April 30, 1923.

My dear Mr. Cutting:

I am sorry to have been so tardy in answering your letter of April 20th.

The facts in the case are that I made as careful a study of Mr. Allen's case as I could in the time available, giving weight to your advice, but also to that of others, and decided that the wisest course was one that did not commit us beyond one year, within which I hoped to make a much more thorough study of the whole situation. I am sorry that you should be disturbed by my action. My conduct in this case and in others has been based on the view that the responsibility of the head of the department ends with the period of his active service, and that though I should welcome and seek advice from him, I must myself assume responsibility for the period subsequent to the retirement of the retiring Chairman. As I have said, I have felt obliged to follow this course in reference to all departments in which the question has arisen.

I do not recall saying to you that I agreed with you about Mr. Schutze. I did not then disagree, but I should hardly have thought that I said that I agreed with you. That is not my remembrance of my state of mind.
April 90, 1933

Mr. Great Mr. Official:

I am sorry to have been so tardy in supplying
your letter of April 20th.

The facts in the case are that I have no case.

I put a copy of "XL" Affairs" case as I consider is the case
available. Give weight to your opinion, and let me know
of others and your view that the worst course was one that
did not commit an embargo on a year within which I hoped to
make a much more honorable record of the whole situation.

I am sorry that you are not a graduate of my section. In
connection with the case and in addition to your being passed on the
view that the responsibility of the head of the department
and with the hearing of the section, so far as the
section I am welcome and seek guidance from him. I want myself
sense as responsibility for the hearing and support of the
man of the section (as) to have
sentence of the section (as) to have
sentenced to follow this course in accordance to fill the
precepts in which the discretion has arisen

I go not receive notice to you that I agree with
you not to prosecute. I give not your good sense, but I agree
partly have thought that I think that I agree with you.

Is not my remembrance of my state of mind.
I earnestly hope that you will feel that I have shown you no disrespect, but have simply exercised my own responsibility.

Very truly yours,

Mr. Starr W. Cutting,
The University of Chicago.
Phil. S. Allen.

$2000 would enable him to meet his immediate obligations, and devote himself to the production of a two-volume book THE SOURCES OF MEDIAEVAL POETRY--Greek and Latin--300 B.C.--1050 A.D.

After 1050 A.D. the work is sufficiently done.

Loss of current income by effect of war on income from German books $30,000.


Howard Mumford Jones is translating the English verse. 300 of them.

Gift or Loan.
Mr. Tufts,

The President asks whether there is anything still unfinished of the business dealt with in your Houston letter. We got 7 65 c.
Will work with

Leo to

maximize

the

potential

within

the

framework. Can

also

monitor

with

regular

check-ins.

Janet

A. D.

03/10
Pres. E. D. Burton,
University of Chicago,

Dear Pres. Burton:

With regard to the possible appointment of Archer Taylor to a chair in German, I should like to make first a general statement with regard to the whole situation, because although this case should be considered partly in its immediate relation to the department of German and to the related departments of Modern Language subjects it also is connected to some extent with the general problem of our available funds for next year.

I have gone over the requests of the different departments several times, sometimes with Galle, Laing and Wilkins, sometimes alone. There are several promotions and increases of salary that ought to be made. I think that the more modest and urgent of these can many of them be met by the amounts which will be set free through the retirement of the various men who retire next summer. I have however been very cautious as to any new appointments until we could know better what to count upon. I went over with Mr. Plimpton the first half of the departments (those in Arts and Literature) and gave him my classification of the recommendations as important or desirable. The other half I did not have time for but am hoping to do it either today or else on the train on route for Los Angeles tomorrow. But I have sifted out the various requests to this extent that I believe there are about four which seem more important than any others. Two of these are in Arts and Literature and two in Science. The two in Arts and Literature are the appointments of Sapir in Sociology and Archer Taylor in German. The appointment of Sapir is in addition to the appointment in Sociology of a young man named House, now at Middleboro College whom Small wishes to appoint to take up his own previous line of work in the History and theory of Sociology. He will be recommended at a salary of $3,500.00 and I have authorized Small to go ahead with this appointment of House, using for this a part of the $5,600.00 which is at present Small's salary. The Sociology Department and also Laing and Buck are very anxious to appoint also Sapir who is said to be the foremost man in anthropolgy on the side of language. They feel that the work of Cole meets this complement to make the work in this field strong enough for doctors.
Dear Mr. Proctor,

University of California

Houston, Texas

Dear Mr. Proctor,

I hope this letter finds you well. I am writing to inquire about the possibility of your assistance in obtaining a position at the Rice Hotel in Houston, Texas. As you are aware, the hotel is in need of a General Manager to oversee the operations of the property.

I am currently employed at the same hotel as a Front Desk Manager, and I believe my experience and skills make me a strong candidate for the position. I have over five years of experience in the hospitality industry, and I have managed a team of 20 employees. I am confident in my ability to lead a team and ensure the smooth operation of the hotel.

If you have any questions or concerns, please do not hesitate to contact me. I look forward to hearing from you soon.

Sincerely,

[Your Name]
The appointments in Science which thus far I have considered as of most importance, aside from an appointment in Mathematics of a young instructor to carry Wilcynski's courses the coming year and such other minor appointments as are needed to fill vacancies in Zoology, and probably in Geology. In Zoology I have authorized Lillie to correspond with a man in Washington in government work there who is he thinks a most promising young man for the special field of Genetic study which Bellamy was caring for. Bellamy resigned last summer and his place has not yet been filled. He had a salary of $2,500.00. Lillie has himself gone on to a two thirds basis which sets free $2,000.00 and I assured him that we should want to use this for the benefit of his department. There are two men who he feels must be increased, namely Moore and Allee and this will probably require from $800.00 to $1,000.00. He thinks that this new man will have to be offered probably about $4,500.00, and I have encouraged him to believe that we can manage this as well as the increases for Moore and Allee.

The other science appointment is in Geology for a man in the special field of Oil Geology. We have a appropriation of $1500.00 in budget for lectures extending through one quarter each year but Bastin is very anxious to make an appointment of more permanent character since he is unable to get satisfactory men to come simply for one quarter. I have not made any absolute promise to him but have encouraged him to wait a little until the time of making up our budget in the hope that we could reserve something for him in addition to the $1500.00 which he now has for the purpose and thus enable him to make an appointment. Would suggest that if possible you talk with Bastin. I have also told Lillie that he would have to confer with you as to the Washington man, because the negotiation was only in a preliminary stage when I came away.

