. I have great hopes for a successful life in it. I want it in my best.

With apologies for so long a letter, and with every good wish for the University.

Ever yours,

[Signature]

M.D. McLemore.
My dear Prof. Moulton:--

Why not make up a Programme for the new department of Literature in English without waiting for the final action of the Congregation? I mean make such a Programme with such expansions as we believe to be called for and then have this distributed among the members of the faculty as a model for what we intend. It seems to me yesterday that many questions would have been answered if the faculty had had before it such a definite, tangible body of statements and courses. If the University cannot afford to print this could not some of us who are interested in the matter contribute toward its cost. Then if the Congregation does not approve the matter it will not be because they do not have knowledge as to what we intend.

Sincerely yours,

Dr. E. MacClintock.
By dear President Harper: --

I thought you might like to have lying in front of you a list of the professors in English who could in any way be considered as belonging in the class from whom we should choose our head. There are, of course, objections to many of them, partly on their grounds, partly on ours. Some would not come. Others we should not want for personal reasons. Others we should not want because they would be no substantial advance over what we at present have.

Sincerely yours,

[Signature]

Harvard - Professor Kittredge
         Professor Gates.

Yale - Professor Cook

Wesleyan - Professor Winchester

Columbia - Professor Carpenter
           " Matthews
           " Woodbury

New York - Professor Stoddard

Princeton - Professor Perry

Pennsylvania - Professor Schelling

Haverford - Professor Gummere

Brown - Professor Manly

Amherst - Professor Genung

Johns-Hopkins - Professor Bright

Michigan - Professor Hempel

Nebraska - Professor MacLean

California - Professor Gayley

Stanford - Professor Fluegel.
My dear President Harper:—

As I told you the other day I very much prefer to take all my vacations in the Summer time. This seems to profit and to please my intellectual and physical life best. And especially since Mrs. MacClintock and I have been enabled to work side by side during the Summer, have I always liked that arrangement. The only possible regret I have had in coming to Chicago was that Mrs. MacClintock was deprived of the opportunity of teaching in the class room, which she had enjoyed for so many years. And when I tell you thus quietly and formally that my conviction grows that she has a strong, original and highly literary mind and that she is a most superior teacher you will see why I at least regard it as a great pity that she should not have the opportunity of bringing her powers to bear upon students. I am sure she if consulted would not allow me to say these things to you lest it should bias your judgment in any matter of my work at the University. And I am sure I should not say them unless I felt keenly her position.

The position of an educated married woman, especially one who has trained herself to a profession, is full of danger and of pathos. Nothing is more tragic in the matter than the fact that her husband is debarred from taking her actively into his life by the fear of the charge of nepotism and family pride.

All this to say simply that whenever I can make an arrangement by which she gets a chance to do work that is dignified and acceptable I want to further it.

Our Summer at Chautauqua would give us an outing and at the same time pay most of our Summer expenses. I do not apologize
Cape Girardeau, Missouri, November 7, 1950.

Mr. George Franklin Wheeler:

As I told you the other day, I want to bring to your attention my interest in the University of Chicago, especially since Mr. Macfie's letter. I have been receiving your financial aid for the past two years. The only possible regret I have had is coming to Chicago instead of returning to the University of Missouri. I should be very grateful for the opportunity of attending.

I am a senior at Cape Girardeau and I would like very much to continue my education. I am certain that the University of Chicago will be the place for me. I have been told that the University of Chicago is one of the best in the country, and I am very interested in attending.

I am writing to ask if there is any possibility of me attending the University of Chicago. I am certain that I will be very successful if given the opportunity. I am well-prepared for college and I am willing to work hard to achieve my goals.

The University of Chicago is a very prestigious institution and I am sure that I will be able to attend. I am very interested in the field of business and I believe that the University of Chicago will be able to provide me with the necessary education.

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for saying that if we can make that amount of money without sacrificing my vacation I am glad to do it.

But now, having said all this, let me say that we have reconsidered the matter carefully and if you think best I will be here this Summer. A part of the extra money which would have made at Chautauqua I shall try to make by lecturing at one of the Teachers' Institutes in September - a work I had concluded not to do this year. We shall try to dispose of the children so as to give them and us a season out of town.

But in order to do this I must take the coming quarter for my vacation. I would plan to remain here and work at a book for a month, then to go South for six weeks of real rest.

The only possible objection to this is that it leaves our English Department just a little short-handed this Spring. Four of our instructors would be absent though Mr. Moulton comes in for two full courses. I think the department would not suffer. I am sure you will allow me to plan to be absent in the Summer of '99 when Mrs. MacClintock and I would hope to be off to England.

Tell me if this pleases you and if I may withdraw my courses at once and make up the Summer circular on this basis. I send our secretary with this so as to have your quick reply.

Cordially yours,

[Signature]

W. D. MacClintock
CHICAGO

For another year I am now making plans about moving to London. My aunt in England has been very kind to me, and she has offered to find me a place to live next year. I am very excited about this opportunity!

