April 15th, 1905.

My dear Mr. Manly:—

I received your letter of March 29th and I am glad to know that the department will co-operate with Professor Carpenter. I understand that you have his letter and that you will correspond with him when the department has had opportunity to discuss the matter.

Yours very truly,

W. R. Harper
I received your letter of March 28th and
I am glad to know that the arrangement will cooperate with
Professor Carden's. I understand that you have the letter and that you will
contact him with the view that the Department can look after the matter.
Yours very truly,

W.R. Herbert
March 29, 1905

President Wm. R. Harper
Laurel-in-the-Pines
Lakewood, N. J.

My dear President Harper:

Mr. Herrick left for the East only a few minutes after receiving your letter of the 24th with the enclosure from Professor Carpenter. He had time only to transmit the letters to me without comment. I have not yet, of course, taken the sense of the whole Department upon the proposition, but have consulted some members of it, and feel confident that we shall be practically unanimous in favoring the inclusion of selections from the Old Testament among the requirements for admission in English. It seems to me, however, that we should be falling short of our duty if we did not specify the selections. This would, of course, not commit us to any specific volume of selections, and the student could use the ordinary editions of the Bible; but I think we should choose those portions of the Old Testament of highest excellence and interest, say, some of the best legends of the Pentateuch, some of the notable narratives and lyrics from the historical books, the books of Ruth, Job, Ecclesiastes, some of the best of the Psalms, the most important chapters of Isaiah, and the whole of such Minor Prophets as Hosea, Amos, and Micah. I offer this only as a suggestion of what would appeal to me from a literary point of view. Possibly it would be more satisfactory to take some other principle as the basis of selection; but I think we should by all means make a selection.

I will bring the matter to the attention of the Department at the beginning of the Quarter. Meanwhile, I think it is perfectly safe to assure Professor Carpenter that we will co-operate
My dear President Harper:

May I express the thanks of the Board of Trustees to you and the entire staff of the University for your kind attention to both the academic and the social aspects of student life. It seems to me that we have made a considerable progress in the last few years, and that we are now well on the way to achieving our goal of excellence.

I am particularly pleased with the work of the Department of the Old Testament, which has produced some outstanding students and faculty members. I have also noted with interest the progress made by the Department of Modern Languages.

I am writing to inquire if you would be willing to consider the possibility of a significant increase in the budget for the Department of the Old Testament. I think it is important that we continue to invest in the future of our institution.

I would be grateful if you could provide me with more information on the current state of the budget and the potential for future increases. I am especially interested in learning about any opportunities for collaborative projects with other departments.

I look forward to your response.

Sincerely,
[Signature]
with him.

I cannot refrain from telling you of the very great pleasure it gave me yesterday to learn from Mr. Judson of the decided improvement in your health. I sincerely hope that the progress of your affliction may be stopped, and that you will return to us for many years of labor and success.

Sincerely yours,

John M. Manly
With best regards,

I cannot refrain from telling you of the very great pleasure

one it gives me, repeatedly to learn from Mr. J. N. Brown of the geology

improvement in your health. I sincerely hope you have taken the

precaution of a consultation with Dr. Webb. I am sure you will receive

good advice and success.

Yours very truly,

[Signature]
May 23rd, 1905.

Dear Mr. Judson:

Mr. D. A. Robertson, who is recommended by Mr. Manly for appointment to an Associateship in the English Department, was in residence at the University as an undergraduate from 1898 to 1902. His general record in the Senior College was B++ and his general record throughout the course B++. His work in English averaged about B++. At the time of taking his associates' title he received honorable mention for excellence in the work of the Junior Colleges and a scholarship in Physics for excellent work in that department. When he graduated he received an honorable mention for excellence in Senior College work, honors in English and a graduate scholarship in English. At the same time he was elected to membership in Phi Beta Kappa.

Since graduation Mr. Robertson has carried sixteen Majors of work in the Graduate School, with a record of B+ or A++. Recently his courses have been carried with a grade of A. Mr. Manly states that the time when he
Dear Mr. Johnson:

Mr. D. A. Reporter, who is recommended by Mr. M. Kent for appointment as an Assistant Professor in the English Department, was in residence at the University as an undergraduate from 1928 to 1932. His general record was good in the Senior College, and his performance in the work in English was outstanding. The course of study included the junior college and a scholastic year in preparation for the junior college work in that department.

At the time of writing, Mr. Reporter has received an honorable mention for excellence in the work of the Junior College and a scholastic year in preparation for the junior college work in that department. He was expected to memoralize the University of New York with a graduate degree.

Since graduation, Mr. Reporter has continued as a member of the Graduate School, with a record of high achievement.

Recently he enrolled at a new school and has been carrying on a course of study. Mr. M. Kent states that the time when he

[Rest of the document is not visible due to cropping]
will take his Doctor's degree will depend upon the time that he is able to save from teaching for study.

Mr. Robertson has been assisting as a reader in the English Department for some time. Last autumn he gave a section of English 1. From both students and instructors testimony comes of his success. He is a thorough scholar and has besides a strong and genial personality that gives strength to instruction.

Yours very truly,

H. P. Chandler
Secretary to the President

Mr. H. P. Judson.
2. H. P. Lefèvre

will take the Doctor's degree with great joy.

I trust he is able to save from teaching for much,
Mr. Programon has been satisfying as a reader.

In the Medical Department for some time, I have returned to
have a section of Surgery. I have both student and the
strucuture for some of his success. He is a good
only seldom and he performs a service and general person.

After that give energy to information.

Yours very truly,

H. P. Chandler
Secretary to the President

Mr. H. P. Lefèvre.
May 7th, 1906.

Miss E. P. Hammond,

360 East 57th St., Chicago.

My dear Miss Hammond:

Your favor of the 24th of April I find on my return from an absence of some days. The matter of which you write has already been brought to my attention by a gentleman who us closely connected with it and it may be that the University can take some hand in the matter. At all events I am looking into it and am interested in the purpose in view.

Thanking you for calling it to my attention, I am

Very truly yours,

H. P. Judson
May 18th, 1920

Miss E. P. Hannon

560 East 66th St., Chicago

My dear Miss Hannon:

Your letter of the 24th of April I find on my return from an absence of some days.

The matter of which you write has already been brought to my attention by a gentleman who was especially connected with it and it may be that the University can take some hand in the matter. At all events I am looking into it and am interested in the purpose it views.

