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Von Holst, H.
Thompson, J. W.
Jameison, J. Franklin

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Nov. 29, '93.

My dear Resident Harper.

I herewith send you—attached to this note—some observations on the proposed plan concerning Official Reports, etc. It seemed to me proper to submit them to you in writing, in order to enable you to determine at your leisure, which of them—if any—require to be orally discussed.

Yours very truly,

[Signature]

H. von Holst.
Observations, in regard to the proposed plan of official reports and publications.

I. No. 136.

Is this number intended to include departmental libraries? If so, I understand that heads of departments would be expected henceforth to act also as departmental librarians, so far as the technical and clerical work is concerned. They would not only have to keep an account of all the books ordered—requiring reports from the other members of the departments—and to copy the books at the stated times. In order to give the required estimate, they would have to apply to the Press Department for the bills, for the orders are made through the Press Department, in most cases without knowledge on the part of the head Professor, what the price of the book is. The Press Department knows what books have been ordered by each department and what their exact cost has been. If it keep a special account book for each department it could therefore furnish the desired information at a time expense of a few minutes. The clerks are trained to this kind of work and past for it. Upon the heads of departments it would involve a very considerable amount of extra work, which, in some shape, has anyway to be done also by the Press Department, and which, so far as I can see, has nothing to do with their duties either as teachers or as scholars.

II. No. 415.

These statistics cannot be furnished by the head of a department unless all the members of the department and the outside people doing university work furnish the materials. Why should head Professors do the classification, adding, copying it, and their time not be better employed in that not strictly clerical work, and of the simplest kind? If the heads of departments be asked to allow an clerk, there may be no serious objection to burdening them with such kind of details. So long as this is not done, I am of opinion, that they ought to be confined to what is in the strictest sense of the word indispensable, for they are detrimental to the true and paramount interests of the University.
III. No. 424.

As to 2. and 3. my personal opinion is that the German practice of simply publishing the courses to be offered is the best. The rest ought to be done by the reputation of the instructors as teachers and scholars and by sending out a good quality of students. Unless an undue amount of space be devoted to it, I consider all remarks upon the aims and the general scheme of the department superfluous, and easily even worse than that, because subject to misinterpretations and, therefore, misleading. The aims, it is always good scholarship of the different grades, and as 'general scheme' can only exist to a certain extent and must be liable to actual changes without changing the formal programme, so long as each instructor is allowed - as I think he ought to - a considerable degree of liberty, and furthermore appointments and promotions proceed from the general authorities of the University, is, dependent of the head of the department. (This is in no way intended to be a reflection. It may be a logical consequence of the principle underlying the organizations of American universities. But I must call attention to the effect it necessarily has upon the personal responsibility of the head professor and the influence he can exercise upon the working of his department.)

To 4. I have objections. Of which belong to me of a very grave nature, frequently scholars have a great interest, not to let the whole world know what they are about; and they are ready to lay the results of their investigations before the public. My own first experience was, that somebody handed me off by a few weeks and my manuscript - the fruit of a long time of arduous work - had to be assigned to the waste paper basket. This experience is by no means uncommon and often results from not having kept one's mouth shut. It rights on the part of the University to demand that instructors publish, what work they are engaged in as scholars, I suppose, not be claimed the advisability of publishing an abstract of each paper or publication issued during the year seems to me questionable. Well if not greatly swell the volume of the President's report. Is such a manner of advertising itself calculated to do the University
good in the eyes of the beast? Is it likely, say possible, that each paper will be of sufficient intrinsic value to deserve its being thus officially noticed and thereby in a way endorsed by the University? Will publications, that really amount to anything, not sufficiently advertise themselves and thereby the University, without being thus given a lift? Will the University not do itself possible harm, by thus putting its dignified to work that cannot possibly increase its credit? But, if weight be accorded to this objection, will one not lay oneself open to the charge of undue discrimination by admitting this to the honor of an abstract, and of eluding that? If so, is there any other way of avoiding this, than to omit all abstracts? I should greatly prefer not to have even the titles published. That deserves to be known, will become known anyway, and what does not deserve to be noticed, will neither be brought into notice by getting a place in the departmental or in the President's report, nor will it benefit the University by being allowed a place in the Register for no other reason than that it has been written by one of its staff.

The same objections apply to some extent, to No. 6.

As to No. 7: how is the head of Department to get the required information, unless all the persons in question are bid to report to him? If so, could they not report as well at the Registrar's office, or to someone else employed to do administrative clerical work? I refer to what I have said, and No. 11.

No. 8. So far as the historical department is concerned, I must beg to declare in all frankness, that as yet such a statement would rather be detrimental to the University than otherwise. Jointly with the heads of three other departments, I have sent a petition to the Hon. Board of Trustees concerning the purchase of a collection of his official documents. The President of the Board informed me privately the other day, that if he were the chair, the Board could not be able to grant such a request. I refer to this letter. We have stated in it familiarly the condition in which we find ourselves concerning research work even as to the history of the rest of the world. The condition of
course, yet considerably worse. I know and appreciate the cares acting for the
Trustees. They, however, do not change the fact that the departmental equipment is still so poor that I feel very reluctant to let
every body know how poor it is. Nine out of ten institutions, styling themselves
universities, might, perhaps, make quite a respectable show with it, but it is
so out of proportion to the standard which the University of Chicago has
proclaimed to be that adopted by it, that a candid statement would,
in the eyes of every person at all able to judge, amount to the
humiliating confession: we are thus far unable to make good the
promises we have made to the public. I should be very loath to make such
a confession to the general public, because I trust that in a few years an considerable
change for the better will have been effected in this respect, and partly because I am
as a matter of course, anxious not to do any thing that, in my opinion, must
be harm to the institution with which I have cast my lot. I do not think it
incumbent upon me to tell the general public anything whatever on this head,
but if I am compelled by the University authorities to make a statement to it,
I should consider it my duty to say exactly what I think; viz., for the time
being it is in the historical department utterly impossible to do graduate
work as I ought to be done. If a more statement of what the department has of
literary resources be inserted upon, I should have to say that somebody still be
charged with the duty of making such statement, for I am convinced that as to
the effect upon 999 out of 1000, who hear or read the statement, it would
virtually amount to a misrepresentation, for our situation is infinitely
more characterized by what we have not, than by what we have,

I cannot help expressing my regret that it is not deemed possible or
advisable, so long as several departments are lacking the equipment in
responsible for research and efficient graduate work and other funds
are not available, to cut down those publications to the standard...
necessary, in order to apply the money, which would thereby be saved, to the purpose indicated. It seems to me much more important, that all the departments be as quickly as possible put into a position to do the work undertaken by the university in a thoroughly satisfactory manner, than to have everything it does and that concerns it published down to the minutest detail. Even as to attracting I should expect a greater effect from the former policy.

