Dear President Harper,

It occurs to me that it might be well to put on paper the heads of our conversation yesterday, while they are fresh in memory.

It is a grave question whether our university education is not over-specialized in its higher branches—arranged in watertight compartments. The extreme emphasis on doctor's degree, and original work for it, leads many to take it who do not think or value afterwards. Yet remain hermeneutic specialists.

The character of our summer graduate students is strikingly more civilized and generally able than the regular students. (At least that is my experience.)

Departments like XVI Lit. (in English), Comparative Religion, Archeology, etc., which represent generalizing as a specialty, are slenderly elected. The elective principle is sound, if students exercise it honestly. But—so many have immediate interest-
The University of Chicago

In its lower branches our education is less favorable to culture than it appears to be. Students as a fact get little Literary culture at that stage from what they read in Latin or Greek. When they get to the elective stage they specialize. Literature (in English) is just what is wanted; but it for reasons of discipline etc. excluded from the Junior College.

It must be admitted that (1) Greek Roman Classics, (2) Biblical Literature are the ancestral literatures of English Lit. We insist upon the first, ignore the second (except as a specialty). I for
The University of Chicago

are taken in English a fairly broad culture can be obtained. The question of original languages is separate, and must be considered on its own merits.

Going back to the higher branches: Is it possible to use the M.A. degree as a broad culture degree, making its requirements (in amount) = those for Doctor's degree, but in character quite different? Could this be done by one university alone? But should it be urged upon the emeritus of universities?

Would it be well to enlarge the scope of Department XVI, to "Department of General Culture": one chair in it, standing for lit. in English? It would seek to give (e.g.) courses in history for those not history specialists.

I sincerely hope you may find yourself able to take up these and similar questions and call out thoughts on the subject at an early date. My English address is Brookhill House, Gloucester Road, Sheffield: or mail addressed to the University will be forwarded.

Sincerely yours,

P. L. Moulton
The University of Chicago

File under Moulton

Columbus O. 22 November 1901

Dear President Harper,

Enclosed is a paper in which I have embodied my whole idea of Department XVI. I have thought that the time has come when, apart from the exigencies of the moment, we ought to consider seriously what we propose to do with this department. If we are to keep our lead among the great universities in this matter, my feeling is that Department XVI will need a fuller equipment.

You are aware that I am in Chicago only a few days at a time. I return Thanksgiving day, and remain over the following Monday. If you could find an opportunity to talk this matter over during that time I would come for at any hour you name [address: Windermere Hotel]. For one thing, I want to make some arrangement for the Summer before all the appropriations are exhausted.

Sincerely yours,

R. G. Moulton
Dec. 28th, 1901.

My dear Mr. Houlton:

I am very much interested in your letter of December twenty-eighth and Mr. Manly's suggestion. I shall be glad to talk with you about these matters on Monday.

Yours very truly,

W. R. Harper
Mr. Herbert

I am very much interested in your letter of December twenty-eighth and my letter of January eighteenth. I am glad to hear to talk with you about these matters on Monday.

Yours very truly,

Mr. Herbert
My dear President Harber

At your suggestion I laid before Professor Manly my scheme of Department XVI. I found him (as always) sympathetic with the work of our department. He raised no difficulties from the rise of the English Department; but made, on the whole question, a suggestion which he kindly undertook to embody in a letter to yourself. Put briefly it was:

1. That Dept XVI would gain in the estimation of the whole university if, without interfering with its present work, it also had equipment enough to offer work in comparative literature in original languages.
2. This might involve a change in the name of the department.

As to the first part of the suggestion I entirely agree. The second I am ready to discuss.

I should like to point out to you that the suggestions for reorganization of Dept XVI made in my paper, with the enlargement indicated by Prof. Manly, are of a very wide-reaching character. They involve questions of increased equipment, and of enlarged powers requiring a new statute, this last involving as a preliminary conference with other university bodies. I would suggest that the consideration of such fundamental ques-
tions ought not to be hampered by a fixed date. My own feeling is that, under all the circumstances, we ought to make the best arrangements possible for the year 1902-3, and announce these at the same time as the announcement of the other departments, without materially altering the form of our programme as it stands at present. This would leave a free field for the discussion of all that is involved in the new proposals.