She has asked me to come up with some ideas about what kind of accommodation would suit me best. I am thinking of renting a small flat or apartment in a good neighborhood. She has also suggested that I should look for something close to a good university, as she knows I am interested in pursuing higher education.

I am also considering the option of living with a host family. This would be cheaper, but I would need to be able to adapt quickly to a new environment. I have heard that living with a family can be a great way to experience the local culture and make new friends.

Please let me know your thoughts on these ideas. I am very open to suggestions and would love to hear from you.

Thank you for your help and support. I am looking forward to the challenge of living in a new country and learning more about the British way of life.

Sincerely,

[Signature]
My dear President Harper:—

On the eve of what may be a decision so vital, affecting our Department of English in its students, curriculum, and instructors, let me say a word. Let me say it this early so that even I could not suspect myself of throwing any obstacle in the way of the appointment.

What I wish to say is that while we need a scholar for the head of our department, we also need a Man. A cold, formal, literal type of mind would be disastrous to us. We have a large school in English. This quarter there are ninety-eight graduate students, more than are in any other department; and four hundred ninety-eight registrations, more than one-ninth of all the registrations of the University. I will agree with you or with anybody else who points out that we have a large number of poorly trained, vague people who do not care to work hard. I am perfectly aware that many students seek our department because they are interested in the artistic and pleasing side of study rather than in its hard work. But making all deductions, it still is true that we have and are to have a large body of students. Of this great mass of people only a very small fit to be great technical scholars. A larger number of them must be contented to be good plain teachers. Moreover there are not positions waiting in our natural constituency for scholars of the highest technical type. But there is demand, large and increasing, for well-trained, level-headed teachers among our high schools and smaller colleges. My estimate is that we have sent out less than twenty students a year, for five years, from our department into good positions; but I believe we have not had demand for any very highly trained young scholars.
The man who comes to guide this large body of interests needs to be a man with a large heart. He will need to sympathize with the facts of the educational world here in the West. Most of our students come from small colleges where literary and cultural experience has been small. They need to be worked up gradually into the higher levels of training and culture. Our Head will also need to consult patiently and sympathetically as to the details of education in our University. It takes time, and if he be a man who dislikes to give his personal attention to the students, who treats their requests as a nuisance, who cuts them off with sharp replies, it will be a disaster. You know how so many of the heads of departments already on the ground have this attitude toward their students. I claim that there is just as much need of close personal sympathetic advice with our graduate students as with our juniors. I have not given as much of it as I should have done, but I have seen clearly what could be accomplished by a man with a large heart and a steady head.

I think you are already aware of one of the technical problems inside of our department—that is, the relations of linguistic and literary training. You know that our older disciplines were altogether grammatical and linguistic. A literary study in any strict sense was unknown. You know that some years ago there came a wave of strictly literary study over the country. We are in the very midst of it now. It is a fact that should be admitted by all, that in this period of transition we teachers of literature proper have not known altogether what we were doing and the methods of work we would accomplish the double purpose of severe grainning and literary culture. But this is inevitable in any dis-
cipline where a new subject matter is winning its way. The literary curriculum is certainly being worked out and methods of teaching are being discovered which will accomplish the double result aimed at.

But of course many instructors in the country have remained antagonistic to the new literary movement. They claim that literature cannot be taught directly and that the only way to get discipline is to give studies in philology. Consequently they begin back with Gothic and never really get down to modern times. We literary teachers claim that they are exactly as if sociologists and political economists were teaching only theories of centuries ago.

Now in this time of discussion and difference of opinion it seems to me that the greatest safety lies in freedom. Let the two disciplines lie side by side and let the best win.

I may say for myself that I have recently felt inclined to introduce more of linguistic study into our curriculum, not that I believe that sound discipline cannot be obtained otherwise, but because I feel convinced that an essential part of literary study is just this living, vital form of language study we are now calling Linguistics. I claim, however, that we must persuade our teachers of language to come closer to us to-day, to give less of the phonologies of language and much more of its psychology and art.

For my part I should consider it disastrous if our candidates for the doctorate in English were required to do as much of Germanic philology as for example Kittredge requires at Harvard. I hope Mr. Manly will prove to be a living, modern, open-minded man. I hope we can all make the position attractive to him and that our long problem in this particular will soon be settled.

Cordially yours,

[Signature]
The Chicago Academy of Sciences is an educational institution in Chicago, Illinois. The academy is dedicated to the study of natural history and the preservation of the city's natural resources. It offers a variety of programs and activities for students and the general public, including classes, workshops, and field trips. The academy is located in the Chicago Loop area and is open to the public daily.

The academy is committed to the conservation of the natural world and is dedicated to the education and awareness of the importance of scientific research and environmental stewardship. It is a place where students and adults alike can learn about the wonders of the natural world and the importance of protecting it for future generations.