I do not know whether it would be proper to request, that this question be laid before the Senate for discussion. If the President does not deem it derogatory to his authority and see no other objections, I should be very glad, if it were done. In my opinion it is a question not only of great practical import, but also involving, in a way, the underlying principles of the educational policy of the University.

F. V. von Holst.
I beg to add that, while a new instructor for the Academic College is indispensable, an increase of the teaching force of the Department of at least, in a high degree desirable. Considering the many needs of the University and the difficulty of obtaining more money at the present economical situation of the country, I do not dare to apply for a second new appointment. But I venture to express the urgent wish that as may be found to allow Mr. Thatcher to devote his whole time to the University properly.

Yours very respectfully,  
H. Von Holst.

Febr. 5, 1894.

Referring to our conversation a few weeks ago, I beg to lay before you the following facts in regard to the condition and needs of the historical work of the Academic College.

At the advice of the Historical Department, the Faculty has fixed the sum of two majors as the required work in history to be done by every member of the Academic College.

There are by the November Calendar 220 students who, being enrolled as Academic College students, must be provided with free, quiet instruction, besides an uncertain large fraction of 88 unclassified students to whom have been extended the privileges of the University. It must also be noted here that the needs of the new, trained University College and Graduate Students are met by these preliminary courses. Moreover, the number of students of each of these three groups claiming Academic College instruction will naturally grow from year to year.

The work of instruction of this mass of students is at present met by 2 majors (i.e. 5th-8th) offered each three times a year. Thus by classes of from 30 to 35, a number of students varying from...
graduate (A.M. 1888) of Johns Hopkins University, in the course of history. While there he has been appointed three times to a scholarship of $350, and upon graduation was given a graduate scholarship, but he did not return to accept it. Since 1890 he is connected with the U.S. Department of Labor.

There he seems to have done very good work, but not in the field of history. And so far as I have been able to learn, he has no experience at all in teaching of any kind. In case you deem it worth while, I am able to give you some further particulars in regard to him. 2) Hugh T. Miller, born 1867, A.M. of Butler University, Indianapolis, 1888, expecting to get the Master's degree next April at the same University. There he has taken the course in Latin and German, and besides studied French and Spanish. 1892-93 he has spent abroad, studying history the first semester at the Sorbonne and the College de France, Paris, and the second semester at Berlin, with Schleicher, Bruckner, Frenzel and Kocher. From '94 -'95 he has taught - so instructor - a Professor pro Temp. - German and French at Butler University, and at present he is there, 'Professor elect of History.' Unlike Mr. Willoughby he has - so far as I can learn - this far not published anything, but in my opinion, his training is more adapted to our needs, and he has some experience in teaching. Personally I do not know either of the men. Mr. Thatcher has met Mr. Miller at Berlin. Mr. Willoughby no member of the Department has ever seen.
To Prof. H. B. D.,

Dubuque, Ia., Aug. 24, 72.

My dear Sir,

Your favor of the 24th inst. embarrasses me somewhat. I then greatly prefer talking over the questions raised by it, with you and President Harper, than writing about them. The former are not to be indefinitely deferred. But even if I mastered it as fully as my mother tongue, the chances would be few times better for coming to a satisfactory understanding, if we could exchange our views orally. Please make the allowance for that and, above all, do not take anything amiss I may say; you will surely agree to the following two propositions: (1) It is my duty to the law, to state from the outset the facts; (2) and without reserve what is in my opinion, its true interests with regard to your department require, and if that it is of the highest importance to take the first steps with the utmost caution, because it is always much harder to get out of a wrong track than to avoid getting into it. To keep this in view is in our case, the more necessary, because it is almost impossible to organize a great institution like the University of Chicago, without having to expect to be taught by experience that a number of respectable men, statesmen, and men of letters, that a number of respectable statesmen, and men of letters, have been made. For these reasons, I hoped that it would be possible to render the issuing of any detailed programme, until the faculty could be heard. The faculty has received the impressions of the views of the different departments; or, if that was deemed unavoidable, to state expressly that the programme, not only as to its details but also with regard to questions of principle, is subject to revision upon the recommendations which, eventually, might be made by the faculty. In other words, the publishing of a programme before having the faculty (even) to make it only as a matter of necessity, because the assistants of the faculty and the other teachers were as yet scattered over half the globe. If I say this, stress upon this will be made to appear more clearly by the following objections raised in my mind by the above programmes.

Yours very truly,

H. V. Holzer.
Thirty-two courses of lectures are announced. As I do not propose to examine all the samples, but to introduce to call attention to some of the principal ones, by way of illustration, I shall, for the present, raise the question as to whether that is not too much for the actual historical stuff. What strikes me most is that for only 16 of these 32 courses the names of the lecturers are given. This leads me to suppose, that the remaining 16 represent what is turned up by yourself and President Harper, without previous discussion with the teachers. If that supposition be correct, I cannot help expressing my regret from such a cause. In my opinion, it would be at least as far as the university colleges are concerned a very grave mistake to adopt the principle of having lectures assigned to the Professors by the Board through the President. I think the first and main question ought to be, not what courses of lectures are it is in truth desirable to offer, but on what subjects are our teachers competent to give lectures of that standard, which the university of Chicago is bound to adopt for all its work, if it is to make good its promise to become an institution by which the cause of higher education in the West is to be lifted to a more elevated plane. By many eminent professors, it is the only way to secure the permanent good will and active support of the smaller minority that is able to form so well-founded opinion on such questions, and it is the avenue to the utmost success of the university. Second, and the approval of the masses who require to be guided in such matters. To them, my study of the history of the American people is not about the slightest doubt, that the approval and support will be gained, if not so fast, certainly, if the best do not accord to their level, but with a proper degree of confidence, more than to allow themselves to be helped up to the higher grounds of the larger. Not how much the university offers, but the quality of what it offers is the principal point on which its future turns.