I leave for Philadelphia on Friday 3rd January. I should be glad if you could give me an appointment at some convenient time before that date.

Very sincerely yours

R. H. Moulton
Chicago, January 8, 1902

President W.R. Harper

University of Chicago

Dear sir:

A couple of weeks ago Professor Moulton, at your suggestion, submitted to me a first draft of his plan for the reorganization of the department of Literature in English, and later called upon me for a consultation in regard to the plan. It seems to me that in general his plans are what they should be; I ventured to suggest to him, however, a modification, which he asked me to transmit to you with his approval.

I am confident that the department has suffered considerably in the eyes of scholars, and perhaps of the public also, from the fact that it seemed to confine its attention to the teaching of foreign literatures in translation. I regard this as a thoroughly legitimate part of educational work, but there are people who look upon it with suspicion, as being not scholarly. I therefore suggested to Mr. Moulton that the whole work of the department would gain in dignity and secure more recognition if there were connected with it some serious work in the line of comparative literature in the strictest and narrowest sense of the word. Mr. Moulton, I think, agrees with me in this belief, and asks me to transmit this suggestion to you. He has not in mind a competent instructor for such work, but I have no doubt that we could secure from the excellent schools of comparative literature at Harvard and Columbia a young man who would do the sort of work we wish done, and soon secure for the department recognition in scholarship.

Yours very truly,

John McManly
Presidential Letter

Dear Sir:

A couple of weeks ago Professor William H. Harper, under the assurance that it is a start of a plan for the development of the Department of International Relations and later calling upon me for a contribution in the form of a plan, I have been thinking as to how I can make a contribution and what that should be. I am not sure whether to accept his proposal, although I am sure it is a most important one.

I do not think that the Department can be expected to do much in the order of immediate action, but I believe that it is necessary to provide a basis for the development of the program. I have therefore been thinking of a possible means to provide for the development of the Department.

I am particularly interested in the work that it seems to me is necessary to contribute to the development of the program. I have been trying to think of some concrete steps that can be taken to help in this respect.

I am not sure how I can contribute, but I believe that I can make a contribution in some way. I have been thinking of a possible way to contribute and I think that it might be helpful to you.

I am sorry to be unable to contribute more, but I have been in poor health.

Yours sincerely,

[Signature]
My dear President Harper,

Before I went east it was understood that on my return the question of the reorganization of Department XVI should be taken up. My original draft of proposals I have revised after consultation with yourself and Professor Manly, especially in the direction of providing for work involving original languages; also, the question of changing the name of the department will come up. At your convenience, I am ready to submit the draft to yourself and the committee.

But I feel that I should be wanting in my duty to the department if I did not urge upon you strongly, as a preliminary, the matter of strengthening the personal equipment of Department XVI. I know that just now the university is looking in another direction than literature for its advance: but circumstances have placed our department in an unfair position with respect to other departments and universities, even as regards holding its place, to say nothing of advancing. I call your attention to two points.

I. Though Department XVI is entrusted with one of the newer and more difficult fields of academic work, yet we have so far had only instructors who give the leavings of their time after the calls of other departments are satisfied. In point of fact, if we except Departments VIII and IX, we get only a minimum of assistance from the language departments, not through indifference on the part of the instructors, but
My dear President Harper,

I am writing to request the extension of the reappointment of DEPARTMENT X to

May 1, 2006. My appointment begins on May 1, 2006, and I have reviewed the documents

and materials with Professor Smith, specifically in the area of

providing you with valuable information and services. I have

freely given the name of the department to	

At your convenience, I am ready to submit the granting of the grant to your department and the committee.

But I feel that I should be writing to my duty to the department,

I am not sure that your agreement, as a preliminary, the matter of

I know that you,

the department of DEPARTMENT X,

you to your attention to two points.