Coming now to the question of Taylor in German. The original proposal concerning Taylor was made a year ago by Cross who asked for his appointment in comparative literature. Cross renewed that for this next year but I did not feel that it was perhaps as urgent as that of Sapir, although I thought very favorably of it. But just at the present time a new element has entered which may or may not amount to something. Dr. Aitchison will inform you as to the effort among the Germans of Chicago to contribute towards some item in our development program. The German department together with Laing, Wilkins and I have had a conference and later met representatives of the Germans. Allen believes that at this moment it would be very desirable if we could offer visible proof that we are strengthening our German work and with that in view urges that the appointment of Taylor would be highly opportune. Cross cheerfully yields the claim of his department since he thinks that at this moment Taylor might be more significant in German. Taylor's field is at present German but his writings are in the border region. The only educational scruple that has reached me concerning this appointment is that Schutze questions whether
The opportunity in Science with which I have

opportunity as of greatest importance, aside from other opportunities in the future, to contribute to a great opportunity to advance Montessori's concepts in 20.

In 1900, I decided not to return to Germany, my home country, and to stay in the United States. I have been an American citizen since 1901.

I have also used this opportunity to compile a history of Montessori's work, which I believe is the only complete history of Montessori's work available.

In addition, I have used this opportunity to write several books on Montessori's work, including "The Montessori Method of Education" and "The Montessori Method of Education in the United States."
the most immediate point at which German needs strengthening is the precise point at which Taylor has been especially active. As I understand it Taylor has been writing especially in the field of Medieval German whereas Schutze believes that the 18th century is the most distinctive and significant period for German literature and should be better represented in the department. I have not had time to take up this point with Allen and Wilkins. It seems to me that it is probably one that deserves a certain weight but that it may well be the case that the other factors, namely Taylor's personality, productivity and all around scholarship outweigh this point, and I would suggest that when you confer with Allen and Wilkins you might raise the question as to whether in their judgement his field will strengthen the department in the place where it is most needed. Perhaps you could do this without using Schutze's name although I do not know that he would have any objection. He sat in with us in the discussion of general plans to place before the Germans and he and Allen agreed perfectly on the most promising projects.

Another matter which I left in an incomplete condition is that of the Latin appointment. Prescott wrote to Ulman and learned that there was a possible complication owing to the fact that the University of Iowa was to pay House's salary to him during his coming year at Rome. He felt of course that he ought not to continue with this plan and receive House's salary from Iowa unless he was to return there. Prescott thought at first that the only solution might be to have him begin work with us next October since he did not suppose we should feel justified in making an arrangement whereby we should allow him to proceed to Rome and pay him part salary before he had actually done any teaching for us. I told him however that I should personally favor making an arrangement of this sort because in the first place he would be much more valuable to us after a year in Rome than if he came to us without it and in the second place there would be less strain upon the budget for this coming year if we should arrange to give him, not probably half of his proposed salary with us, but an amount of about $2,500.00, the equivalent of what Iowa would give him. Possibly indeed the matter could be arranged so that by beginning work with us in the summer quarter of 1926 although dating his appointment from October 1st, 1925, we could arrange the matter with even less actual cost to us. My idea in other words would be to date his appointment from October 1st but give him leave of absence to study in Rome during the next nine months or thereabouts and make such arrangement as to salary as might be mutually desirable. Prescott will report to you.

Another matter is with reference to Psychology. I believe we should do nothing here until my return, I mean as to a chairman. There is a possibility which I have discussed informally with Judd that Angier who is with us as visiting professor from Yale this year might be a good appointment taken in connection
The most immediate point to which I was referred in this connection was the provision made at the recent Treaty of Vienna for the prevention of future German aggression. The Treaty contained provisions for the disarmament of the German armed forces and for the demilitarization of the Rhineland and other territories. It also included provisions for the control of German economic and cultural activities to prevent any recurrence of previous aggressions.

The German Government, however, has not been fully cooperative in implementing these provisions. The disarmament measures have been largely ignored, and the Rhineland remains armed. Additionally, the economic and cultural controls have been largely ineffective.

I am concerned that these provisions may not be fully observed, and I urge you to take all necessary steps to ensure their compliance. I believe that this is a matter of vital importance to the peace and security of Europe.
deanship of the colleges. He was dean of the freshman year at Yale and I understand was a distinct success. I have made inquiries about the names that you gave me and have made some progress but I am not ready yet to make a recommendation.

As to the dean of women. I talked with Mrs. Flint. I think I told you that she questioned the desirability of continuing just that type of position and was distinctly adverse to transferring her administrative work from her present duties which she enjoys greatly to certain of the duties which Miss Talbot has carried. Of course her operation prevents further discussion just at present and Miss Talbot is so loaded until after convocation that I think this should wait.

I presented three changes in statutes of procedure to the Board of Trustees which were referred to the Committee on Instruction. My Secretary can furnish you copies. On the matter of Research Associate I should be glad to have you confer with Gail as it is partly his suggestion.

Another matter left hanging was this: Marshall recommended that Wright be excused from one major in the spring in order to complete a book on which he is engaged. Small made a similar request that Farris be allowed to substitute work on a book for two courses in the spring. I thought of presenting these to the Board but hesitated when I learned from Mr. Dickerson that a previous request of similar character from Newman had been rejected by the Board. I think that we shall have to come to a more clearly defined policy with regard to similar requests and I favor a more liberal policy than we have pursued because I believe that if we can really get good books written (especially those which will not produce financial return but do make important contribution to their subject). At the same time I thought that the Board would be much more inclined to give a favorable hearing in the matter if you should present it provided you think it worthy of consideration and recommendation, than if I should present it. Hence I told Marshall that I should leave that to you. I presume that he will take it up with you but I think we ought to consider Small's request for Parish at the same time and probably treat them both alike. Small feels that the book would be worth much more to the department and to the students than the courses in the spring quarter would be. We are having good meetings with the alumni but we certainly have a full schedule.