President Harper's speech at his reception, while exercising a great influence upon my decision to accept the call, leaves me no doubt, that the influence upon my decision to accept the call leaves me no doubt, that he, as to this question, as to the future of the American people, is not about the slightest doubt, that the approval and support will be gained, if not so fast, certainly, if the best do not accord to their level, but with a proper degree of confidence, more than to allow themselves to be helped up to the higher grounds of the larger. Not how much the university offers, but the quality of what it offers is the principal point on which its future turns.
In my opinion the rule that a thesis must have been presented and approved of ere a candidate can be admitted to the oral examination, ought never to be departed from. The applicant, as I understand our idea of examination, is to prove, at that one time he knows one thing, and at another time that he knows another thing, but that, when he or she presents himself for a degree, he or she is possessed of certain knowledge covering a certain range. Moreover every time a thesis is not accepted, or the student changes his mind or course, for some reason or other, not carry out his intentions, the time of the professors, who have had to conduct the oral examination, will have been wasted to no purpose. A small matter, for according to my experience an examination always costs practically half a day. Finally no reason whatever is stated in Mrs. Pratt's letter, why an exception should be made in her favor.

Yours very truly,

H. von Holst.

26 Feb. '95.
CHICAGO February 8th, 1901.

My dear Mr. Sparks:

I return to you the documents you sent me some time ago. The plan seems to me to be most admirable. I have read it to the Trustees two or three times, and they are in sympathy with me. Under the new head of the historical department we ought to make progress along this line. I do not know whether you have retained a copy of these suggestions, and I therefore return them to you.

Very truly yours,

William R. Harper
CHICAGO, February 8th, 1921,

My dear Mr. Speaker:

I return to you the accompanying

and send the same to Mr. 

have been appointed for the time 

and now am in sympathy with you.

and the President of the Administrat

the new year of the Administrat

not to make progress during this ti

know whether you have received a copy of these sug-

respectfully yours,

William Jones
SUGGESTIONS FOR AN INSTITUTE OF AMERICAN HISTORY.

At present there exists nowhere in the United States an educational exhibit of the growth and development of the American people. The material for such an exhibit is being constantly destroyed and no agency has been established for preserving it. Teachers and historians constantly lament the destruction of valuable files of old newspapers, pamphlets, cartoons, photographs, models, early inventions, etc. -- the very life and soul of the history of the people. It is true that museums connected with certain places of historic interest have been founded in the Eastern states and the thousands of visitors attest the value of such efforts. But the underlying thought in collecting the material exhibited is veneration, and the articles easily become "relics." The educational feature is subordinate. These collections are also largely local and the national idea is of secondary importance. The same is true to a degree of the excellent Chicago Historical Society. But Chicago should have a collection illustrating the growth of the nation and the people as well as the advancement of Chicago and Illinois. It should have for a model the nation's history as taught in the public schools and the colleges. Teachers are constantly advised to go to original sources in American history; to study documents and facsimiles and illustrations; and no one will question the aid and inspiration so
At present three executives in the United States are en-
contracted experts of the growth and development of the American
people. The material for each an exhibit is being constructed
geometrically and on research, is being assembled and preserved. It
Teaches and3 and programs in the Narrative, Family in the genealogy of
People. Art of the newspapers, pamphlets, caricatures, photographs,
spirits, inventions, etc. -- the very life and soul of the
material. Early inventions, etc. -- the very life and soul of the
process of the people. It is time that museums concerned with
part of the people. It is a time for museums concerned with
certain phases of history that have been lacking in the past.
are scarce and the problem of narrative art, the full or partial
materials. But the multiplying number of colleges, like the very
people. The educational feature is important to those colleges
since the same is true of the people, and the people as well as the
Hisrorical Society. But Chicago should have a collection like
the rest of the growth of the nation and the people as well as the
management of Chicago and Illinois. It should have for a moment
the nation's history as taught in the public schools and the col-
tecture. The people, the community, and the state, the city,
sources in American history, to study government and leadership and
institutions; and no one will disagree that this information so
institutions.
thus to be gained.

But when the teacher endeavors to find this material a difficulty arises. It exists only in a so-called "museum" where a paid admission adds to the many demands upon the purse. Or it is behind the glass doors of a case in some library, totally inaccessible, and with no comfort whilst examining it. It should be framed or bound and so arranged as to be available and useful not only to teachers but to students as well. Who can measure the value of a day spent by schoolchildren in a worthy collection of these pictures of the past. Teachers and students are able in many places to find great collection illustrating the life of peoples of the past, of savages, cliff-dwellers of every land save our own and every people save our own. Why should we wait until time has destroyed the history of a people, until we are compelled to decipher it and dig it from the ground before we begin to be interested in saving it?

I therefore suggest an institute of American History illustrating the origin and growth of the American people. It should be written in progressive steps by means of those things which have constituted the integral part of their making. It should be a series of rooms where every visitor might walk through the wonderful past, seeing every contributor and contribution represented at the proper place and time; every statesman, explorer and inventor should be shown in his respective place; every political campaign should be set forth; every great issue should be made plain;
But when the teacher endeavors to bring this material into light, it exists only in a shadowy "aswim" where a partial illumination sheds to the men swimming upon the scene. Of it to begin the class hour of a case in some forceful, formal, or scientific, and with no commitment to the examination. It is not to dress up to the point and to demand as to be available and meet not the only to teachers but to students as well, who can measure the value of a gain spent by scooping into a warship collection of these pictures of the past. Teachers any students are able in many places to bring great collection illustrating the life of people on the best of services, as well as of every large save and many many people save our own. With devotion we wait until time has grafted the history of a people, until we are completing to seek it and give it from the strong people we begin to be.
plain; every extension of territory should be shown; every instrument of the world's betterment displayed. In short, in chronological order everything should here be manifest which had contributed to the history of the western world. It should embrace written history only and therefore would not interfere with nor duplicate kindred departments.

This sounds like a dream but it can be made a reality. In connection with my work as teacher of American History in the University of Chicago I have been able to locate several valuable collections which can be acquired at small cost. Many others would be donated in assurance can be given that they will be properly housed and preserved. A systematic search would reveal many more. The sum of one Thousand dollars a year would in a few years gather and preserve a sufficient quantity of material to warrant the opening of the display in a suitable place.

The Hohenzollern museum is one of the most interesting and popular in Berlin, the city of museums. If such a collection is possible to illustrate the rise of a single house of European monarchs, it is much more incumbent on us to preserve the history of the growth of a free republic. I believe that there are men and women to be found in the United States who would assume the slight obligation necessary to begin this much needed work.