I. Through DEPARTMENT X to

II. I have been unable to read

more difficult language or scientific work. But I have taken and only to

more difficult language or scientific work. This is a serious matter after the call of other

situations, and we give the reasons of these cases after the call of other

governmental advisory bodies. In point of fact, I refer to the Department

of VIII and IX, we rest only a minimum of contribution from the language-

new regulations, not strongly influenced on the part of the instructors, but
because the language work demands an increasing supply of elementary courses. Thus continuity of plan proves all but impossible in our department. Under such circumstances it is not possible to hold our own against such as Columbia University, with its Comparative Literature department of five instructors, not to speak of Harvard and California.

2. And yet I believe—I think you would agree—that we have a wider ideal than other universities of what Department XVI is to represent. The "comparative literature" of other institutions would be provided for under the scheme of our department as revised. And in addition we have been the first to give academic recognition to the large element of literary study in general education that can be done over and above the study in the original languages. I am glad to think that no one has emphasised this last consideration more than yourself. In particular, our university seems to lead the universities of the world in recognition of the place which Biblical Literature ought to occupy in general education.

I am afraid I must say that, in my judgment, even the reorganised department is doomed to failure unless there is an increase of equipment. The increase that would give the work a fair start would be instructors giving full time to Department XVI:

one who should represent chiefly comparative literature involving work in original languages, thus appealing especially to candidates for higher degrees.

one representing rather the work in literature (higher or lower) apart from language.

These, with the addition of what we can command at present, would make a strong equipment. You will readily see that the courses from other
...And yet I believe that you would agree that we have reached the point where instead of an increment of what Department XXI is to be...
departments, which at present are put at a disadvantage by our absence of connected plan, might be of the highest value when supplementing the work of the regular instructors. Thus what I propose ought to recommend itself as thoroughly economical expenditure.

I am sorry to trouble you with so lengthy a letter; but hope that before long you will give me an opportunity of talking the whole matter over with you.

Very sincerely yours,

[Signature]
mental health and the role of the... provide me with an opportunity of... very sincerely yours

[Signature]
March 2nd, 1903.

My dear Mr. Shorey:

I am writing to ask you to call a meeting of the Committee of the Senate on Department XVI, Literature and English, next Tuesday morning at 12 o'clock, and to ask Mr. Moulton to be present. It is quite necessary, it seems to me, that some decision be reached as early as possible, and I am sure that you will be able to bring this about. I am hoping that you yourself will feel disposed to deal quite liberally with Mr. Moulton in his desire to put the department on a better basis. If this hour is convenient, if you will kindly return word to me by the messenger, I will notify the other members of the Committee and Mr. Moulton, thus perhaps saving you a little trouble. I am very sorry that I cannot myself be present at the meeting, inasmuch as I am leaving the city to be gone ten days or two weeks.

Yours very truly,

W. R. Harper
My dear Mr. Secretary:

I am writing to ask you to call a meeting of the Committee of the Senate on Department XIX, "Literature and English." Next Tuesday morning at 10 o'clock, and to ask Mr. Monton to preside. I am somewhat uncertain if you will be able to attend, and I am sure that you will do so, as early as possible, and I am hoping that you will be able to print these papers, and that you will be able to assist us in the debate to which I have referred in our last meeting on a better paper. If you would assist us, I would be glad if you would kindly return a note to me on the messenger. I shall notify the other members of the Committee and Mr. Monton, but perhaps seeing you a little longer I can explain my point of view as far as I can explain the matter of the meeting of the Executive Committee as I am learning the facts to be more than two weeks.

Yours very truly,

W.R. Harte
May 30, 1903

My dear President Harper:

You are good enough to ask me to take the address on Convocation Sunday morning. But I have greatly relished the comradeship of the last two years. Moreover some feature of this kind seems desirable to attract to this early service.

What would you think of a plan still further divided - a Symposium of Ten Minutes addresses on some such topic as this -

The One Thing most Needful in Bible Study
from the standpoint of Religion
History
Literature
Popular Influence

This is only a suggestion, and could easily be improved.

Sincerely yours,
R. G. Moulton

P.S. My Commencement Address at Princeton University will take me out of the city this week Monday off, to Friday early. I will gladly fall in with any plan of yours, or remain outside, to give some of our other speakers a place.
February 11th, 1904.