Thanking you for calling it to my attention, I am,

Very truly yours,

H. P. Jayson
Chicago, April 24, 1906
360 East Fifty-Seventh St.

Dr. [Last Name]

I beg to call your attention to a letter from Rome in the current number of The Nation, entitled Intellectual Alliance between Italy and the United States. The scheme outlined is, as the writer says, similar, though wider in scope, to that of the Alliance Française, and the plan proposed must meet the immediate approval of every one interested in Italian letters. May I be allowed to urge that the University of Chicago should be especially concerned in the success of such a scheme? The want of an Italian-born faculty member, one who would be the natural center for such an organization as is the Dante Society at Cambridge, is often commented upon here; and the fact that Professor Ettore Pisani, in his visit to this University, noticed with surprise the absence of any Italian reading circle or knowledge of Italian, did not tend to lessen the regret which many had already felt.

May I be allowed to present the subject for your consideration?

Yours very respectfully,

[Signature]

Eleanor T. Hammond
January 25th, 1907.

My dear Mr. Lovett:

I have your favor of the 24th inst. The plan suggested seems to me to be an admirable one if it can be carried out without interfering with the other work of the department. Indeed, I am not sure but that such courses as you propose might well take the place of courses usually given in any of the other departments.

Very truly yours,

H. P. Judson
Mr. Geer Mr. Head:

I have your letter of the 24th

The plan suggested seems to me to be an

acceptable one if it can be carried out without

interfering with the other work of the Department.

Indeed I see not where but that much comes as you

proposed might well take the place of one or another

given in any of the other departments.

Very truly yours,

H. J. Johnson
CHICAGO, Jan. 24, 1907.

My dear President Judson:

Last Summer I wrote you in regard to possible courses in Contemorary Literature, e. g. Fiction, The Drama, Poetry. At the present time the University of Chicago, in common with all other Colleges, treats Literature only as History. Literature as a force in the present social, political, and artistic life of the world is entirely neglected. My plan would be to announce for the next year two or three courses in Contemporary Literature, each to be given be representatives of the three Modern Language departments. I believe that the departure would be an interesting and notable one, but there are undoubtedly some objections to it, specifically the drawing away of instructors from other work. Before consulting the heads of departments I thought it well to submit the entire plan to you. I may add that Miss Wallace & Mr. Schütze will be glad to cooperate in such courses if they can be announced.

Sincerely yours,

[Signature]

Dean.

I.

President H. P. Judson,

Haskell Hall.
Dear sir,

I am pleased to receive your letter and to confirm that we have received your proposal for a joint project on "Data Mining and Machine Learning". We believe that this collaboration will be highly beneficial and look forward to working with you and your team.

Please find attached the draft contract for your review. We are eager to move forward with this project as soon as possible.

Thank you for your time and consideration.

Sincerely,

[Signature]

~*~

PP1884-167
June 27th, 1907.

President of Boston University,
Boston, Mass.

My dear Sir:-

I am writing at the suggestion of Professor Manly, head of our Department of English, to express the hope that the Commissioner of Education, of the United States may see his way to taking up the question of an International Conference of experts in phonetics for the purpose of devising if possible a universal alphabet which may serve as a uniform notation of the sounds of speech. Whether such result can be obtained, of course, remains to be seen, but it seems to me decidedly worth while to attempt it, and the members of our Department of English are very much interested in the matter.

Very truly yours,

H. P. Judson
President of Boston University,

Boston, Mass.

My dear Sir:

I am writing in the suggestion of Professor Wemyss, head of the Department of English, to express the hope that the Commission of Education of the United States may see the way to taking up the question of an International Conference of experts in the field of art, for the purpose of gaining general agreement. Such a conference may serve as a unification of the various schools of art and of the schools of modern thought, with the object of ascertaining the state of knowledge and establishing standards of excellence. It seems to me of great value to attempt to bring together the minds of the experts in the matter.

Very truly yours,

E. J. Aubrey
Universal Alphabet

to serve as a uniform notation of the sounds of speech, in particular as a
Uniform Key to Pronunciation in Dictionaries.

The plan is thus set forth by its advocates:

"On August 20, 1904, Boston University, complying with a request endorsed by many prominent
men, issued a circular inviting opinions on the proposal to hold an international conference of experts
in phonetics to devise a universal alphabet, to serve as a uniform notation of the sounds of speech, in
particular as a uniform key to pronunciation in dictionaries. Of some 800 replies, 97 per cent. are favor-
able. The list includes the names practically all the well-known phoneticians and linguists of the noted
countries. Professor Victor Th. von Hagen, of the University of Pennsylvania; Prof. Victor of Marburg, President of the International Phonetic Association, and Dr. Paul Pauzy
P. Paris, Secretary of the same; all the members of the Joint Committee of the National Educational
Association and the American Historical Association of the American Historical Association, and
which in 1904 issued an important "preliminary report" on a phonetic English alphabet; and most of
the leading members of the Simplified Spelling Board. Favorable resolutions were adopted by the
Meeting of the American Association of American in favor of pronunciation, by the Central
Association of the same Association on motion of Prof. Curme of Northwestern University and by
and the Anthropological Society of Washington on motion of Prof. Holmes, Chief of the Bureau of Amer-
ican Ethnology.

The inquiry disclosed the fact that an article by J. C. Ruppenthal, of Kansas, advocating
this measure, had appeared in the Scientific American, August 10, 1901; also that a bill to this effect,
pronounced by Dean Terry of Boston, had been introduced in Congress on December 19, 1901,
by Hon. F. W. Cushman (57th Congr. 1st sess. H. R. 747). The Washington State Teachers' Asso-
ciation had also a resolution favoring the bill.

It is thought that such a conference would produce two results:

(A) The editors and publishers of the leading American dictionaries have declared with practical
unanimity that, if the learned world would agree on one scientific alphabet, future editions of dictionaries
would naturally use it to indicate pronunciation. Language manuals would naturally conform to the
dictionaries, as would educated public, learning that an alphabet by heart almost unconsciously, thus
constant repetition, would become familiar with the appearance of words in a phonetic spelling possessing
the highest possible authority, always using the same letters for the same sounds in all languages, and
everybody would be able to indicate pronunciation, so that the authority of science would be,
before it by that of custom.

(B) Numerous experiments (cited by Ben Pitman, of Cincinnati, in "Life and Labors of Sir Isaac Pitman")
proved that children learn faster beginning with a phonetic alphabet not only to learn to read fluently in
four or five weeks but also master the tradition of spelling more easily. At present there is little inducement to
use this method in teaching children, because there are too many phonetic alphabets and many of them possess
any greater authority than what they derive from the

A scientific world alphabet should be adopted by deliberation and

learned organizations of the world and therefore possessing the highest authority, and used in all
dictionaries to indicate pronunciation, would be so useful and so easy to acquire (because it would simply
connect the ordinary letters with the addition of a sufficient number of modifications of them) that it
would soon be taught in all the schools. The experiment of using it as the easiest method to teach
children the art of reading would then be more and more frequently made, till it became the established
practice. When a rising generation that became familiar with two spellings of equality authority,
- one based on reason, the other on nothing but habit, one easy, the other difficult, the disappearance
of the latter from everyday use would only be a question of time.