Respectfully submitted,
In short, I am preparing a paper on the history of American literature in the 19th century. In connection with my work as a reader at the University of Chicago, I have been able to focus on several variables, such as the social and economic conditions in which the writers lived. Because money can be earned through small cost, a student's education can be financed through part-time work. The sum of all these factors often results in a significant amount of money being earned. Furthermore, my presence as a student of literature and art is emphasized by the many opportunities available to me. The potential for growth and expansion of my academic and personal interests is significant. It seems a collection of photographic evidence of the growth of a place is了起来. The shift of attention necessary to begin this much needed work, necessarily anticipated.
Sloane

My dear President Harper,

Mr. Perrine's postponing his examinations so often and for so long a time, is a very unfortunate thing. It seems to me that we ought - as the German universities do - subject candidates to some restrictions in this respect. If all candidates would draw as heavily upon the time of the President and professors, as Mr. Perrine and Mr. Webster have with preliminaries about their examinations, which have led to neglect, little time for anything else would be left at least to those of us, who cannot avoid themselves of the services of a secretary. But the question has yet a much graver side. The other day my eye was caught by a notice about a recent publication, which seems to cover very much the same ground as Mr. Perrine's dissertations. Whether the publication of the latter as the first historical Sk. thesis of our university after Mr. Martin's - I think that was the name - book, will not cast an unpleasant reflection upon our requirements, I cannot tell, but it is certainly very possible, that Mr. Perrine's
work, which was anyway not first class, as my opinion indicated,
was become antiquated, and it sees the light of publicity. Nor do
I think that I can be expected to go now a third time over his
thesis and compare it with the new book, in order to ascertain
whether the former be still acceptable. By other duties toward
the university reader it is the strict sense of the word impossible
to devote to every thesis as much time, as the examination of those
of Mr. Perrone and Mr. Webster have cost me already. I conclude
from this experience that it is absolutely necessary to find a time
limitation between the presentation of the thesis and the oral
examination and to adhere strictly to the rule. If you have
no objections I should like to have this question laid before
the Senate with a view to laying down a general rule.

If you think that as to the case it had the above indicated
risk ought to be taken, I am ready to obey your orders, but I
must decline all responsibility, if we should get into a scrape. In
case you decide for the examination, please agree with Mr. Perrone
about the Time; any forenoon of the week you mention will suit
me equally well.

Yours very Truly,

[Signature]

Feb. 25, 75.
Report of the meeting of the Historical
Department held on April 6th, 1893.

At a full meeting of the Historical
Faculty, held for the purpose of discussing
its organization and its plan of course
for the ensuing year, it was resolved with
the unanimous approval of its members
to submit the following report to the
President of the University.

I. With regard to the instructing body
the following desiderata were specified
as pressing and reasonable. 1) In order
to realize the claims of a high-grade insti-
tution, wherein this University has from
the outset seen its chief raison d'être,
and further, in order to train up a body
of men worthy of the name of scholar
and investigator, it is the consensus
of the present Faculty that everyone of its
members be permitted to devote some
fraction of this required time to
advanced instruction.

2) In order
to do satisfactorily the work expected of
the department, an increase of the
instructing force is deemed absolutely
necessary. For this purpose it is

II. A systematic and progressive course of historical study is planned for the student body.

The required work of the academic colleges, embracing two (2) majors, shall be directed upon the acquaintance of those comprehensive developments of the European nations, a knowledge of which is on the one hand absolutely necessary for every man who lays claim to a well-rounded education and, on the other, forms a solid foundation for all who may desire to continue their historical studies. To compel
every student it undergoes this training, only a single continuous course, extending through four (4) terms, will be offered in this college, but opportunities will be given every quarter of taking in the half of the same.

Academic College:

History: General European

Medieval History, Mr. Pletcher

Modern History, Mr. Schwill

[Repealed - see quarter]

In the University College are further to be required four (4) electives of all such as will be admitted to full graduate standing in the historical department, after attainment of their Bachelor's degree. For the present these will be:

1. The French System and The Rise of the Absolute Monarchy, Prof. Terry

2. The Protestant Revolution, Mr. Schwill

3. The French Revolution, Mr. Schwill

4. United States History from 1789-1860, Mr. Shepardson.

It is intended to offer these courses every year. The measure of historical work to be required of those who wish merely to attend, without a view to historical honors. The courses of the graduate school, remains for the present undetermined, but will in all likelihood
amount at least to one-half of the
above. Besides these courses, open to all and
required of none, will be offered within the
possibilities of our instructing force, and
additional courses as may cover the chief
episodes of the history of the civilized nations,
past and present. Among these may be
named:

1) Greek and Roman History.
2) English History, chief, constitutional
3) American History, Colonial Period, etc.

Graduate instruction will be

given by Prof. Holst and in part by
Prof. Terry. The other instructors will be
employed in this branch of the department
as far as their other engagements will permit.
My dear President Harper,

I entirely agree with you. Mr. Webster has been diligent, and if he were to receive no recognition whatever after having enjoyed a fellowship, people might suppose the contrary.

Thank you for your kind interest in regard to my health. Unfortunately the lectures at Mount Lebanon have done me no good, but I shall pull through some how, though it is a little wearing to work very hard, as I must do on account of those Lowell lectures—of one it is constantly pretty mercilessly panned and pulled in half of one’s limbs. Rheumatism is anyhow not one of the best inventions.

I trust that you enjoy your usual good health.

Yours

very Truly,

W. Holcot.
4333 Forrestville St.
Jan. 29, 1894.

President W. R. Harper;

Dear Sir,

Mr. Von Holst requests me to thank you for your letter of Jan. 27.

In regard to the communication from Prof. Hornewell, he has decided to accept the invitation to lecture at the Y. M. Institute. He was guided in this by several considerations: first, your wish, then the time of year, and lastly, Prof. Hornewell's willingness to accept one of his old lectures. He is still confined to bed and his physician will not...
allow him to see his class at the University tomorrow. But he hopes to be able to attend to his duties on Wednesday. Begging to be kindly remembered to Mrs. Harper. Sincerely yours.

F. H. Harter
My dear President Harper,

I take the liberty to send you the enclosed article from the Boston Herald of today - not prompted by vanity, but by the hope that it will be considered by you as well as by the gentlemen of the Board to some extent a justification of the generous resolution to excuse me for six weeks from my regular work at the University. I indulge in this hope, because the article is not an editorial advertisement heralding my coming. I have earned it by the success of the first two lectures, not only every seat being occupied, but also the standing room of the hall well filled and - as I have been told - quite a number of people sent away. Though I am not presumptions enough to expect that it will thus go on to the end, I now commence to think that I am really also here in some way working for the interest of our University, while thus far this long absence has all the while weighed pretty heavily upon my mind. I felt the worse about it, when I was laid up for over a week and had to start for Boston directly from a sick bed, so that even the intention of giving detailed instructions to my classes as to what work they should do during my absence could not be carried out. Unfortunately my state of health has thus far not im.
proved as my physicians hoped the change of climate and surroundings would do. Only by continuing most scrupulously to lead the life of an invalid and by having recourse to a strong narcotic before every lecture do I manage to fulfill my obligations towards Mr. Lowell and the public. But I do not give up the hope that I shall after all return in better trim for the resumption of my duties in Chicago.