My dear Mr. Manly:—

I have before me your note of February first in reference to the meeting of the Committee on the Department of Literature. I had already received a letter from you dated January 25th in which you acknowledge the receipt of the notice and ask me whether it would be best for you to postpone your class on January 27th at 5 P.M., the date of the first meeting of the committee.

I do not feel discouraged about the reorganization of the Department of General Literature. I think we have a basis now for growth and improvement which we have never had before.

Yours very truly,

W. R. Harper
My dear Mr. Henry:

I have patience to your note of

Heresy that in reference to the meeting of the

Committee on the Department of Literature, I had already

received a letter from you dated January 24th in which

you acknowledged the receipt of the notice and said it

would not be safe for you to postpone your absence

on Sunday, 27th at 8.30, the date of the first meeting

of the committee.

I go not feel acquainted with the Committee

at the Department of General Literature. I think I

have a seminar now for evening and impression which we have

never had before.

Yours very truly,

W.R. Harte.
My dear President Harper,

10:36 a.m. February 5th

 Upon reaching home last night from a trip to the country, I found your note expressing your disappointment at the impossibility of getting a meeting of the Committee on the Department of Literature, and asking me to attend a meeting today. Will you allow me to say that I had received no notice of a previous meeting (since the one I attended some weeks ago) although my mail was not received every day up to Friday, and
that, although I called for my mail today, no such notice has yet reached me. There must have been an oversight of some sort.

Yours very truly,

John M. Manly

February first.
January 25th, 1904.

President William R. Harper.

Dear Sir:

I have a meeting of a class at 5:00 p.m. on January 27th. Shall I postpone the meeting of the class, or be absent from the committee meeting?

I do not see how it will be possible to reorganize the Department of Literature (in English) as is proposed. I had some interviews with Professor Moulton in regard to this matter last spring, and supposed that something was going to be done to make the work of the department more scholarly and serious. I see no provision in the circular which has recently been sent out for the modification of the work actually to be done.

Yours very truly,

John W. Merlcy
January 25th, 1939

President William H. Harber

Dear Sir:

I have a meeting of a college at 6:00 p.m. on January 27th. If I postpone the meeting of the college of the Department of Fine Arts, I will be unable to represent the Department. I do not see how it will be possible to reconcile the Department.

I have been in New York (in England) as far as possible on some interest meetings and have some interest in the matter. I have been in contact with Professor Moton in regard to the matter. I shall be going to make the work of the Department more satisfactory and see to it that the atmosphere which is necessary to do the work of the Department to be done.

Yours very truly,

[Signature]
Bellevue Hotel
Boston, Mass.
Feb. 25, 1904.

My dear Mr. Moulton,

I wish to report to you what courses from other departments I considered most essential in arranging the programme of Dept. XV, for the year 1904-5.

Your letter of February 6th was duly received. I have entered into communication with the Departments with reference to all the points it contains and will report to you as soon as hearing from them.

Yours very truly,

W. R. Harper

1. We want from the Romance Dept. a Senior College course on Dante's English (or similar topic) in Year 1904-5, of a kind to appeal to the general student. This is most important, for if we do not get it from the Romance Dept. I do not see how it is to be supplied.

2. I should like from the English Department, preferably for the year 1905-6, a strong Senior College Course on The Modern Novel, or similar topic, designed to give intelligence to the general reading of persons who may be not especially literary.

3. From Dept. VIII or IX, either in 1904-5 or 1905-6, I should like a Senior College Course in some such topic as The English Bible as a part of liberal education, the point being to attract those who may not be inclined to Bible study.
Professor R. C. Wentworth

Hollis Hotel

Boston, Mass.

My dear Mr. Wentworth:

Your letter of February 8th was only to

outline I have entered into communication with the Department

with reference to all the points you mentioned and will report to you

as soon as possible from home.

Yours very truly,

W. R. Halsey
Bellevue Hotel  
Boston Mass.  
6 February 1904

My dear President Harper,

You wished me to report to you what courses from other departments I considered most essential in arranging the programme of Def. XVII for the year 1904-5.