Both these require the cooperation not of the general public but only of the leading
persons actively interested in the written representation of pronunciation. The measure is not
acknowledged any such effects to secure uniformity. It would avoid the three main
objections that have been urged against similar movements:

(1) Whether it be true or not that no man has a right to say how English shall be spelled, certainly
no one will question the right of dictionary users to a uniform key to pronunciation. Such keys are
now in use in all important dictionaries and not a soul objects to them. The most determined
opponent of the method by this by the traditional spelling would remain unaltered.

(2) By this method the traditional spelling would remain unaltered.

(3) This method by its very nature requires adequate reform since the essence of a phonetic
alphabet is to provide a universal key for every sound.

Here, then, is the fall of ostensible resistance. Without interfering in the least degree with habits and
traditions, a conference would at once accomplish a definite and immediate result, which, if
spreading effect on the rising generation, would ultimately bring about the reform with the certainty
of natural processes. The present system is essentially a material of habit. Habit can only be replaced
by the establishment of a particular habit, the adoption of which would be prompt at the scien-
start by the manifest prospect of immediate personal benefit to every learner; make it as fellowship
as universecity, superiority, up to the combined prestige of the most enlightened governments
can make it—and the old habit will slowly but surely pass away.

The Key to Pronunciation in Dictionaries is the Key to the Spelling Reform.

It is simply a question of money—about $1,500 for one conference.

It may be asked whether a conference of English-speaking nations would succeed? It would be
inadequate, for three reasons:

(1) Because it would lack the weight and momentum of universality. The essential requisite in
this matter, as in the recent criticisms, is authority. Even with the highest authority, the

(2) A hardly less essential requisite is utility, which, by prompting the practice of the new system,
shall make it familiar. With a universal alphabet, at least half that practice would in the beginning
be gained thru the study of foreign languages, whose pronunciation would be very conveniently indicated
by such an apparatus, which, since it is universal, is naturally familiar to students thru

(3) The last, and the plastiic situation is such that the attempt on the part of the speakers of one lan-
guage to settle this matter for all others would hardly be acceptable to the speakers of other
languages, who are trying, like ourselves, to reform their spelling. Incident to the use of a
language there is a growing demand for uniformity in the written representation of the sounds of speech,
even in the same language. Why such an adequate degree of uniformity might be attained. If, by
the time this demand culminated in action, an exclusively English alphabet had been
some progress toward current use, we should either have to reconsider it or to tell the other nations: If you want
uniformity, conform to this system. The reasonable, neighborly, courteous, cultivated, gentlemanly
method is an agreement by the common consent of all the nations concerned. All the people
probably neither possible nor necessary, but to maintain unnecessary differences would be contrary to the scien-
tific spirit, to an enlightened sense of economy and to that international fraternity which is one of
the most pleasing features of our time.

This is a case in which, by consulting the interests of others, we shall best consult our own. By
helping other nations to reform their spelling, by doing our best to establish a uniform spelling all over the
world, we shall gain the best assurance of reforming our own spelling.'
Dear sir:

The Bureau of Education is in receipt of a communication from the President of Boston University, with the concurrence of the Presidents of Universities, suggesting that the Bureau issue a circular inviting the opinion of leading educators and linguists on the proposal to hold an international conference of experts in phonetics for the purpose of devising a universal alphabet to serve as a uniform notation or the sounds of speech, in particular as a uniform key to pronunciation in dictionaries.

The views of the advocates of the proposed conference are set forth in the accompanying statement. The special aim of the present suggestion is to make the inquiry as exhaustive as possible, so far as this country is concerned.

As the verdict of the learned public on this timely subject would be of high scientific and educational interest, it is deemed advisable to comply with the suggestion.

An expression of your views on the subject would be highly valued. A detailed answer, specifying the points to which you assent or from which you dissent, with reasons therefor, would be greatly preferred, but if you can not spare the time for this, it will suffice to write Yes or No in answer to Question 4 on the attached Questionary.

This inquiry is addressed (1) to the members of the American Philological Association, (2) to the members of the Modern Language Association, (3) to the Presidents and Professors of Languages of leading educational institutions, (4) to the members of the Simplified Spelling Board, (5) to previous endorsers, (6) to other linguists and experts in phonetics.

The enclosed reply envelope requires no postage.

Respectfully

Questionary

(To be returned to the Bureau of Education, Washington, D.C.)

1. Is it desirable that dictionaries, language manuals and other works dealing with pronunciation should use the same system of letters, that is to say, a universal alphabet, to indicate the sounds of speech?

2. Can an agreement on such an alphabet be satisfactorily reached thru correspondence, or is oral discussion necessary?

3. If, thru the use of a uniform system of indicating pronunciation, the rising generation becomes accustomed to the appearance of words in a uniform phonetic spelling, will it be practicable and desirable to use that spelling for ordinary writing and printing, the traditional spelling being gradually allowed to pass out of use?

4. Is it desirable that an international conference be held for the purpose of devising a universal alphabet to serve as a uniform notation of the sounds of speech?

Name:..................................................
Address:..........................................
Position:...........................................
Date:.............................................
Dear Sirs,

The purpose of this letter is to request a re-evaluation of the procedure of confirmation. The recent events have created a climate of uncertainty, leading to questions regarding the accuracy and fairness of the current process. It is our belief that a thorough review is necessary to ensure that the system is functioning as intended.

The University of Florida is committed to upholding the integrity of its academic processes. It is crucial that we ensure that all procedures are transparent and fair. We are concerned about the potential for bias and the need for increased accountability.

We request a meeting to discuss these issues further. It is important that we work together to address these concerns and ensure the well-being of our students and faculty. Thank you for your time and consideration.

Sincerely,
[Signature]

[Name]
[Position]
[Department]
New York, Jan. 14, 1909

Prest. Harry Pratt Judson,
University of Chicago,
Chicago, Ill.

Dear Sirs:—

At the author's request we are sending you, with his compliments (and our own), a copy of Prof. Wilkinson's book just published, "Some New Literary Valuations."

After examination of the volume, whatever acknowledgment you find yourself graciously inclined to make may at your convenience be addressed directly to Prof. W.C. Wilkinson, University of Chicago, Chicago, Ill. We feel authorized to say that he will take it as a true compliment if the utmost frankness of expression is used, in whatever sense, favorable or otherwise it may come.