The Chicago Academy of Sciences is a vibrant and active community, with a diverse range of programs and activities to suit all interests. From wildlife rescue and conservation programs to educational workshops and field trips, the academy offers something for everyone.

If you are interested in learning more about the Chicago Academy of Sciences, or in becoming involved in its programs and activities, please contact them directly for more information. They are always happy to welcome new members and volunteers to join their efforts to protect and preserve the natural world.
27 Lincoln Avenue,
Chicago, November 11, 1899.

Dear Sir:

Permit me to request the honor of an audience, and the favor to be received on Tuesday next, between the hours of 10 and 11 A.M., the time in which, as I have been informed by your Secretary, I could have the pleasure of seeing you.

With sentiments of esteem,
Very truly yours,

[Signature]

Rev. Dr. W.R. Harper,
President University of Chicago,
City.
Mr. Lincoln Mason.
Office of Secretary, 11/1866.

Dear Sir,

Permit me to extend the power of an officer of the United States, to express my regard for the presentation of your name to this Board, and to assure you that I have read the poem in your possession with the highest interest.

With sentiments of esteem,
Very truly yours,

[Signature]
President of the State
City.
THE EVENING POST.

SOME QUERIES AND COMPLAINTS.

CHICAGO, July 27—To the Editor:—In the editorial columns of The Evening Post, its editors, by an act not uncharacteristic of its "interest" to conti-

nality, have in many of its columns of a London contemporary relative to the pretended weak, the charity, the support, and the financial dis-

tricts, I have been maintained that the French language, notwithstanding its broad base of usage, is in the country, in a poor medium for Shakespeare's thunder-

ous, sudden, and exclamation of the French language, "Have I ever told you how delightfully I am finding the above quotations, as I am in 'Hamlet', 'Rut, real, perturbed spirit', 'Ah, there's the rub', 'Let it be true of the one still idle', 'Still having on no daughter', 'Ams me to fame me', 'O, reform a stauncher', and so on, and that the equiva-

lent, 'of the English' language, or the knowledge, the proficiency of the English language's literary history and its modernity and composition

In the 18th century Latin was the of-

the nicest and best preserved language in the English

ian people. In 1393 the government of England, which had a large command of the Anglo-

Saxonian language of the proceedings of that famous case of an English lord against his overlord, the King, in an act of establishment of the house of commons had taken the language of the ancient letters of that country, and two among them understand the government's official invitation was in the Anglo-Saxonian language—as a sam-

ple it is not the English language. Those letters of the English language are not more than 7,600 words with which to perform their official works. Shakespeare could not command his more than 7,600 words, of which 7,454 were French and 158 were English. It is not seen in his writings, more of French and only a few of English

The laconic fact expert and boisterous

that the English language contains more than 18,000 words—although every year many hundreds of new words are added to the which 7,519 words are from classical Greek and Latin, 14,223 from French, 36 from Italian. Of which the English languages other than French and Frenchian language contribute to English 7,920 words, while the Anglo-Saxonian do not exceed 4,443, thus making the total of 18,863 words in the English languages.

The French language is considered to con-

tain more than 18,000 words. Of these 14,223 words are from foreign languages and 3,972 words are from the Anglo-

Saxonian language. It is a noted fact that the lamented great teacher of English, G. G. Blaschke, sent his eldest son to complete his studies in Eu-

rope, where he came into contact with the term "Learn the French and the German lan-

guages together, for they are things that have no two languages—the French"

In the course of his diplomatic career, Blaschke had occasion to express to the writer more than once that the knowledge of these two languages was not only very useful but necessary, even to living in a country whose mother tongue was the English, as ours is.

Our cultured classes today consider the use of the French language very essential, and in our universities and high schools the French language is taught with per-

pation and great care.

J. G. LAMAN.
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STOCKS AND BONDS,
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& Frazier

& Co.
Nov. 10th, 1829

My dear Doctor Harper,

Allow me to introduce to your acquaintance & favor Mr. J. C. La Salle, as a gentleman of very exceptional linguistic acquirements, and to say that I know of no man better qualified than he is to give instruction in several of our most important modern languages, especially French, Italian, Spanish & English.

As evidence of his familiarity with our own tongue, I beg to enclose a recent article of his editing, evincing a critical appreciation of its merits as compared with the French.

Yours sincerely,

[Signature]

Thomas J. Bryan
My dear President Harper,

I am just received a statement from Mr. Lock-quip concerning the publication of the poems of Lady Winchilsea at an estimated expenditure of £300. That is the second sum given in Mr. Carpenter's letter. For that we can bring out a selection from the poems. That may be as much as is desirable. But if I find that an inclusive publication is really called for, the matter
can perhaps be referred back to the committee next year.

Please allow me to thank you most sincerely for so kindly aiding me and my plans. All looks bright and smooth before me. I am more than glad of the vacation, and for the chance to do this interesting piece of work.

Very truly yours,

Wynne Reynolds.

February the sixth, 1800.