Yours very sincerely,

H. von Hofst.
Boston, Feb. 26, '94,
164 West Canton St.

My dear President Harper:

I am thankful to you for consenting me in regard to the two questions propounded in your favor of the 21st, and I exceedingly regret that I am here in Boston so little in a situation to form an intelligent opinion, because I know Mr. Grove but very little and Dr. Longsore not at all—at least by sight. If I understand you correctly, the contemplated change as to the former would practically amount only to the conferring of a higher title. If according to the information in your possession this appears justified by the work done as instructor, and if the recordship would allow him the required time to go on fitting himself more and more for work of a higher grade, I should certainly have no objection to raise. Not knowing anything about Dr. Longsore personally, I can venture to make only quite a general observation, which has nothing whatever to do with the man. It seems to me desirable that, so far as possible, especially young instructors should not be
assigned work in different departments, partly on account of the rival claims upon their time that might easily arise, and principally because I should wish to see them all the necessary time and all other opportunities offered to work their way up to higher grades as teachers and as productive scholars. I, however, readily admit that political geography and history to be so closely connected to such as the one described would have less weight than perhaps in any others, except that, in my opinion, so much stress should be laid upon political geography that the time of one instructor would be fully occupied by teaching that branch.

I hope my letter with the enclosed clipping from the Boston Herald has come to your hands. Thus far, I am happy to say, the interest in my lectures has not flagged. Every time the hall has been completely filled, my health, about which you kindly inquire, continues to be very shaky. For a few days I felt better, but now I have again to suffer more. Still I trust that I shall return considerably improved. Hoping that you are in this respect as usual, the inspiring leader of your hosts, yours very truly,

[Signature]
My dear President Harper,

I have just received the new instructions accompanying your letter of Sept. 28. Several days ago, upon consultation with the Examiners, I have put up a notice on the blackboard requesting students wishing to take one of my courses to see me in my rooms on Monday forenoon— the first day of the term being a Sunday. As it is too late to put up another notice, compliance with instruction Nos. would, in my case, be likely only to create confusion. I hope you will accept this as a valid excuse. As my classes were to be organized only on Monday, students are ordered (in the bulletin) to complete the arrangement of their courses until 6 o'clock of that day. My courses are from 3 to 6, at the convocation at 9. I defined it in the interest of getting work started and with a full class the proper frame of mind on the part of the students to announce the commencement of the exercises for Tuesday. The reason why I did not invite students to see me on Saturday, is to be found in the discussions elicited in the Faculty on the question of the one-week vacation between terms. It was
with me a question of principle and precedent, and therefore I shall ask leave to take the matter up in the Senate, in order to get an expression of its opinion on the orders given in the Bulletin to students, and instruction No. 9 as it now stands.

I avow myself of the privilege tendered by your letter and request, that arrangements be made by which a member of any class will keep a record of the absences of college students and report the same to the Dean, knowing your liberality toward differing opinions, I do not hesitate frankly to state, that my educational views lead me to disapprove of the rule. Therefore I shall be very grateful for being excused from having personally anything to do with its execution, besides I should be exceedingly liable to lose every day the time consumed by a roll call.

I am at a loss to see, how I could carry out instructions 11 & 12. That means have I to inform myself about the private affairs of students, and how come the task of keeping the Recorder informed about them be deemed one of my duties as instructor? Or does the form of text mean only positions to which the student is appointed by the instructor?

If so, there is of course no difficulty, but the wording seems to call for a different interpretation. My writings—of articles be included—are too numerous, to have a list of them published in the Calendar, and certainly too voluminous even for the briefest abstract. The titles of my principal publications have already several times—at least twice—been furnished to the University. If a reproduction of them is desired, I request the Recorder kindly to look up the list in his files.

I improve this opportunity to inform you, that I shall at once commence to do additional work and regularly continue to do so, in order gradually to make up for the time I am to lose by the leave of absence you have kindly granted me for the course of Lowell lectures. To do all the work in advance is impossible, it would be too much not only for myself, but also for the students. The smaller half of the lost time will have to be made up after my return at the end of March. For the time of my absences, since I shall besides give the students some work to do— not only reading, but also writing.

Jours very truly,

[Signature]
The University of Chicago

Oeo. W. R. Harper

My dear Mr. President:

Having been assured by the President that an interview with you was impossible in several days, I shall have to make my communication in writing. In the meantime Prof. McHenry has been most agreeable to allow me a week to think of the matter. In the meantime, Prof. McHenry has been most agreeable to allow me a week to think of the matter.

You will remember that on January 1897, when you conferred with me in regard to my appointment to the chair of history, I did not think my services entitled me to larger things; nor did I wish to accept an association with a university for more than a year, and was not an agreeable opportunity of better myself was presented. I should not feel myself bound to a two-year contract. I shall think this.

Moreover, I am at present in receipt of an offer of the chair of history (with no requirement—least even political economy or political science) in an institution whose name stands high in scholarship, an institution with between 200 and 400 students, and a faculty of 10 members, and in which I would have exclusive charge with my 12 hours of teaching per week. The salary will be in excess of a full instructorship in the University.
I was trained in the department of in the University of Chicago; I have (or would have) taught there, full for four years here; my interest and sympathy have been enlisted here. But under the new conditions of living I cannot afford to take nearly $1000 for my services. It is a matter of humanity, necessity, and pride. I have some pride in my acquirement and to whom I can command men and that I am worth of large recognition.

I am second in the authority of the college in question that if I express my willingness to enter upon the duties offered me no other name will be considered. The faculty has the right of nomination and I have also assumed support of the Board of Regents. Faculty and the Board do in me to accept. At present I am at a cross-roads. I hope you will give me spare due consideration and not receive that you be assured of my earnest feeling for the institution which gave me my degree, whether I go or remain, I am

Very sincerely,

[Signature]

Jan. 17, 1897
President William R. Harper

My dear Mr. President:

I have given much thought to the matter of an appointment to the chair of history in Yon College, and after careful consideration, I am convinced that it is in the best interest of the University of Chicago. While there might be a greater immediate benefit in going to Yon, I am satisfied that both my own interests and the University's best interests will be better served by remaining. And aside from the fact that the University of Chicago is the center of education in the West and the unparalleled opportunity for higher study, as well as the opportunities for research which I have been given, I feel that my interests and sympathies and mode of writing have been too long identified with Chicago to be unwound. My past efforts and work, and the future as in the past, will be directed towards the maintenance and expansion of educational ideals and practices in Chicago.