Prof. Wilkinson permits us to ask that you will kindly indicate any part of your note, commendatory or otherwise, that you would be willing to let us use in presenting the book to the public.

Yours very truly,

[Funk & Wagnalls Company]
January 19, 1909

Gentlemen:

Your favor of the 14th inst. received. I shall
be pleased to examine Mr. Wilkinson's book as requested.

Very truly yours,

H. P. Judson

The Funk & Wagnalls Company,
44-60 E. 23d St., New York.
Chicago, October 7, 1913

Dear Mr Linn:

I suppose you have already discovered the value of the excellent records kept by Miss Albright. Would it not be well to call the attention of the people in English 1 to the value of these reports for the instructors in later courses? The value to the instructor who wishes to continue reforms already instituted in the student's writing is so well known to you that you could present an excellent case to the English 1 teachers.

I am moved to remark this because of my own weakness in keeping records, and of the known weakness of certain other members of the Department. In trying to discover what some of my people in English 3 had been doing in English 1, I was unable to secure the records of perhaps a dozen students. I think this was not altogether the fault of the instructor for in Mr Boynton's Autumn 1912 class were some whose records have not been found by the theme clerk, and some whose records have been found by him. The same is true of my Autumn 1912 class: the records of some have been returned to me, and others have been reported
not found. It would seem therefore that there has been some inaccuracy in filing. Perhaps it would be just as well to warn Mr. Brown, since he is just beginning the work.

In looking over Miss Allbright's record, I find one thing to criticise. Her list of theme assignments is excellent; I find not very helpful, however, the very vague criticism "Good". Perhaps for an A-student, however, it is difficult to find out the many defects in English.

Sincerely yours,

Mr. James W. Linn
Faculty Exchange

D.A.R.-D.
Brooklyn July 25th, 1914
57 Winder Road.

Dear Robinson:

I am very glad to hear from you and to get your letter. I hope I shall see you at once. I am sure I am very glad to have your letters. They are always on the right side. I have not received any from you since your last letter. I hope to hear from you soon.

Doubtless you will soon receive from Mr. Manly a request for information for Mr. Angell.

Miss Albright came to me with the statement that the Secretary of the Board of Trustees had notified her of her appointment for next year at a salary of $800.00, instead of $1000.00 as expected. Miss Albright said that she had spoken to you and that you were to speak to me about it. I am not sure if I understand the matter correctly. I shall write to you again about it.

Yours truly,

[Signature]
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My dear Mr. Lovett:

Thank you for the class gradings. I have given them to Miss Emerson, who had asked for them only an hour before I received your letter. I have also for my own information kept a copy.

The class is a bully one. They catch allusions in a way that keeps one always on the alert. I am enjoying the course hugely. To ease up the work for Miss Emerson, who had hoped for a smaller registration, (we have sixty-three), I am arranging for the graduate students who are here only for one term to present a single paper instead of several.

Doubtless you will soon receive from Mr. Manly a request for information for Mr. Angell. Miss Albright came to me with the statement that the Secretary of the Board of Trustees had notified her of her appointment for next year at a salary of $800.00, instead of $1000.00 as expected. Miss Albright said that she had spoken to you and that you were to speak.
to Mr. Angell. I, therefore, had her interview the Acting President. He has, of course, written to the Head of the Department for official authorization. In due course you will hear from Mr. Hanly.

As Examiner I have assigned a good deal of credit this summer on examinations. As a result of my brief experience, I have already protested to Mr. Payne concerning the general practice of Departmental Examiners. I have been thrown at me by nearly every candidate for advanced credit the fact that other departments do not require examinations. I don't mind expressing myself vigorously to the candidate seeking credit. It is unfortunate, however, that other departments seem to feel that the only necessary formality is the signature of the Departmental Examiner. To-day the old question of the adjustment of a four year course in English and our requirements has come up. Mr. Payne writes to me on account of a letter from Springfield, Illinois, as follows: "For more than a year I have advocated that students who enter the University with four units in English should not be allowed to take English 1 and English 40
The question I face regarding a 4-year goal in the context of the current academic environment involves the necessity of future consideration and planning. It seems essential to prepare for the future and make the most of the opportunities available. To achieve this, it is crucial to have a clear understanding of the requirements and expectations of the academic institution. It is important to focus on the specific areas of study and ensure that the courses are relevant and comprehensive in nature. To accomplish this, I propose to engage in a systematic approach to learning, where the focus is on the development of critical thinking skills and the acquisition of practical knowledge. An effective strategy would involve setting realistic goals and maintaining a consistent study schedule. Furthermore, it is important to seek feedback and advice from mentors and peers to ensure that the goals are being met and adjusted as needed. Overall, the key to success lies in the ability to adapt and adjust to the changing academic landscape, while maintaining a strong commitment to personal growth and development.
for college credit. It appears to me inconsistent that we should admit students with three units of English and others with four and put all into the same class and give the same credit." Immediately our friend efficiency test pops up. I am administering efficiency tests for all credit upon which I am asked to pass. Some time after your return I wish to consult with you concerning the modification of policy necessary in view of the "new freedom".

Mrs. Robertson was pleased to have your message and joins me in cordial wishes for a pleasant vacation. To Mrs. Lovett and the children also we send our hearty regards.

Sincerely yours,

Secretary to the President.

D.A.R.-D.

Mr. Robert E. Lovett
59 Windsor Road
Brookline, Mass.

P.S. In your letter to me was this memorandum on the cover of one of the Aldis programmes. Perhaps it is some address which you intended to keep.
July 26 1928

Dear Mr. Burton:

I am trying to get my reply to your letter of the 23rd on the 20th Century because it is rather too complicated for a telegram. This is on account of the care for beef from Amherst about which I sent word to you through Mr. Mealy two days ago. If you have not heard, the fact is that they are asking us -with reserve- to help them through the present crisis by securing leave of absence for the first semester - till February 1- and I have raised the question as to whether I can have leave of absence for the Autumn with permission to arrange for and pay for substitute in my courses for the months of January. I want to do this for Amherst, and for a college in mind, and for President Aldo. (And accidentally say...
selves as quite as eager as I according to a letter just received).

This affects the question of the Hermitage, which I should like to leave to you and Ernest Withers. 7 should prefer either to back his new program to its limit or to withdraw, not to continue as the ruler of an old order. Between these two I wish to do the thing which will be most welcome to you and to him, while hoping for your consent to the Amherst arrangement. If a clean slate will be better I am willing to drop out. If I can keep with the best of my friends from Feb. 1 and thereafter, 7 please be good to do it. And as far as that goes, 7 should like to leave the decision of myself and its new order wholly in your hands irrespective of the Amherst matter.