Sincerely yours,

[Signature]

[Handwritten note: "will be justified"]
January 2, 1924

My dear Mr. Allen:

I have given much thought to the question which Mr. Manly’s suggestion you brought to me about three weeks ago. I am sorry to say that after very careful consideration I do not discover any way in which I can bring about just what you wish. I regret this, but I think you are entitled to this answer without further delay.

If I may venture to offer a suggestion, it would be that you systematically parcel out your time into three parts, for three tasks: (1) your University work, (2) work designed to clear away your indebtedness, (3) prosecution of your research work. If you could resolutely hold to the plan of doing something toward (2) and something toward (3) each week, this would prevent either (2) or (3) being crowded off the slate, and go far toward insuring the accomplishment of both. Possibly you might find that you could get both (2) and (3) forward almost as fast together as you could either of them alone.

I believe, at least, that there is promise enough in this plan to warrant your giving it a good
hard trial.

With best wishes for the New Year for you
and all your family, I am

Sincerely yours,

Mr. P. S. Allen  
Faculty Exchange

EDB:HP
February 20, 1925.

Professor Archer Taylor,
Washington University,
St. Louis, Missouri.

My dear Professor Taylor:

On behalf of the University of Chicago I am writing to ask if you would accept the position of Professor of Germanic Languages and Literature in the Department of Germanic Languages and Literature with a salary of $5,000, and the office of Secretary of the Department at a salary of $500. The appointment as Professor is without time limit, the expectation and hope being that a man appointed as Professor will continue with the University during his life time. The appointment as Secretary is an annual appointment, and while our expectation is that it will be renewed from year to year, for some time at least, your acceptance of it would put you under no obligation to continue longer than is congenial to you.

The offer of these positions rests upon a recommendation made specifically by the Germanic Department, but strongly supported by the other Modern Language Departments, and approved by the Dean of the Graduate School of Arts and Literature, and by the Dean of Faculties. Because of the unity of spirit of the various departments, condoned, and because of the close interrelation of their studies that you would find, I think, that life and work as a member of this group would be particularly satisfactory and rewarding.

The Department of Germanic Languages and Literature needs just the strength that you would bring. The Department suffered during the war, and it has lost Professor Cutting through his retirement. The curve of registrations now shows a steady gain, but that gain is still slow. We believe that your coming would add just such new energy in the fields of teaching and scholarship as would accelerate and insure the re-establishment of Germanic studies in their rightful high place.
On behalf of the University of Oregon, I am writing to you in your capacity as the head of the Department of Germanic Languages and Literatures. We are in the process of expanding the department with a new position. The Department has decided to appoint an additional faculty member with a background in Germanic Languages and Literatures, and we would like to extend an offer to you for this position. The offer is for a tenure-track appointment at the rank of Assistant Professor. The starting date is Fall 2023. We expect the successful candidate to contribute to the department's research and teaching missions.

If you are interested in this position, please submit your application by the end of the month. We look forward to hearing from you.

Sincerely,

[Signature]

Dean of the College
University of Oregon
And since we are confident that the University of Chicago holds, and will increasingly hold, a dominant position in scholarly service, we believe that your coming to us would be an excellent thing for the development of German studies, and indeed of Modern Language studies, with reference to the country as a whole.

I shall hope to receive from you an indication of your willingness to accept the position as Professor and also as Secretary of the Department. On receipt of such acceptance it will be my pleasure to present your name for appointment to the Board of Trustees in the confident expectation that appointment will follow.

Very truly yours,

President.

EDB:CB
February 19, 1925.

Professor Archer Taylor,
Washington University,
St. Louis, Missouri.

Dear Professor Taylor:

I have the honor to offer you a position on the Faculty of the University of Chicago as Professor of German Literature and Secretary of the Department of Germanic Languages and Literatures, with a salary of $5,000 as Professor, plus a salary of $500 as Secretary of the Department.

The offer rests upon a recommendation made specifically by the Germanic Department, but strongly supported by the other Modern Language Departments. It is, indeed, because of the unity of spirit of these departments and because of the close interrelation of their studies that you would find, I think, that life and work as a member of this group would be particularly satisfactory and rewarding.

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Very truly yours,

EDB Y

[Signature]

Dated and approved by P.S. hldeen.
February 19, 1925.

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Washington University,
St. Louis, Missouri.

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And since we are confident that the University of Chicago holds, and will increasingly hold, a dominant position in scholarly service, we believe that your coming to us would be an excellent thing for the development of German studies, and indeed of Modern Language studies, with reference to the country as a whole.

Very truly yours,

[Signature]

EDB Y
Dear Professor Temple,

I have the honor to offer my congratulations to you on the occasion of the University of Chicago receiving the Nobel Prize in Literature, which is a great honor for the University and for the field of Germanic Studies.

The selection of the University of Chicago as the recipient of the Nobel Prize in Literature is a fitting recognition of the University's contributions to the field of Germanic Studies. Your department has been at the forefront of these contributions, and I am proud to be associated with it.

I hope that you will continue to make significant contributions to the field of Germanic Studies and that the University of Chicago will continue to be a leader in this area.

Sincerely,

[Name]
The University of Chicago  
Department of English  
February 5, 1925

Dear Dean Tufts,

I learn through talking with Mr. Cross that there is a reasonable chance of appointment here in German of Professor Archer Taylor, now at Washington University, St. Louis. I am therefore writing such a letter as I believe that Mr. Manly would send if here, for the reference of the question to organic unity in Modern Languages is great.

Mr. Taylor has the training and temperament for the highest usefulness in all fields of literature related to his own special province. He is still a young man with greater promise of continuous performance than any other man whom I know in that field. More than that insofar as it refers to our situation I should value his personal qualities that make him apt for administrative work and all kinds of personal contacts with others.

I wish to add that I am writing the above without suggestion from those having greater personal interest in the appointment, for I know Mr. Taylor only through an acquaintance of six weeks during a summer session and through his published research.

Very truly yours,

David H. Stevens
Dear Dean Turner,

I am writing to introduce myself as an applicant for the position of Assistant Professor, in the Department of Chemistry at the University of California. I believe my qualifications and experience make me a strong candidate for this role.

My background includes a Ph.D. in Chemistry from Stanford University, where I conducted research on polymer synthesis. I have also held teaching positions at several universities, where I have developed a strong reputation for excellence in both teaching and research.