I think you will agree with me that the key to the situation is the curriculum of Senior College courses, designed to attract students who may not be very literary in their general work; and this curriculum, according to our scheme, must cover two academic years.

1. We want from the Romance Dept. a Senior College course on Dante in English (or similar topic) in year 1904-5, of a kind to appeal to the general student. This is the most important, for if we do not get it from the Romance Dept. I do not see how it is to be supplied.

2. I should like from the English Department, preferably for the year 1905-6, a strong Senior College course on the Modern Novel, or similar topic, designed to give intelligence to the general reading of persons who may not be especially literary.

3. From Def. VIII to IX, either in 1904-5 or 1905-6, I should like a Senior College course in some such topic as the English Bible as a part of liberal education: the point being to attract those who may not be inclined to Bible study.
If these three can be secured, then I see my way clear to providing the whole curriculum sketched for the Senior College work. You will understand that it is necessary, in this Senior College work, to announce two years' courses in the one programme.

4. As to graduate work, I think it is very important that we should make some showing, however small, under Section B (Comparative Literature involving original languages). Could not the German Department be persuaded to lead off with a course involving matter interesting not only German, but also Romance and English students? E.g., such courses as those are announced by Columbia University:

Lyric Poetry in the Middle Ages and the Renaissance
Revival of Romanticism in the 19th century
The Italian Renaissance and diffusion of its influence throughout Europe
The Tradition of Chivalry in modern literature.

Only yourself can make the suggestions; for, as I see it, there is some delicacy in the situation — since, to secure success, an instructor of one department offers the course, while the other departments should advise students or theirs to take it, and it should count in more than one dep't. But if such an arrangement could be made it would be a great step.

I have suggested the German Dep't because, according to the plan I outlined to the committee, I proposed to ask the German Dep't in alternate years to give a Senior College...
The University of Chicago

course in Goethe. I understood Mr. Cutting to say that there was some difficulty in this; and accordingly I have planned otherwise for the Goethe subject, leaving the German Dept. with the above suggestion as its contribution to the common stock.

I am taking no steps to apply to the departments concerned until I hear further from you. [The address at the head of this letter will serve for three weeks.]

Believe me,
Sincerely,

R.G. Moulton
The University of Chicago

Dear Sir,

I have just received your letter and am writing to express my appreciation for the information you have provided. The University of Chicago is indeed a prestigious institution, and I am grateful for the opportunity to learn more about its offerings.

Thank you for your kind words about my work. I am honored to have been recognized in this manner.

I look forward to hearing from you again soon.

Yours sincerely,

[Signature]
February 2nd, 1906.

My dear Professor Moulton:

Yours of February first is received. I hardly see the practicability of the plan you suggest. While Mr. Meyer's term expires the first of January next, the salary also expires and there is no provision for continuing it. If you will indicate how the money is to be provided, the matter might be considered. I do not myself see how it can be done.

Very truly yours,

H. P. Judson

Professor R. G. Moulton
Mr. Professor Montour

Yours of February first

I am prevented by the pressure of the work I have begun. I wrote Mr. Weyer's letter the other day, and the next of January next the matter will be disposed of. I am now in receipt of four hundred dollars out of the estate to which you refer. I saw Mr. Johnson and was not unpleased with him.

Very truly yours,

H.P. Jackson

Professor R. G. Montour
My dear Mr. Taber,

I have, unfortunately, to leave tonight for some lectures in Canada, and shall not return until Tuesday night. Otherwise I should try to see you personally about a matter of some urgency. I realise that you must be near the completion of budget discussions; but I am anxious that the budget arrangements involving Department XVI should not be closed before I have an opportunity of submitting to you a proposal, the occasion for which has not been brought to my knowledge until within the last few days.

In brief it is this. It has long been recognized that the Department must be strengthened on its side of comparative literature: Dr. Harper was convinced of this. I have kept this upon my budget proposals, but have not pressed it, because I had no definite plan to suggest. But I have recently learned that Dr. J. J. Meyer's appointment terminates this next December, and that it does not seem feasible to reappoint him to Department X. The proposal is that Mr. Meyer be re-engaged, either by his appointment to the Department of General Literature, or by an arrangement (for which there are precedents) by which his time shall be divided between Departmeht XVI and the Germanic Department.