But I hope you'll consent to that.

Sincerely, but no haste.

[Signature]
University of California

Interim Program Report

Departments of English

Comparative Literature

Hampton Hall

Dear Professor [Name],

I am writing to express my concern regarding the current situation at our university. It seems that the administration is not taking the necessary steps to address the concerns of the faculty and students.

I understand that the program has been under review for the past few months, and I have personally attended many of the meetings. However, I believe that the changes being proposed are not in the best interest of the students and the university as a whole.

I am concerned about the implications of these changes on the quality of education and the reputation of our program. I urge you to reconsider the proposed changes and to engage in a more open and transparent dialogue with all stakeholders.

Sincerely yours,

[Your Name]
June 30, 1923

My dear Mr. Robertson:

May I confirm to you what I said in conversation recently to the effect that in view of your extra and unaccounted services in your last two periods of summer vacation, the University would be glad to grant you leave of absence for foreign study in the autumn quarter of the current year; and while thus releasing you, both from teaching the autumn quarter and from your duties as dean throughout the year, to continue your salary as indicated in the communications already made to you by the Secretary of the Board of Trustees; in other words, to continue your salary at the aggregate rate of $6000 through the year, but to require no service in summer or autumn, and only teaching service in the winter and spring. It would be understood, of course, that appointments other than for teaching service being annual, this arrangement extends only to June 30.

Should you decide to avail yourself of this opportunity for foreign study I should be glad to discuss with you your plans after you have had such conference as you wish with Mr. Manly.

Very truly yours,

Mr. D. A. Robertson
Faculty Exchange

EDB:P
June 1918

My dear Mr. Reports:

May I continue to say what I said in my last communication concerning the attitude and views of youraxter and myself toward the service in your fleet two previous to commission. The military money is laid to stand by you, some or none. You have shown such courage in the enemy's country at the cost of your life and the lives of your men that we can only respect your sacrifice and the communication already made to you by the Secretary of the Navy. It must be understood that the exigency of the time is at the moment, and you are to continue your efforts at the expense of your own. The Navy Dept. must to continue in existence in the interest of the country. The effect of a sacrifice of personal service in the interest of the country cannot be evaluated. It is a sacrifice that goes beyond the limits of words. May I trouble you to convey this to your superior officer? I have the opportunity to observe many of the things I hoped to bring to your attention. I am unable to express myself properly in my limited capacities. I am well aware of the difficulties you face and any consequences to you which may arise.

With all my love,

Yours truly,

[Signature]
July 5, 1923

My dear Mr. Manly:

In studying the situation in the colleges, which I have already discussed with you, it seems to me wholly desirable that Mr. D. H. Stevens should take up service as a Dean again. I have also in mind another little piece of administrative work which it may be desirable to ask him to undertake. I am writing to ask, therefore whether you would find it possible, in the general interest of the University, to secure someone else to act as Secretary of the Department in order that Mr. Stevens might be released for the deanship. I am hoping that the arrangement of which I spoke to you recently may be carried through with the result that Mr. Stevens would find himself serving under an entirely congenial chief.

Very truly yours,

Mr. John R. Manly
The University of Chicago

EDB:HP
In referring the situation to the college, which
I have already discussed with you, if seems to me wholly
germane that...

As a Dean's orderly, I have also in mind another little piece of
administrative work which I may pe germandle to seek him to
undertake. I am writing to ask, through you, whether you might
find it possible in the near future to act as Secretary of the Committee
in order that I may be able to be referred to you for the necessary
secondment which may be necessary to complete the necessary
secondment which may be necessary to complete the necessary

Very truly yours,

Mr. John R. Meyer
Dean of Chicago

The University of Chicago
The University of Chicago
Department of English

October 11, 1923

Dean James H. Tufts
Faculty Exchange

Dear Mr. Tufts:

Mr. Stevens informs me that Dr. Dickerson has no record of the appointment of Dr. Edith Rickert to give courses in the Department of English during the Autumn and Winter Quarters of this year. You will recall that when Mr. Boynton was granted permission to help out at Amherst it became necessary not only to make some readjustments in the work of our present staff but to get in someone who could take charge of some of the advanced courses and that you authorized me to appoint Dr. Edith Rickert to give two courses in the Autumn Quarter and one in the Winter Quarter at a salary of $1,000 for the Autumn and $500 for the Winter. It was also agreed, I believe, that Miss Rickert should be announced with the provisional title of Acting Associate Professor of English.

I should be very glad if you would send the necessary authorizations to the necessary officers as I have proceeded in accordance with our understanding, and Dr. Rickert is now conducting the two courses agreed upon for this quarter.

Yours very truly,

[Signature]

JMM:IL
Dear [Name],

I hope this message finds you well. I am writing to follow up on our recent conversation regarding the [specific topic].

As discussed, it is important to [briefly summarize the discussion or action points].

I understand the [specific concern or issue] you mentioned. I will do my best to [proposed action or solution].

Please let me know if there is any further information you require or if you have any additional questions.

Best regards,

[Your Name]
President E. D. Burton  
Faculty Exchange  
University of Chicago  

Dear Mr. Burton:  

In accordance with your request, I am putting into writing the two suggestions which I made in our recent interview with regard to two proposed forms of appointment.  

I. The first of these was that the University should from time to time call, for brief periods—one year or in some cases perhaps even less—members of other universities who are especially distinguished for research in particular fields. If the salary and conditions of work were made attractive, I believe we could secure for these brief periods the most eminent men in the world. My suggestion was that the salary should approximate $10,000. The amount of instruction to be offered would doubtless vary with the subject and the individual and should therefore probably be left for special arrangement. Sometimes it would perhaps consist of a single course of instruction and direction in research, but in no case should it be so great as to be burdensome. The chief values of such an arrangement would be two. In the first place, the prestige of these men would attract to the University as students the most ambitious and best equipped of the candidates for the higher degrees. In the second place, the contact of our own instructors with such men would doubtless result in the acquisition of their methods of work and points of view and in the stimulation of our instructors to the development of new methods for new ideas.  

You asked me if I could suggest a good candidate for such a position in English in order to try out the plan next year. I have given this matter very careful consideration, and have consulted confidentially with some members of the Department of English. Three scholars eminent in different lines of work have been suggested, any one of whom would, I think, enable us to make a fair trial of the plan. I will mention all three, as it is possible that for special reasons we might not be able to secure the services of the first or the second: 1. Dr. W. W. Greg, of London, England. Dr. Greg is one of the most eminent of English...
Dear Mr. Brompton,

In connection with the University of Chicago faculty's recent move to the new campus, I am writing to report on the progress of our relocation. I have been involved in the planning and execution of the move, which has been a challenging task.