Thanking you for your courtesy, I am,

Very truly,

James Westfall Thompson

Feb. 5, 1898
Boston, March 19, 79.

My dear President Harper,

Your favor of the 12th inst. came to hand only this morning. Would it be possible to postpone your speaking with Mr. Catterall until after my return? I am by no means determined to express an adverse opinion to his being appointed, but it seems to me in the interest of the department that, in case it could be done without inconvenience and detriment, I should have a conversation with you on all the questions involved ere you definitely make up your mind what course to take. To put it down in writing what I propose to call your attention would not only require very much time while it could all be said in ten minutes. While I wish to have an opportunity to present my views, I should like also to have the benefit in knowing more fully yours in doing so, and you might like to ask questions which I do not anticipate and which I could not answer, in case you should deem fit to propound them by letters, for before this can reach me, it shall be off. And it is only a question of a few days: on Sunday the 25th at 5:30 P.M. I am to arrive in Chicago. From Sunday morning I, therefore, can call on you at any time you might appoint. If you can thus arrange matters, have the kindness to order your secretary to send
by Friday or Saturday and to my house, where I want to meet you. I should very much like to see you at an early date to have the Chanute question settled.

I thank you cordially for your kind wishes concerning my health. Constant ups and downs have characterized these five weeks, but I have thus far been able to get through my course and upon the whole I have after all felt better than when I left Chicago. If there had been a possibility of keeping pace with my condition requires, I trust I should have improved much more. I, therefore, hope that when I am in this respect again under the care of my wife, I shall make better headway. To my great satisfaction she has at last succeeded in finding a house for us considerably nearer the university.

Yours very sincerely,

F. von Holst.
My dear President Harper.

Mr. Parke's dissertation was received only three days ago. I spent yesterday half my Sunday in commencing to examine it, but am so pressed with work which cannot possibly be postponed that it will last yet a while ere I can finish reading it. Mr. Parke does not mention at all in his letter to me when he wishes the oral examination to take place nor case the dissertation is accepted.

I was sorry to receive the invitation for Saturday's Senate meeting only at 4 P.M. On Thursday I could not come, because on that day I have my Newberry lecture. Have you perhaps noticed that to this lecture I owe the honor of having taken your place, i.e. to serve the friends of the University on the staff of The Herald as football, viz, kicking object? The tactics are exactly the same: scouring rails against things I have never dreamed of saying. I have sent the editor a literal copy of the 4 or 5 sentences referring to the lecture to the United States, but I hardly dare hope that he will lay them before his readers, because they prove too clearly that there is not a quarter of an inch of ground to rest the accusations of the furious editorial upon. Personally I am absolutely indifferent to this mudthrowing, but I regret the systematic efforts at harming the University by decrying and running down its instructors.

Yours very truly,

[Signature]

Apr. 9, '94.
Gossensburg, Feb. 19, 76

My dear President Harper,

I hope you received my letter, written on the receipt of Mr. Pierson's cablegram, informing me of the resolutions of the Board of Trustees in my behalf. I now beg to thank you most heartily for the cordial letter, with which you have been good enough to repeat the gratifying information. Please convey to the gentlemen the expression of my sincere and deep gratitude for their generous action. I hope and trust it will bear the fruit to restore my health to such a degree as to enable me not only to resume, at the University, my work on April 1st, but also to keep steadily at it for some years more, proud and happy to be one of the laborers in this noble vineyard, the grandest among the many grand creations of true American idealism in the
first of higher education. In spite of this having been an exceptionally bad summer in the Alps, I have, though not rapidly, still steadily improved in this mountain resort. Three days ago my wife and daughter joined me here to relieve my sister, who ever since the first of May has been my most faithful and self-sacrificing nurse. We shall stay here just as long as the weather will permit. When the cold and the rain storms force us to pack our trunks we shall go straight to Naples, where we shall stay till we embark for New York. As the nature of my disease renders it impossible to stay for any length of time at a hotel or in a pension, I must go for the winter to a larger city, where it is possible for birds of passage to keep house with some degree of comfort and still enjoy in no small measure the advantages of restful and quiet country life, spending most of one's time in the open air. I beg you to be assured that all I shall do till I am again with you, will be done with the sole view of attaining in the highest degree possible the end for which the leave of absence has been granted.
A cable respecting the cause of advance of groups would be
welcomed in the preparation of the final plan of action. As you are
about to leave for a few days, I should like to have your
immediate reply. If possible, send me a cable on your arrival at
the Atlantic. I shall not return to New York before you reach
Hamburg. I shall meet you in Paris after your arrival there. I
trust my cable will reach you in time to enable you to act
accordingly.
consented, will bear the desired fruit, for though I am still
lice a raw egg with a very thin shell, I do make headway -
slowly, very slowly, but still gaining ground, with many re-
lapses, but an inch or two further, every week or every fortnight.
I am eagerly looking forward for the reports about the
quinquennial celebration. Believe me that I should
have preferred being with you to fighting here week after
week and month after month this fierce battle with my
stomach and my bowels.
Most truly your grateful

Gosensaf, Tirol.
July 16, '96.
This information is given in reply to a request of yours made early in January for information concerning the progress of the course which I believe, as far as number of students in the class is concerned, is experimental.

Very truly yours,

James Westfall Thompson
Chicago, July 20, 1909.

President W. R. Harper,
The University of Chicago.

Dear Sir:—

In accordance with your request of Wednesday for detailed information in regard to Professor John Franklin Jameson as possible Head of the Department of History. I have thought that you might wish me to set down in writing some of the qualifications of Professor Jameson which make him seem to me decidedly the best person for the position.

To deal first with purely external matters, Professor Jameson is, as you know, at present Managing Editor of the American Historical Review, which, largely through his efforts, though of course partly through the aid of the Board of Editors, of which Professor Jameson is a member, has from the beginning assumed and held an honorable place among the his-
Dear Mr. President

The University of Chicago

Yours truly,

[Handwritten text not legible]
torical reviews of the world. If there has been any unfavorable criticism of the revised version I have, at least, failed to hear of it, and there can be no question that the revised has been managed with discretion and kept upon a high plane of scholarship, even while it has attracted the interest of the non-academic portion of the cultivated public.