I am particularly interested in the opportunity to contribute to the growth and development of our Department of Chemistry. I am confident that my skills and experience will allow me to make a significant contribution to the academic and research programs of the University.

I look forward to the possibility of discussing my qualifications further with you.

Sincerely,

[Signature]
The University of Chicago
Department of Germanic Languages and
Literatures
February 25, 1925

Vice President James M. Jaffé
The University of Chicago
My dear Mr. Jaffé:

On Saturday, the 21st last, I heard through Mr. Allen that Mr. Archibald Taylor had been appointed full professor of German and German Departmental secretary. I had received no hint that he was being considered.

If the opportunity had been offered me to participate in this very important matter, which must greatly affect the future of the department, I should have responded to the courtesy by proposing that the consideration of Mr. Taylor's qualifications should be made part of a consideration of the main lines of a constructive policy of the Department of Germanics.

There were before the appointment of Mr. Taylor two professors of graduate competence in the literature section of the Department of Germanics: Professor Allen, in Medieval Latin, and I, in the 18th and the first half of the 19th centuries. In order to have a rounded and sound department, our really vital needs are:

1. A specialist in recent German literature. I should have suggested for this Albert Soergel, author of "Dichter und Dichter der Zeit."

2. A Germanistic specialist in the period from Luther to Lessing.

3. A Germanist covering the mid-nineteenth century development. There is a very good productive scholar, Professor Campbell, who taught here last summer, a finely cultured man, whom we should not miss.
February 25, 1925

4. A Medievalist, strictly Germanistic, who would specialize on the
German popular and knightly epics, etc. of the Hohenstaufen era
and later, to the Reformation.

5. A Comparativist, whose work is focused in Germanics. I should have
suggested Professor Price of California, a good scholar and agree-
able man.

Mr. Taylor started as a Germanist, but has gone over to English
altogether. His subject is medieval literature in English, as is directly
attested by his published work, and indirectly by Mr. Cross' endeavors,
in his last two \$ budgets, to get appropriations for the appointment of
Mr. Taylor to the Department of Literature in English, and by the rumor
(unconfirmed, I believe) which arose suddenly and seems to have been
partly the cause of the extraordinary haste with which this most important
appointment was rushed through, that the English Department of Harvard
was trying to secure Mr. Taylor.

There is an even more fundamental consideration, which should
determine the policy of the Department of Germanics. In English and
Romance literatures, the late Middle Ages and early Renaissance are truly
the historical foundations of all thorough study and comprehension. In
German, the Classic Era of the late 16th century is that foundation.

English and Romance scholars are prone to assume that the German Classic
Era was only a delayed Renaissance. No competent modern Germanist accepts
that view. The break of the Reformation and the Thirty Years War\(^1\) was as
nearly absolute as anything can be in history. Whereas in English and

---

1. I have made a detailed statement of this condition in my paper on
"The Cultural Environment of the Philosophy of Kant" which is to
appear in the April number of the "Monist" (Special Kant number).
A concentrated effort was made to identify and locate the hot spots on the map. The area between the two clearances was analyzed, and a map was drawn to show the progression of the situation. I supplied you with a detailed report of the occurrences, a good capture of the scene, and an area.

After studying the data as a whole, I am now able to analyze it.

I have made a detailed examination of the information at hand and compiled a report. This report includes an analysis of the situation as it stands and recommendations for future actions. I have also included a map of the area, which I hope will be of assistance in understanding the situation.

There is a need for more fundamental coordination and cooperation.

The German authorities have been notified of the operation, and a joint operation was launched.

The operation has been successful, and the German authorities have been informed.

The operation was successful, and the German authorities have been informed.

The operation has been successful, and the German authorities have been informed.
February 25, 1925

Romance there is an unbroken literary and cultural continuity between the modern and the middle age, in German the Classic Era was a substantially new movement without direct, specific (though, of course, with general historical) relations to the preceding age.

Thus in a modern organic conception of a department of Germanics the focus should be in the Classic Era. All the other fields should be properly subordinated to this.

A specialist in medieval literature in English, no matter how able and agreeable, cannot possibly have the essential grasp of the true genetic relations of the different parts of Germanic literary history; he cannot, since his principal intellectual interest points steadily elsewhere, have the constant living and constructive vision of the central necessities and possibilities of a Department of Germanics. A medievalist in English, as secretary vested with large executive powers, in addition to a chairman, also a medievalist, involves a serious displacement of the proper center of organization, which cannot lead to sound ultimate consequences.

I should have heartily supported and should now so support Mr. Taylor for the department of Literature in English.

Very truly yours,

[Signature]
Letter I. (Increase of Salary of Philip S. Allen)

Each year for twenty years Mr. Allen has taught a fourth quarter for extra pay.

This plan is no longer tenable if he is to give his best efforts to investigation. Mr. Allen has nearing completion (with publication arranged for) a volume of original research on the early medieval lyric. Two other volumes on the origin and development of European poetry in the Middle Ages are well under way.

The suggested increase ($1250) to Mr. Allen's salary is little more than the sum now paid him annually for an extra quarter of instruction ($1055.55). Careful arrangement of his courses makes it possible for him to give almost the same service to his department in three quarters as formerly in four.

Freedom from financial worry would not be the least of the benefits the recommended increase would bring to Mr. Allen's future work for the University.

Letter II (Increase of Salary for Chester N. Gould)

Not because of the faithful service Mr. Gould has rendered the University in the field of his study and teaching, but because he is the best man in the United States to carry on this work, I recommend him for a salary increase of $1000.

Mr. Gould's advancement both in position and in salary was long deferred on account of the depletion of the Germanic department due to the effect upon it of war conditions.

Mr. Gould is fifty-two year's old. He is in charge of our work in Scandinavian Languages and Literatures. His recent monograph on the oriental sources of northern poetry shows the scholarly nature of his thinking. He has nearly ready for publication a theme-index of the sagas

Letter I: Increase of Salary to Eighty-Five Dollars.

Each year for twenty years. If new pay cannot be

determined for extra pay,

The plan is no longer feasible if it is to give the best

effort to investigation. I will now make a proposal for the salary increase

(1925.00) to be. It is a salary increase to

increase from financial want wanting not to the least of the

benefit the recommendation increase would give to Mr. Allen's income work

for the University.