The biggest challenge has been the coordination of the various departments and the logistics of moving so many items. We have encountered some unforeseen difficulties, such as unexpected delays in the delivery of the furniture and equipment.

Despite these challenges, we are making good progress. The faculty and staff have been very supportive, and we are grateful for their assistance. I am confident that we will complete the move by the deadline.

Please let me know if there is anything else I can do to assist the department.

Sincerely,
[Your Name]
scholars in the special field of the English drama. He has published a number of important works, edited a number of plays, and as founder and secretary of the Malone Society has established standards of editing far in advance of any which previously existed. He has been a leader in the development of the new technical methods in the study of Shakespeare and other Elizabethan dramatists. Although he has not held a professorship in any British university, his published work and his lectures at the University of Cambridge have given him a very high reputation, and I feel confident that his appointment would be generally approved by scholars. 2. Professor A.C. Bradley, LL.D., Litt. D., F.B.A. Professor Bradley, who has recently been Professor of Poetry at Oxford—a limited appointment, as you will doubtless recall—has a world-wide reputation for his volumes of Shakespearian criticism, notably his lectures on Shakespeare's tragedies. Although Professor Bradley would hardly bring to us as much in the way of methods of research as would Dr. Greg, he represents a type of literary investigator too rare in this country, and he undoubtedly has a greater popular reputation than Dr. Greg. 3. Professor Otto Jespersen, of the University of Copenhagen. Professor Jespersen is perhaps the most eminent scholar in the world at present in general linguistics and in the development of theories which have transformed the attitude of scholars toward the modern languages. His special field is English, which he speaks like a native and which he has illuminated by epoch-making works in English grammar and in the history of the language.

I feel quite sure that we could secure the service of Professor Jespersen. I am somewhat doubtful about the others. My reason for wishing to try them first is that the success of this experiment will depend, it seems to me, not only upon the real value to our work of the person chosen, but also upon public recognition of the importance and value of the experiment. /II. The second suggestion was that the University should from time to time open to public competition certain positions which perhaps might be designated as research lectureships. My idea is that these lectureships should be assigned for a one-year period, with the possibility of renewal for one year or two years. The stipend should be sufficient to attract the most ambitious and promising young men in the country, say $3,500 or $4,000. The work should be a single series of research courses (three Majors), consisting of lectures and the guidance of research students. The University should advertise the positions, and the candidates should submit detailed plans for the proposed courses, the most promising and attractive being selected by a committee of the University faculty.
and how different these qualities are from one another.

To address a feeling of dissatisfaction or to address a feeling of dissatisfaction is different for me. One quality that I value is the ability to analyze and evaluate a text and understand the implications and consequences of the ideas presented. I believe that this ability is essential for making informed decisions and for critical thinking. On the other hand, there are qualities that I do not value as much. For example, I do not believe that the ability to memorize large amounts of information is particularly useful in most situations. I think that this ability can be time-consuming and may not always lead to a deeper understanding of the material.

In general, I try to approach tasks and situations in a balanced way, recognizing the importance of different qualities and choosing the ones that are most relevant for the situation at hand.
President Burton

My idea of this plan would give us a continuous series of the most able and promising of the younger instructors, would stimulate our own instructors to develop courses in competition, and would be specially attractive to intending graduate students. I think it should be made clear that such appointments were only temporary, and that only occasionally—say once in five or ten years—would a person holding such an appointment be given a permanent place on our faculty. At the same time, this plan would give us direct, personal knowledge of the most promising men in the country in each field, and would enable us, when we came to make permanent appointments, to choose on the basis of first-hand acquaintance with the candidates.

I understand that it will hardly be possible to put this plan into operation at once, but it seems worth your consideration for adopting when it becomes financially possible.

Yours very truly,

[Signature]

JMM.JB
December 6, 1923

President E. D. Burton
University of Chicago
Chicago, Illinois

My dear Mr. Burton:

At your suggestion, I am putting in writing the substance of our conversation yesterday concerning plans for the development of work in the English language.

Our advanced instruction in English composition is, I think, in excellent condition. I will not say that it compares favorably with that in any other American university; I believe that it is no exaggeration that it is both more extensive and more practical than that offered anywhere else. Almost every student in our most advanced courses is either at the time a successful writer of books or contributor to the best of the current magazines or very soon achieves that distinction.

I cannot say that the less advanced instruction is entirely satisfactory, but it certainly compares favorably in results with the instruction given anywhere else, and we are constantly endeavoring to make it more effective. A point that is often disregarded by those who express surprise and disappointment that some graduates of American
Dear Mr. President,

I am writing to express my appreciation of the opportunity to work in the Field Language Office and to report on the development of my work in that position. I have been able to advance my knowledge of English and other languages through my work. I am also grateful for the opportunity to work with my colleagues. I have learned much from them and have enjoyed working with them. I believe that my work has contributed to the success of the laboratory.

I have been able to advance my knowledge of English and other languages through my work. I have learned much from my colleagues and have enjoyed working with them. I believe that my work has contributed to the success of the laboratory.

Sincerely,

[Signature]
colleges cannot write English decently is that the writing of good English does not depend upon information but upon skill, and that it is very difficult to make anyone a skillful workman in any line of work unless he desires to become skillful and is willing to make a serious effort in that direction. As long as slipshod and inaccurate English in speech and writing is not clearly recognized as a serious handicap in business or in scientific pursuits, it will be difficult for teachers of English to induce unwilling students to take the necessary pains to learn to write well.

With our present equipment, however, I think we can hope to do all that can be reasonably expected with regard to the teaching of English composition. There is, however, distinct need for the strengthening of our work in the study of the English language as such, and this was the subject of our conversation.

Throughout the country there has been a diminution in the study of the English language, owing largely to the fact that instruction has been in the past focused mainly on the older periods. We began some years ago an effort to concentrate attention upon the history and development of modern English speech and the study of present day usage, retaining the work in the older fields as necessary to the explanation of many of the phenomena of standard English.
college students write English essays to test the writing of English essays. It is not easy to prepare for information to show a skill, and part of it is very difficult to make any significant progress in the work. The task of making a sentence in an essay to become skillful and to write to make a sentence appear in perfect English. As poor as this is, not a single moment of a sentence can be handled in business or in social life. If we can learn German or French to improve our English, so we can learn to write perfect English. I think we can hope to do this if we can learn to write in English. There is no way to learn English; all we need is to learn grammar and to work on the language as much as possible.

Your years at the English Language are going to be important in the study of the English Language as much as possible.