Professor Tawes has also been President of the American Historical Association, and still retains the position, which he has held since the establishment of the Commission of Chairman of the American Commission of Historical MSS. In his double capacity of member of the Association and Chairman of the Commission he has done some excellent editorial work. Among his notable contributions are the Diary of Edward Horsley, a very important contribution to the political and social history of South Carolina during the early years of the present century. He is now engaged for the Commission in editing a collection of the letters of
John C. Calhoun, in undertaking which will, of course, throw great light upon many obscure points in American political history. The letters composing the collection have been obtained by him through the exercise of a considerable amount of diplomacy, as I myself have occasion to know. I visited Miss Calhoun in his behalf some three or four years ago, and found the Calhoun family very suspicious and indisposed to commit the editing of the letters of their distinguished ancestor to the hands of anyone outside the family, and especially to a man born north of Mason and Dixon's line. The scruples of the family were overcome by the information which they received from various quarters in regard to the honesty, sincerity, and scholarly accuracy of Professor Jameson.

Professor Jameson's Dictionary of American History is well known, and I am informed is a useful and trustworthy contribution to American scholarship. Professor Jameson's reputation abroad is, as you doubtless know, as great as it is in America. Although he has not
I am truly grateful for the investment of time and energy that you have put into this project. It is evident that you have a deep understanding of the subject matter, and your insights have been invaluable. I appreciate the thoroughness with which you have approached the research, and I believe that your contributions will significantly enhance the quality of the final product.

Your attention to detail is commendable, and I am confident that the project will benefit greatly from your expertise. I look forward to working with you further and to seeing the results of our collaboration emerge.

Thank you again for your dedication and hard work. Your efforts are greatly appreciated.

[Signature]

[Date]
studied abroad, he is known and favorably regarded in England, France, and Germany.

So far as reputation goes, it is clear that the appointment of Professor Jameson to the Headship of the Department of History would be regarded around the world as not only a justifiable appointment, but one which really deserves honor.

Coming to the more important matter of Professor Jameson's personality, I think I am safe in assuring you, after an association of seven years with Professor Jameson at Brown University, that he is possessed of precisely the qualities which you most desire in the position in question. It is, perhaps, true that upon the first view, Professor Jameson impresses those who meet him as reserved, cold, and somewhat slow. This, however, is an impression which very soon wears off, and which certainly has not interfered with his success at Brown University, either in his relations to the students of the University or to the members of the community at large. You are doubtless informed that the organization and successful maintenance of the
Brown Lecture Association, an organization supported entirely by the voluntary contributions of non-academic citizens of Providence, was entirely the work of Professor Jameson. There is today no member of the faculty of Brown University whose opinion and influence count for more with the citizens of Providence than Professor Jameson's. I seriously doubt whether there is any who is so highly regarded as an organizer of various sorts of practical academic work, the Association just mentioned, the Committee on Graduate Students in Brown University, and other minor movements which I do not at this moment recall. Professor Jameson has again and again shown himself to be possessed of the faculty of systematizing and organizing whatever he undertakes, and prevailing upon persons concerned to co-operate with him without difficulty. It is not altogether due to his influence but his reputation and his personality which doubtless contributed no little to procuring for the Department of History in Brown University a library endowment the income of which is greater than the library income for all
the rest of the University put together. I know no man who more thoroughly inspires the business men with whom he comes into social relations. With confidence in both his integrity and his ability, and I feel sure that in all these personal characteristics you would always find Mr. Jamison all that you desired in the Head of a Department in the University.

I may perhaps add that, although Professor Jamison is not particularly fond of public speaking, and would probably regard himself as obligated to only occasional public utterances if he should become Head of the Department of History in the University of Chicago, he is a skillful and attractive writer, and on the few occasions on which I have heard him address a public audience has thoroughly charmed and pleased it.

I know that your main desire is to procure a man who shall organize the work of History in a sound and accurate...
The year of the \textit{American} Fly-Fishing Congress was a memorable one for me. I was fortunate to have the opportunity to participate in this unique event and to witness the passion and dedication of fly-fishing enthusiasts from around the world.

Fly-fishing has always been a part of my life, and being able to share this experience with so many others was truly special. The camaraderie and friendships formed during the Congress stayed with me long after the event ended.

In retrospect, I realize the importance of such gatherings in fostering the growth and appreciation of fly-fishing as an art form. Events like these encourage innovation and excellence in the world of fly-fishing, and I am grateful to have been a part of it.
full way, and, although I personally like Mr. SAmeson very much I do not think it is merely personal liking which convinces me that you could hardly find in the United States a man who would really accomplish your desires more fully and satisfactorily than he.

That my judgment on this point should be influenced by my knowledge that he would here, as he did at Brown, co-operate most heartily and helpfully with the related departments can surely be in your eyes only an added reason for his appointment.

I sincerely hope that you will at least give the question of appointing him to the position your most serious consideration.

Yours very truly,

John M. Manly
From now on, every mistake and error made by me will be
recorded and documented to serve as a lesson for the
future. The purpose is to ensure that no mistakes are
repeated.

Sincerely,

[Signature]
My dear Dr. Small:

Will you do me the favor to read the enclosed letter from Professor Manly?

Very truly yours,

William J. Harper
My dear Dr. Smith,

Will you go we the favor to read the enclosed letter from Professor Kendall, very truly yours,

[Signature]
Introduction.

A study upon the development of the French monarchy under Louis le Gros has been presented to the faculty of arts of the University of Chicago by Mr. J. Westfall Thompson, fellow in history, and candidate for a Ph.D. The author tells us at the beginning that one can not imagine except by personal experience, how hard it is for an American student to make a profound study of the history of the European Middle Age. Such a preamble is intended to incline us to indulgence. Mr. Thompson's book needs it.

Abstract of Criticism:

1. Bibliography at the beginning of the volume sufficient in itself to arouse suspicion, because of:
   a) Errors in orthography of French words and titles of books.
   b) Errors in citation of authorities.
   c) Quantities of authorities used that have no reputation and that no sensible Mediaevalist in France would ever think of citing.
   d) The inevitable result of this lack of critique is numberless errors which the author would have avoided by confining himself simply to his sources.

2. Several of these errors pointed out with sarcastic allusions to the Chicago intelligence regarding French Mediaeval
Introduction

A study about the development of the French monarchy under

Louis XVI and the events leading up to the outbreak of the

French Revolution. This study explores the factors that contributed to the fall of the monarchy, including political, economic, and social conditions. It also examines the role of key figures such as Marie Antoinette and Louis XVI. The study aims to provide a comprehensive understanding of the events that led to the French Revolution and their impact on French history.