Letter II: Increase of Salary for Operator. M. G. O. N. A.

For increase of the President's service. I cannot pay remember the

University in the field of the study and research, but because he is the

best man in the United States of art, on this work, I recommend him for

a salary increase of $1000.

In his management, effort in position and in salary were long

benefited on account of the duties of the Geological department, and to the

effect which to our confidence.

Mr. Gough is thirty-two years of age. He is in charge of our work

in Government Landsurvey and Investigation. The recent movements on the

authority source of our papers begin upon the solution morning of the scene

cricket. He is readily ready for publication a frame-ribbon of the scene
and several well-considered essays. He has traveled much in Scandinavian countries and is highly regarded there -- he has assumed a leading place in societies for the furtherance of Swedish and Norwegian culture in this country -- he is an outstanding figure in this field.

Mr. Gould is soon to marry and establish a home.

LETTER III (Three extra Junior College mjs. $600)

The Germanic program for 1925-26 requires to complete its schedule a minimum of three extra Junior College courses (each with a registration of thirty students). As the fellowship funds in 25-26 will be rather equally divided among three or four applicants; and as the individual members of the regular staff are full of other important duties -- it seems highly undesirable to assign the teaching of any of the three majors to a representative of either group. An additional $600 is therefore asked for such instruction.

I would remind the President that (for the year 1924-25) only a half-assistantship was asked for, because the suggested appointment of Associate Professor Long (of Williams College) would automatically have cared for the three majors in question. Mr. Long's appointment was not granted, and this left the Germanic Department short-handed.

PHILIP S. ALLEN
III.

The German program for 1966-67 requires to complete the

Winneton College will be (800)

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Winneton College will be (800)
Old Icelandic literature is reckoned along with Old High German and Old English literature to the Old Germanic literatures, because archaic Germanic conditions still persisted in the North at the time when it was produced and old traditions were still alive. Yet it was mainly contemporary with Middle High German, Middle English and Old French literature. It is much greater in extent than even Old English literature, and its content exhibits greater variety, is of greater interest, and possesses greater aesthetic value than any other vernacular literature of Europe before the Renaissance. It includes **Eddic Poetry**, poems in simple metre by unknown authors, dealing with the gods and heroes of Germanic antiquity. They contain some of the world's noblest poetry. **Scaldic Poetry** is occasional verse by known authors, at first in fairly simple metres, later in very complicated form with a highly technical system of metaphors. The earliest Scaldic poems are from about 850. Beautiful poems were produced for the next century and a half, but after that time they become so complicated that they are ingenious rather than beautiful. **Rímur Poetry** is the late-born heir of Scaldic poetry, continuing its metaphors in simplified form, and adding endrime to alliteration. The Rímur are dance ballads. Their value lies in the fidelity with which they have preserved in verse, almost sentence by sentence,
saga-versions that otherwise are lost. This material is sometimes foreign, and then the student of comparative literature turns to the Rímur. They are rarely of aesthetic value. The language of the greater part is really Middle Icelandic, and lies in a field which the lexicographer has hardly explored. The _sagas_ form the largest body of vernacular prose in a Germanic language from the Middle Ages. The style and the art of narration in the best sagas can stand comparison with the best narrative prose any people has ever produced. The best sagas are found among the _family sagas_ (old settlers' tales) and the _sagas of the kings_ of the Scandinavian mainlands. There are also _bishops' sagas, saints' sagas, annals_. Besides the sagas there are many other sorts of prose literature, collections of laws, mediaeval science, and the like.

Three majors in Icelandic are offered in the graduate school. The first treats the language from the standpoint of historical comparative Germanic grammar and starts the student in reading a saga. The second is devoted to rapid reading of a saga text, and the third to a critical reading of selected Eddic and Scāðic poems.

**Old Norse**

The Old Norse language differs only in a few minor details from Old Icelandic. The literature is less extensive. There
are a few prose texts of literary importance, but
the greater part consists of sermons, saints legends,
laws and documents whose value is historical and
linguistic. Old Norse is cared for in connection
with the courses in Old Icelandic.

Old Swedish

Old Swedish has a rather large
amount of linguistic material, and with Old Danish
forms East Scandinavian. East Scandinavian supplements
the study of West Scandinavian (Icelandic and Norse),
since it retains certain phonological features
of primitive Scandinavian and a certain amount of
vocabulary that do not appear in the western branch.
The literature is rich in ancient legal codes, and
also contains chronicles and religious legends and
translations from French and German. The literature
is chiefly important for the history of Germanic
law and for the constitutional history of Sweden.

Old Danish

The situation in

Old Danish is similar to that of Old Swedish, though
the literature has rather more variety. At least
one major should be offered in the graduate school,
which would treat Old Swedish and Old Danish
together. This can easily be arranged.

Modern Icelandic

While present day Iceland has
a considerable literature for so small a population
there is no necessity for formal instruction in the language. Research students in Old Scandinavian have occasion to read critical articles in Modern Icelandic, but such assistance as they need can be given them informally.

Modern Norse

Modern Norse literature is conveyed in two languages. These are both in a state of change, one of them in a state of rapid change. From the time of the Reformation Danish was the language of culture in Norway. Yet the Norwegians pronounced Danish in their own way. Gradually changes were made, to accommodate the language of literature (East-Scandinavian) to the language of the people (West-Scandinavian). The language of Bjørnson and Ibsen contained many Norwegian words, inflections, idioms, and peculiarities of order, yet to the foreigner it looks like Danish. The person who learned this language could read Danish readily, but could not understand a word of Danish conversation, because the pronunciation was so different. This process of introduction of native words, idioms, constructions, and especially of an orthography which accords with the pronunciation, has produced a language which looks very different from that of Ibsen and Bjørnson. The resulting language is
There is no necessity for momentary instruction in the language. Research abounds in the language's history and evolution, as well as its cultural and social significance. However, one can learn and understand as they need, given some introductory knowledge.