The work in the English Language is necessary to the development of the English Language. Modern English spoken and the parts of speech as necessary to the expression of meaning of the language.
President Burton

-3-

Unfortunately, soon after this attempt began, we lost the services of one of the two men who were devoting themselves to this subject, Professor Thomas A. Knott, one of the best English scholars in the country. I believe that this subject is one of growing interest and importance, and that the University of Chicago would do well to make a special feature of it. What I think should be done is to strengthen our staff by the addition of the most capable and eminent scholars that can be secured. We have made a beginning toward this by obtaining for next summer the service of Professor William A. Craigie of the University of Oxford, one of the principal editors of the great Oxford English Dictionary, who is now planning with the cooperation of English and American scholars similar special dictionaries for Middle English and Tudor English. At my suggestion, one of Professor Craigie's courses will be a seminar course in methods of making a dictionary. I have taken steps to announce this course very widely, and have no doubt that it will attract to us next summer a number of the ablest scholars in the field as workers under Professor Craigie. If we could take advantage of the interest thus aroused and the attention thus focused on the University as a center for the study of the English language, I think we could quickly make the University permanently the leader in such work.
UNIVERSITY.

When I think how far we have come in the past 20 years and how far we have yet to go, I am filled with a sense of urgency and importance and feel the...
President Burton

I suggest, therefore, that for the year beginning October 1924 we attempt to secure the services of Professor Otto Jespersen of the University of Copenhagen, one of the ablest and most stimulating scholars in the world in the general field of language and the special field of English, and by all odds at the present moment the man of greatest reputation in these subjects. I enclose a statement of Professor Jespersen's work. Although I cannot speak with certainty, I feel considerable confidence that we could secure the services of Professor Jespersen for one year if we offered a sufficiently attractive salary. In view of his traveling expenses and other considerations I think that ten thousand dollars would be necessary, but I believe that the money would be well expended.

My idea is that if Professor Jespersen accepts this offer, the year should be regarded as an experimental one, with a view to determining whether a permanent arrangement would be satisfactory to the University and to him.

If we cannot secure the services of Professor Jespersen for the year, or if after a year's experiment a permanent connection should seem undesirable, I believe we should attempt to secure the services of the most eminent American scholar in this field. This I believe to be one of our own doctors, Professor James F. Royster, now of the University of North Carolina. Professor Royster is highly
I submit, therefore, that for the well-being of the profession, October 1961 we accept to become the authorities of a profession which, to the extent that any of our more articulate spokesmen in the world have been geographically able to improve and the society today of English and up to the degree of the present moment, the mean of expressing a statement of the relation to these subjects. I propose a statement of the need for research and research work. Although I cannot speak with certainty, I feel considerable confidence that we can do something to the advantage of the profession. Let us keep in view the idea of the statement and other consequences. I think that you will agree that more money is necessary, and that if you can provide more money to meet the need, it will be a matter of great importance.

At least in part it is Professor Tarr's sense of pride which

After the heat comes the heat's excitement. If we agree to a certain state of the profession's mind to a

If we cannot assume the senses of the profession, we

Because for the year or if after a year's experience in permanent connection and so on, I believe we

Am I correct in this belief? If I believe that if one of the many colleges, Professor James F. Porter, now at the

University of North Carolina, Professor Porter is rightly
regarded at the University of North Carolina and is well paid for his work as professor and dean. I feel sure, however, that he would recognize the greater attractions of the University of Chicago as a place for research and graduate teaching, and that he would accept a salary here that would not attract him to any less important place. I believe, however, that we should have to pay six thousand five hundred or seven thousand dollars to secure his services, but again I think that if the University wishes to assume the leadership in this field of work, the money would be well spent. Professor Royster is not only a productive research scholar, but also an extremely interesting and stimulating teacher, capable of arousing interest in his subject among both graduate and undergraduate students.

I sincerely hope that this plan as I have here outlined it will commend itself to you and to the Trustees of the University. I know of no one thing which would do so much to give our Department of English the primacy in America, and today that means the primacy in the world.

Yours very truly,

JMM:JB
I am a student at the University of Chicago and I am working on my research project. However, I am not sure what I want to do after I graduate. I am thinking of doing something related to business, economics, or finance. I am currently taking courses in these areas and I am enjoying them.

I hope I can find a job in one of these fields after I graduate. I am not sure what I want to do, but I am interested in pursuing a career in finance.

I am doing well in my classes and I am looking forward to the future.

Yours sincerely,

[Signature]
I shall quote the statement concerning Professor Jespersen made in the Bulletin of the Modern Humanities Research Association in January 1921, when he was elected President of the Association:

"There is little need to introduce to members of the Association their new President, Dr Otto Jespersen, Professor of English at the University of Copenhagen. His fame as an English scholar is world-wide, and few Englishmen have penetrated more deeply than he into the mysteries of our tongue and into the general science of language.

"Professor Jespersen deals mainly with the living speech in all its aspects, he explains its structure and growth, he seizes upon its salient characteristics, its personality, its inward soul, and presents them to us with the accuracy and clearness of the trained scientist, the delicacy of feeling, sympathy and intuition of the artist. An independent thinker of striking originality, Professor Jespersen is one of those leaders to whom the present generation of students turns for guidance in linguistic thought.

"The following are some of Professor Jespersen's main contributions to linguistic science:"

Articulation of Speech Sounds
Studier over engelske kasus (Studies on English Cases)
Chaucers liv og digtning (Chaucer's Life and Works)
Progress in Language
Fonetik (Phonetics)
How to Teach a Foreign Language
I must urge the establishment of a program of "shadowing," a process of cross-training in various areas of expertise. This will enable members of the association to serve in a variety of capacities. The idea is to ensure that no single member is at a disadvantage due to lack of experience or knowledge. This program will enhance the association's ability to respond to changing needs and challenges.

Professor L. J. Smith, head of the sociology department, has been instrumental in developing a comprehensive approach to education. His vision is to equip students with the skills necessary to succeed in today's fast-paced world. The program will not only prepare students for entry into the workforce but also encourage them to pursue further education. It is my hope that with the implementation of this program, we can truly be a force for change and progress.
Lehrbuch der Phonetik

Phonetische Grundfragen

Growth and Structure of the English Language

A Modern English Grammar: I, II

Sprogets logik (The Logic of Language)

Nutidssprog (The Language of the Present)

Negation in English and Other Languages

Chapters on English

Rasmus Rask

Language: its Nature Development and Origin (1922)
The President reports that he has received through Professor John M. Manly, the resignation of Professor Robert T. Herrick. The resignation is submitted because of the condition of Professor Herrick's health, and the impossibility of his continuing to live in this climate. He requests that it take effect immediately.