Summary of Findings

1. The French monarchy was facing significant challenges, including widespread discontent among the populace and a growing economic crisis.
2. Political factionalism and divisions within the monarchy made it difficult to implement effective governance.
3. The monarchy's policies were seen as unfair and unjust, particularly in the context of widespread poverty and inequality.
4. The monarchy's inability to address these challenges led to a loss of popular support and ultimately contributed to its downfall.
5. The French Revolution had far-reaching consequences, including the establishment of a republic and the beginning of a new era in French history.

Conclusion

The study of the French monarchy and its eventual fall is an important historical lesson. It highlights the complexities of governance and the importance of addressing the needs and concerns of the populace. The French Revolution serves as a reminder of the potential consequences of neglecting popular sentiment and the need for effective leadership and governance.
history and an emphatic statement that the author's blind acceptance of a certain statement put forth by a worthless authority "shows rare ignorance of the political condition of France in the XII century." This part of the criticism is concluded because politeness prevents the critic from pressing it farther.

3. A criticism of the Introduction as
   a) long and grandiloquent but in spite of its length containing not even an attempt at any exposition or criticism of the sources used.
   b) In answer to the author's regret that there is no good English work on the Capetian monarchy in general, the critic expresses an analogous wish concerning the particular field of Mr. T's thesis and says that since the publication of the latter as before, the work of the great French authority, Luchoire, remains the only one worth consulting and that the author would have done far better to translate that work than to deform it and add errors to it.

Conclusion.
The work is an essay of youth which should not have been published so soon and shows a lamentable lack of direction. The author has a love for history and an interest in it, and like all
A Critique of the Introduction as
a foreword or advertisement and in place of the longer
containing not even an allusion to any expression of
criticism of the source used.

In answer to the author's request that none be to
make further work on the opinion of monachism in general
the critic expresses an unhesitating view concerning the
pertinent truth of Mr. A's thesis and say that
since the publication of the letter as before, the
work of the great French hermit's, Important, remains
the only one worthy of recognition and that the author
would have gone far better to stimulate that work
than to adopt it and add a note to it.

Gone motion.

The work is an essay of Bouffon which should not have been
published so soon as Chiefs have a permanent lack of interest in it, and like all
writers there is none at present any interest in it.
scholarly Americans, a clear and orderly style, and these qualities will surely bear fruit in better work just as soon as he shall have learned to distinguish the most palpable falsehoods from authentic statements.

Ch. Petit-Dutaillis.

Bibliothèque de L'Ecole des Chartes.

Mai- Août 1896, p. 441.
Chicago.

-syrtly, Americans, I claim my opinion and I urge all of you to study the work to the best of your ability. I have learned to appreciate the most brilliant instruction from many different sources. I highly recommend to you, the great opportunity to appreciate your career.

May 1899.
Professor J. F. Jameson,

196 Bowen Street, Providence, Rhode Island.

My dear Professor Jameson:

Your letter of the twenty-seventh ultimo reached me Saturday evening. Today, Monday, I hasten to reply. As I recall it, the question which I had hoped you would answer in the affirmative is this: Would you accept an appointment to the headship of the department of history in the University of Chicago, it being understood that the salary should be five thousand dollars a year from the beginning, and it being further understood that the Trustees would secure a gift of twenty-five thousand dollars for books? These were the two points that I supposed we had practically settled in our interview. I agreed with you on the first, and was also entirely at one with you on the second. My only point was, that I thought it would not be best to have the formal acceptance based upon this matter.

I may say to you that I have presented it to the Board and that the Board agrees that this is
October 26, 1900

Professor J. P. Leman

The Home Street, Providence, Rhode Island

My dear Professor Leman,

Your letter of the twenty-seventh ultimo, received as correctly as timely, I hasten to reply. As I requested you to do, I have delivered a copy of the minutes of the department of history to the university library, and it permits me to forward a similar copy of the same. A copy of the Amharo to the national museum that the ability of the country to gather a group from the pen of a writer, and it permits further understanding that the Trustees would secure a gift of twenty-five thousand dollars to gather a large library. I suggest we try to send a larger one with your own the first and we send an essay, with your own the second, to the National Academy for a part, I mean to you that I have been it

to the board with the board of commerce that it

a wise step. We have not yet arranged a plan by which the twenty-five thousand dollars shall be secured, but I have no doubt whatever that this will be done.

I am very glad indeed to know that you are thinking so seriously and so favorably. Let us understand that it is my own opinion, as well as yours, that you should have five thousand dollars from April first.

The smaller points to which you refer are correctly stated; namely, that you would seldom be under obligation to teach in the summer, since it is quite easy to arrange for other instructors if you should desire not to teach. That appointments in the department are recommended to the Trustees by the President, after consultation with the head of the department and with the Dean. And further, that there should be an annual appropriation of twenty-five hundred dollars for books in the historical department.

I am also of the opinion that you are correct in your statement that there should be another professor within a short time, in modern
European history or in American history, and it
would be the purpose of the Trustees to make this
arrangement at as early a date as possible.

I should like now, if you are considering
the matter favorably, as I believe you are, to have
you indicate whether on these terms you would be
willing to come. As soon as I am able to receive
your affirmative answer to this question, I will
take steps looking to the carrying out of the prop-
osition with reference to the twenty-five thousand
dollars, and we need not regard the matter as set-
tled until this has actually been arranged for.

I wish to say that there is a very strong
enthusiasm in the department in reference to your
coming. You would have a very warm welcome. I
know how difficult it must be to separate yourself
from those whom you have known so long and so pleas-
antly. I had a task of this same character to per-
form some years ago in New Haven. But I am per-
suaded that you will never regret the step when once
you have taken it.

Hoping to hear from you very soon, I remain
Very sincerely yours,

W. R. Harper
The Board of Trustees of the University of Chicago learn with profound regret of the death of Assistant Professor Joseph Parker Warren of the Department of History. Professor Warren had won an honored place in the University Faculty by his scholarly abilities, fidelity as a teacher, and his honorable qualities as a man. His death is a loss to the University. It is ordered that these resolutions be spread on the Minutes, and that copies be sent to his family.
The Board of Trustees of the University of Chicago, with
its profound regret at the death of Assistant Professor Joseph Parker
Weiner, of the Department of History, Professor Weiner had now so
long been a part of the University faculty, and his reputation as a scholar
and teacher as a teacher, and his importance in the University faculty,
It is with a sense of the immense gap that Professor Parker's
sudden death has left to the University, and with profound sorrow that
the Trustees are led to announce