Modern Native

Modern Native

constructions in two languages. These are part of a state of reportage, a process of reportage, a process of reportage, and a reportage of reportage. Yet, the reportage, the reportage, the reportage. They are made to accommodate the language of the people (West, speech, language). The language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language). They are made to accommodate the language of the people (West, speech, language).
called RIKSMÅL (i.e. Reichssprache). There are many subvarieties of it. It is the Norse which is taught in American colleges and universities. There is an official orthography which one could follow. About the middle of the nineteenth century a definite attempt was made to create a West-Scandinavian literary language for Norway. It was mainly based on the western dialects. It is called LANDSMÅL (i.e. Landessprache). It has been going some seventy-five years and has had considerable success, but it has no prospect of winning universal favor. It is really a country movement as opposed to the city. The easiest way to learn to read it is to learn to read Old Icelandic before trying landsmål.

Norse literature is so important, especially the Norse drama of the latter half of the nineteenth century, and the contemporary Norse novel, that instruction in Norse should be offered.

Modern Swedish

Instruction in Modern Swedish language and literature is now provided. It is given as three majors in the junior college. The first major covers grammar and easy prose, the second major selected masterpieces of Swedish literature, and the third gives an outline of Swedish literature with illustrative readings. Swedish was
Outline of Contemporary Education

THE UNIVERSITY OF CHICAGO
Department of Education, Division of Research

Field of Study.

Call for RICEMAN (I.e. Rochester) at the team. The purpose of the team is to support the American colleges and universities. The team is an all-female organization which one can follow.

In the middle of the university campus, a miniature receives an idea to create a West-Conservation Institute. Language for now, it is very much needed and called for.

On the western Atlantic, it is called IZAMELAL. It is a very interesting trip.

There are many ways to accommodate students, but it was decided to offer the opportunity of winning miniature IZAMELAL. It is now going some seventy-

The project, as an ambitious campaign as opposed to the city's. The approach was clear to learn it is to learn.

To keep ON IZAMELAL, a miniature sculpture is on.

Important, especially on the nature theme of the project.

Now in the moment, we must see it is now very clear.

Also, the project in a moment.

Modern Wares

Instruction in Modern Ware

I am an instruction to know something. I am.

Give as those important to the junior college.

The first is to cover grammar and syntax.

The second is to cover metaphysics of nature.

Instruction and the final piece on outline of modern.
chosen as the first modern Scandinavian language to be offered because 1, the population of Sweden equals the combined population of Sweden and Norway, 2, the proportion of their descendents in the immediate field of the University of Chicago is even more marked, 3, Swedish literature is greater in volume and shows a more continuous historical development than do the others, 4, the Swedish language offers more grammatical difficulties than do Danish or Norse, and students who have learned to read Swedish can readily be induced to take up the other languages by themselves, while it would not be so easy to induce them to proceed from a less difficult to a more difficult language.

Modern Danish

The Modern Danish language is very regular and has as few inflections as English. It is not at all difficult to learn to read it. The eighteenth-century Norwegian drama (Holberg) is important and attractive, as are Danish Romanticism and Realism, and the modern novel. But the great gift of Denmark is her folksong. These were composed in the middle ages but were not recorded until the eighteenth century. The impulse came from mediaeval France. They are related to the old Germanic traditions, to German and to English and Scottish folksong, and offer a rich field for research. They will be referred to again in the next rubric.
The Modern Market Leaders

Modern leadership and management as well as new interpretations of the service department to learn to lead. It is not at all difficult to learn to lead. The service department has a prime importance and specific functions to perform. Honesty and realism and the modern market are the best field of business to perform in. Those who know the market and its importance, those who know the best of the market, those who know the market and its importance, and to leave the market to the best of the market leaders. They will be known as the leaders in the market.
Outline of Scandinavian 8

The University of Chicago
Department of Germanic Languages and Literatures

Modern Faroic

The language of the Faroe Islands is, like Icelandic, a daughter language of Norse, and the result of an even older colonization. But it has been less conservative than Icelandic and is therefore of less philological interest. Moreover its old literature was preserved by Icelandic scribes and belongs with the literature of Iceland. Its modern language has adopted more or less of the Icelandic orthography, which conceals its divergence from Icelandic. The modern literature consists of folk tales and folk songs. The latter are important. These islands are a museum where students of folksong may see Europe's past still living. The mediaeval music, the tunes that were known on the continent in former centuries, the old byplay accompanying the singing, the dances for which the songs furnished the tact, all survive here. Old materials still exist. Up to a short time ago they still sang about Sigurd the Volsung. The study of Faroic and Danish folksong supplement each other very well, and some provision should be made for it. At least an introduction to both could be given in a single quarter in the graduate school.

Note

There are two ways in which the work in Modern Scandinavian could be extended. One could proceed on the assumption already adopted, that Swedish is to be the introductory course, and work in Danish
THE PURPOSE OF THE PROGRAM

In order to facilitate a comprehensive understanding of the concepts and principles of modern philosophy, we have developed this program. It aims to provide students with a solid foundation in the major philosophical movements of the 20th century, focusing on the interconnections between them and their impact on contemporary thought.

We believe that by engaging with these ideas, students will be better equipped to analyze and respond to the complex issues of our time, both in their personal lives and in their professional careers. This program is designed to foster critical thinking and intellectual curiosity, preparing students for a wide range of career opportunities.

The core curriculum includes courses in analytic philosophy, continental philosophy, existentialism, and feminist philosophy. Additionally, students will have the opportunity to explore topics such as moral philosophy, social philosophy, and political philosophy.

Throughout the program, we encourage students to engage in active learning, through discussions, debates, and written assignments. We believe that this approach will enable students to develop a deeper understanding of the material and to apply it to real-world situations.

This program is open to all students interested in philosophy, regardless of their prior background. We offer a variety of courses at different levels, so that students can tailor their studies to their specific interests and career goals.

We look forward to welcoming you to our program and to supporting you on your intellectual journey.
or Norse could be offered to those who had completed a certain number of majors, say two, in Swedish. Or a year's work in Danish and Norwegian for beginners could alternate with a year's work in Swedish.