The President recommends that the resignation be accepted to take effect immediately, December 31, 1923, and that a Committee from the Board of Trustees be appointed to express regret to Professor Herrick at the state of health which necessitates his resignation and its appreciation of the scholarly services which Professor Herrick has rendered to the University during the period of thirty years.

That the Committee, requested to be requested, with financial arrangements of any kind be made with Mr. Herrick.
The President reports that Professor John M. Macy's resignation is submitted because of the condition of his health and the impossibility of his continuing to live in this climate. He recommends that if it is possible immediately

The President recommends that the resignation be accepted to take effect immediately December 31, 1932, and that a committee from the Board of Trustees be appointed to choose a successor to Professor Macy. As a result of the action of the Board, Professor Neill will be engaged to the service of the university for the period of thirty years.
December 14, 1923

My dear Mr. Manly:

In planning the future of the English Department have you considered the possibility of bringing Dr. Lewis of Lewis Institute into the Department? Perhaps I have asked you this question before, but whether so or not, this is a question, not a recommendation.

Very truly yours,

Mr. John M. Manly
Faculty Exchange

EDB:HP
December 14, 1935

My dear Mr. Mervyn,

In planning the future of the English Department have you considered the possibility of placing Dr. Lewis at the Institute into the Department? Perhaps I have asked you quite a question before, but whether or not, this is a question not a recommendation.

Very truly yours,

Mr. Jopp M. Mervyn

Secretary Expend
The University of Chicago

(FOR POSITIONS ABOVE THAT OF ASSISTANT)
TO BE TRANSMITTED TO THE DEAN OF FACULTIES

Date December 10, 1923

To the Dean of Faculties:

School Arts, Literature & Science Department English

The promotion of Martha Edith Rickert to the position of Associate Professor, 2/3 time is recommended, at a salary of $2,500 for half time dollars ($2,000 $2,500) beginning October, 1924, for a period of not specified

Miss Rickert has the following academic record:

A.B. (or B.S. or Ph.B.) (college) A.B. Vassar College, 1891; (year) 1891

Ph.D. or other higher degree (institution) Ph.D. Univ. of Chicago; (year) 1899

Previous experience in teaching: Hyde Park High School, 1894-96; instructor, Vassar College, 1897-1900; on the staff at the University of Chicago for several summers and now doing full-time service on temporary appointment owing to the absence of Professor Robertson and Professor Boynton.

Publications:
See attached sheet.

Qualities as investigator:
Excellent. Her work in the field of Chaucer, on Shakspere, in American literature, and in contemporary literature of both England and America enables her to carry advanced students in several fields.

Qualities as a teacher:
Excellent. It is understood among the members of the English Department that Miss Rickert's students are always enthusiastic over her conduct of classes.

Qualities as an administrator:
Not tested. There is nothing to indicate lack of ability to cooperate with others.

Personality:
Pleasing in every way.

Provision for salary:

[Signature]
Chairman or head of department

The above recommendation has also been considered by Deans

[Signature]
Dean of Faculties

Further comments by Dean of Faculties:

[Signature]
The position of Instructor, Department of Modern Languages, at the University of Chicago, is to be filled by a person who has a Ph.D. in Spanish.

Previous experience in teaching Hispanic languages at the University of Chicago is required.

A strong command of spoken and written Spanish is essential.

Experience in teaching at the University of Chicago is desirable.

The ability to work in an interdisciplinary environment is also required.

Further comments or questions can be directed to the Dean of Faculty.
Martha Edith Rickert: Published works

Research:
Marie de France - seven of her lays done into English verse. 1901
The Old English Offa Saga, 1905
Edition of Emare, 1907
Translation of The Babee's Book, 1909

Textbooks:
American Lyrics, 1912
The Writing of English, with Professor Manly, 3rd ed., 1923
Contemporary British Lit., " " , 1921
Contemporary American Lit., " " , 1922
Now engaged on a series of graded readers.

Original work:
Out of the Cypress Swamp, 1902
The Reaper, 1904
Folly, 1906
The Golden Hawk, 1907
The Beggar in the Heart, 1909
December 22, 1923

My dear Mr. Herrick:

To the notice which you will receive from the Secretary of the Board of Trustees announcing the acceptance of your resignation and expressing the Board's appreciation of the scholarly service that you have rendered, I wish to add my own personal word of goodwill, and of hope that your release from obligation to be in Chicago at any time of the year may enable you to make for yourself a home in a congenial climate where you can work with a sense of freedom. My own ventures into the region of white paper and printers' ink are so far removed from literature that I cannot altogether visualize the conditions most favorable for a literary man, but I can, in a measure, appreciate the opportunities of useful service which are open to one of your abilities. I hope you will be able to find these conditions, and satisfaction in your work.

Simultaneously you may be assured that you will not be forgotten by your many friends at the University.

Sincerely yours,

Mr. Robert Herrick
Hotel Windemere
Chicago, Illinois

EDBHP
To the Notice which you will receive from the Secretary of the Board of Trustees announcing the Board's appointment of your resignation and extending the Board's appreciation of your service, I extend my warmest congratulations and good wishes for your future endeavors. I am sure that you will be as successful in your future career as you have been in your past.

I have been informed of your decision to retire from active service and your wish to devote your time to other pursuits. I am sure that you will find satisfaction and fulfillment in your new endeavors.

I am sure that the Board of Trustees will be equally happy to see you to retire and that they will respect your wishes and support your decision.

Sincerely yours,

[Signature]
New York City
June 16, 1924

My dear Mr. Burton,

Your letter of June 13 about Mr. Staff's desire to have Mr. Nelson accompany the team to Japan has just reached me. I have as yet received no communication from Mr. Wilkins about Mr. O'Hara, but a few days ago I had a letter from Mr. O'Hara about which I did not understand but which obviously related to this matter.

I am entirely willing to release Mr. Nelson on the conditions stated in your letter.

As we had in mind the addition of Mr. O'Hara to the
Dear Mr. Ford,

The issue with the crane is an important matter. We need to perform a thorough inspection to ensure the crane is safe for operation. It is crucial to address this issue promptly to avoid any accidents.

Please inform Mr. Strother to send a representative to perform the inspection.

Sincerely,

[Signature]
Department of English for aid in the kind of work done by Mr. Nelson, I think he would be a suitable person to take Mr. Nelson's work during his absence. In the absence of the program, I cannot at present discuss details but am willing to learn them for later adjustment.

I leave here this afternoon for Oklahoma City, Okla., where my address will be the Skirvin Hotel. After Saturday my address had better be obtained by telephone from my sister, Mrs. Patrick.

Yours very truly,

John M. Manly
I am sincerely yours,

[Signature]

P.S. Please let me know if you need any further information or assistance.

Yours faithfully,

[Signature]