This brings up a further matter. The chief linguistic difficulty in the Modern Scandinavian field lies in phonetics. One can not give an adequate idea of a work of literary art from its content alone. Form is involved, and form is the linguistic garb of the work, which includes the way it sounds, the pronunciation. The pronunciation of Norse, Swedish and Danish is difficult, and in each language differs widely from the other. Rarely does a Scandinavian attempt to speak another Scandinavian language, not even in the case of intermarriage. An attempt to learn two of them usually results in a hopeless mixture. With all their differences it is hard to keep them apart. It is much easier for the same person to teach Swedish and German pronunciation than to teach Swedish and Danish or Swedish and Norwegian. While the instructor who at present gives Swedish could easily teach students to read Danish and Norwegian, there should ideally be a different person to teach each of these languages. Until that is possible the assistance of a person trained in Scandinavian phonetics might be obtained from time to time, to assist in Danish and Norse.
Outline of Economic

The Wiener's of Chicago

[Text continues...]

This point is further discussed in the next section.
The prehistory of the Scandinavian peoples is intimately connected with philological and literary problems, and the study of the two subjects has usually been carried on by the same scholars. The subjects is at present yielding interesting results that are of use to historians of literature. The Germanic Department offers from time to time a course on Germanic Antiquities which treats Scandinavian prehistory in connection with the whole Germanic group. The Scandinavian side has been better cultivated than that of the English and the peoples south of the Baltic and better material for instruction is available.

Mythology

The only developed myths concerning the Germanic gods are preserved in Icelandic sources. These myths have recently been subjected to a searching reinvestigation which is resulting in a revaluation of the sources, which of course has a bearing on many other related problems. The Germanic Department offers from time to time a course on Germanic Mythology, which is largely based on Scandinavian material.
Outline of Scandinavian II

The University of Chicago
Department of Germanic Languages and Literatures

Runology (Epigraphy)

Certain of the Germanic peoples, notably the Goths, Anglo-Saxons and Scandinavians had a system of writing. It developed among the Goths who were serving in the Roman armies along the Black Sea and in the Balkans. It is based partly on Roman, but mainly on Greek cursive script. The changes in the form of the letters were brought about by the necessities of often the material on which they were most carved, namely wood. As already said, these inscriptions contain the earliest connected record of Germanic speech. Their study involves many historical and linguistic problems. At the earliest opportunity a course in runology should be offered, if possible an introductory major and following that a seminar.
Outline of Education for

The Ministry of Education

Department of General Instruction and

Instruction

Explanation (Explanation)

Career of the Government

Decision, notably the Office of the Office. It is generally

convention that a member of the Government

some of the offices who make decisions in the Government

since some of the offices who make decisions in the Government

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actions would be opened to the action of the

permitted were brought about by the necessary action

of the necessary action. The removal of the necessary action

would be easy and these instructions continue

the removal could continue to be removed by the action.

The problem of the necessary action and provision of the necessary

proofs. In the necessary opportunity a course in

necessary sport or otherwise to ensure an introduction

metor and following their manner
March 6, 1925.

My dear Mr. Taylor:

I greatly regret that you have not had an earlier acknowledgment to your letter of February 26th. President Burton left the City at about the time your letter was received and could do no more than to indicate the nature of the letter that he wished sent to you.

He was very much pleased with the contents of your letter. At his suggestion, I am enclosing a copy of the University Statutes, that may be of interest to you. I may further state, that the maximum salary of a professor is now $8000., but it is hoped that it will be raised to $10,000. within a few years. However, while no definite scale of advances is established, definite assurances cannot be given, a member of the faculty of ability and promise may reasonably hope for a gradual increase of salary.

Very truly yours,

William E. Scott (signed)
Secretary to the President.

Mr. Archer Taylor,
Washington University,
St. Louis, Mo.

WES: S
Copy sent to Mr. Dickerson and Mr. Laing
Mr. Dyke, Mr. President

We have an urgent request that you have seen and

sent to your office. The University Senate, in its recent resolution, has authorized a committee to make a thorough investigation of the matter.

The committee, under the leadership of President Johnson, will begin its investigations immediately.

We look forward to your early response.

Very truly yours,

William E. Scott
Secretary to the President

Enclosure to Mr. Dyke and Mr. President
President Ernest D. Burton,

Dear Mr. Burton,

I thank you for your thoughtfulness in telephoning to me yesterday when you had such a busy and exhausting day. It was a kindly act and I am sincerely appreciative.

Faithfully yours,

Ancher Taylor
WASHINGTON UNIVERSITY

Department of the

January 1938

Dear

Please find the following:

1. Photographs
2. Additional material and
3. The report

Thank you for your cooperation.

Sincerely,

[Signature]

[Address]
Cordial letter expressing pleasure inContents.

Enclose copy of statutes.

Call attention to statute 13(b.42?) and 17 (b.46?) - State that the maximum salary of a professor is now $875.00 and as time goes on it will be raised to $10,000 within a few years, and that
President Ernest D. Burton,
University of Chicago,
Chicago, Illinois.

My dear President Burton,

Your letter of 20 February

has just come to me in this morning's mail. I am
sincerely appreciative of what you say. I should
be pleased to have you present my name to
the Trustees for the position of Professor of
German Literature with a salary of $5,000 and
of Secretary of the Department at a salary of
$500. The tenure of the former, I understand, is
to be for life and that of the latter from year
to year, dependent on circumstances.

That so many persons should support my
appointment is particularly pleasing and
that you should have such hopes of me will
be a constant stimulus and encouragement.
I feel that I have so many warm friends
in the departments of Modern Languages and
that life and work with them will be
peculiarly happy.

In the present situation in which the University finds itself you may not be able or ready to answer the only question in my mind. It relates to the future. As everyone knows, the University is looking forward to a period of change and growth. Yet there may be a definite policy of promotion in force. If there is, I should like to know it so far as it might concern me. If there is not, a generally applied plan, if it is nonetheless possible for you to give some indication looking toward the future, I'd appreciate it as a conspicuous favor.

Thank you for your kind hopes. I hope I shall be able to satisfy them in part at least.

Faithfully yours,

Archer Taylor.
March 6, 1925.

My dear Mr. Taylor:

I greatly regret that you have not had an earlier acknowledgment to your letter of February 26th. President Burton left the City at about the time your letter was received and could do no more than to indicate the nature of the letter that he wished sent to you.

He was very much pleased with the contents of your letter. At his suggestion, I am enclosing a copy of the University Statutes, that may be of interest to you. I may further state, that the maximum salary of a professor is now $8000, but it is hoped that it will be raised to $10,000 within a few years. However, while no definite scale of advances is established, definite assurances cannot be given, a member of the faculty of ability and promise may reasonably hope for a gradual increase of salary.

Very truly yours,

William E. Scott (signed)
Secretary to the President.

Mr. Archer Taylor,
Washington University,
St. Louis, Mo.

WES;S
Copy sent to Mr. Dickerson and Mr. Laing
FIVE OBJECTS FOR WHICH GIFTS MAY PROPERLY BE SOLICITED
BY THE GERMANIC DEPARTMENT

I. Foundation for the Study and Maintenance of Germanic Culture (see Mr. Schütze's letter)
II. German House (including a theatre)
III. Modern Language Building
IV. Endowed Professorship and Scholarships
V. German Library

* * * * * * * * * *

If the reasonable plans of the University of Chicago are fulfilled, within five or ten years from the present time, it will be in possession of assets largely in excess of $100,000,000. In the light of this situation, it is interesting to envision what important a role will be played by the academic forces which make for the better understanding and the furtherance of German tradition and culture.

I. Foundation for the Study and Maintenance of German Culture.

The great advantage of a foundation for the study and maintenance of Germanic culture would be its permanence. It would be housed in a great building or group of buildings on land devoted by the University to that purpose, and would be at once a reminder of our debt to German civilization and a living power for its continuance. The final cost of this great school or institute of Germanic would undoubtedly run into the millions of dollars, but an establishment of the plan might be reasonably undertaken in case no more than a sufficient sum of money
BY THE GERMANIC DEPARTMENT

I. Contributions for the Study and Maintenance of Germanic
II. Courses (see the separate letter)
III. Research Fellowships
IV. Scholarships and Assistantships
V. German Library

* * * * * * * * * *

If the reasonable plans of the University of Chicago are fulfilled, within five or seven years from the present time, it will be in
possession of assets largely in excess of $100,000,000. In the right
interest of students and of the University, it is of utmost importance to
secure a position which makes for the better future

..I. Contributions for the Study and Maintenance of Germanic Culture
The great advantages of a foundation for the study and mainte-
nance of Germanic culture would be the permanence. It would be possible
in a great university to train a generation of scholars so firmly rooted in the
University that all others would feel a greater love of and pride in the

German civilization and a firmer power for the continuation of
the great school of scholars and in the maintenance of the new

researches described in case no more than a sufficient sum of money
to complete and endow a single building could be secured at the present time. Such a sum would be between $800,000 and $1,000,000.

II. German House. The Romance Department of the University has been most pleasantly successful in sponsoring a French House. There is every reason to believe that a German House would prove at least equally efficient. The purchase of building and premises adjacent to the University campus and the proper endowment of same would require $200,000. A German House would be the center of active, social life as well as a fit instrument for the training of students who wished to teach German. The House should have accommodations to board and lodge not less than thirty carefully selected students, and should be under the direction of a same and capable housekeeper.

III. Modern Language Building. The Modern Language group of a university is almost a tightly forged chain of four links: English, Germanic, Romance, Comparative Literature. The crying need of this group is a Modern Language Building. If funds to the amount of a full third ($350,000) of the whole sum necessary to provide for the erection and endowment of such a building ($1,000,000) might be given by those particularly interested in the Germanic unit a great practical good would have been achieved.

IV. The Germanic Department as soon as possible should be in possession of funds which would permit it to have visiting professors from Germany offer courses of instruction in Chicago and should permit an exchange of its properly authorized students with the larger universities of Germany. A sum of $200,000 would amply endow this desirable object.

V. German Library. The greatest substitute for life itself is books. There is in the United States of America no uniquely great collection of books which teach all the facets of German life and thought during the past and present. The interest derived from a principal en-
time

II. German House. The Romance Department of the University

have been most pleasantly succeeded in procuring a house where there is every reason to believe that a German House may prove at least equally effective. The purpose of all the German houses is to provide the necessary apparatus and the personnel needed to teach German. The houses are not for the training of students who wish to teach German. The houses are for the training of students who are interested in teaching German.

III. Modern Language Placement. The Modern Language Group of the University is pleased to announce the establishment of a Modern English Grammar, Romance, Comparative Literature, and the need of this group is a Modern German Grammar. The purpose is to provide for the training of students who are interested in teaching German. A sum of $50,000,000 has been set aside for this purpose.

IV. German Library. The German Library is the greatest repository for the literature of Germany. It contains the latest works on every subject related to Germany. The Library is open to the public and is available to anyone interested in German.

V. German Library. The greatest repository for the literature of Germany. It contains the latest works on every subject related to Germany. The Library is open to the public and is available to anyone interested in German.

VI. German Library. The greatest repository for the literature of Germany. It contains the latest works on every subject related to Germany. The Library is open to the public and is available to anyone interested in German.

VII. German Library. The greatest repository for the literature of Germany. It contains the latest works on every subject related to Germany. The Library is open to the public and is available to anyone interested in German.
A donation of $200,000 would give the University of Chicago within fifteen or twenty years the finest German library outside of Germany. Money could be devoted to no worthier end.
government of $300,000.00 dollars give the University of Chicago within fifteen
or twenty years the largest German Institute outside of Germany. Money
only be received by Harvard and
March 25, 1925

Professor Martin Schutze,
Faculty Exchange

Dear Professor Schutze:

Your letter of February 25 came in my absence. It presents very important considerations for the future of the Germanic Department, and I trust that we may later be able to act upon some of them. It is quite true that Professor Taylor was originally considered with reference to the Department of General Literature, and that the shift to the Department of German was made very suddenly. I think that Mr. Allen has explained the circumstances to you. It seemed to be desirable to give some indication that we were prepared to strengthen the Germanic Department. The other modern language departments were all very enthusiastic in the project of bringing Mr. Taylor here although they were not particularly concerned as to the particular department in which he should be enrolled. I have thought it quite possible that at a later time it might be desirable for Mr. Taylor to transfer part of his work to the Department of General Literature in order to promote the addition of someone in the field which you have especially in mind as desirable for the strengthening of the department.

I regret that the matter was hurried as it was. In part it came up before I left, but the final decision was reached by the President in my absence.

Sincerely yours,

James H. Tufts

JET: H