I have always felt that the main consideration in strengthening my Department on its Comparative Literature
side is that the arrangement should be one acceptable to the allied departments. I have conferred fully with Mr. Cutting, Mr. Pietsch, and Mr. Mainly, and they are strong in their support of this proposal. The highest estimate is expressed of the exceptional value of Mr. Meyer's scholarship and equipment, with all of which I am entirely conversant. I have not yet consulted with the other language departments, but they are much less involved in the matter than the departments of German, Romance Literatures, and English.

Hitherto, I have not seen my way to any proposition that did not involve importing an instructor from outside, probably at considerable expense. The present proposal, which would at once retain an exceptionally valuable man and relieve the congestion of other departments, presents an economic opportunity not likely soon to recur.

I will try to see you as soon as I return: mean while, I understand, you are likely to be seeing Mr. Cutting, who knows all my mind on this matter.

Sincerely Yours

C. H. Moulton
In the field of communication, especially in mass media, the study of the audience is critical. The audience's response and perception of the message are essential factors in the effectiveness of communication. Understanding the audience's demographics, preferences, and behaviors is crucial for tailoring the message appropriately. This involves analyzing various aspects such as age, gender, education level, and cultural background. By doing so, one can create more effective and engaging content that resonates with the target audience. However, this requires a deep understanding of human psychology and sociology. Communication research and theories have evolved significantly over the years, offering valuable insights into how messages are received and interpreted. This knowledge is fundamental for professionals in fields such as journalism, advertising, and public relations. It allows them to adapt their strategies based on the audience's needs and preferences, ultimately leading to more successful communication.
February 13th, 1906.

My dear Professor Moulton:

I have your favor of the 8th of February. As a matter of fact it is not practicable either to provide fresh funds or transfer funds liberated in other quarters for the purpose in question. While I have no doubt that your plan is a good one, at the same time it is not now practicable to carry it out. The reduction of work in other departments does not liberate funds which can be transferred to Department XVI.

Very truly yours,

H. P. Judson
Mr. Dear Professor Monitor:

I have your favor of
the 8th of September. As a matter of fact it is not
practicable either to provide fresh funds on transfer
those interested in other enterprises for the purpose in
discussion. While I have no doubt that your plan is a
good one, it is not the same thing at the same time that non-practicable
to carry it out. The legislation of work in other
departments does not interfere unless which can be reasonably
to Department XIX.

Very truly yours,

H.L. Johnson
My dear Mr. Judson

Department XVI

Your letter of 2 Oct.,

The news arrived during my absence in Canada. No doubt the strengthening of our departmental staff would involve either provision of fresh funds, or transference of funds liberated in other quarters. But my points are:

1. Our Department, instead of being strengthened, is practically being cut down. We have lost our share of Miss Cioccioni's services, without any substitution for these. Again, it was a distinct understanding when the department was created (and this was constantly emphasised by Dr. Harper) that the other language departments should assist us with courses in Comparative Literature. But the Heads of these departments are assuming me that they are no longer able to do this, as their own forces are being reduced — a reduction which, I presume, directly or indirectly must liberate funds for other uses.

2. The Heads of these departments will support my contention that the only satisfactory way to provide Comparative Literature study will be by an Associate added to Eq.

3. The proposal of Mr. Meyer's retention I suggest as an economic way of meeting a necessity which must some time be met. It will cost less than the importing of
a suitable man from outside. And I suggested that it might be possible to use Mr. Meyer to assist in the pressure upon other departments (e.g., Germanic): I do not ask to have his whole services at this time.

I shall be glad to talk the matter over with you when you can see me.

Sincerely yours,

R.C. Moulton
Dear [Name],

I am writing to express my gratitude for the wonderful performance I had the pleasure of witnessing at the recent [event]. Your [performance, presentation] was truly remarkable and I am sure it will have a lasting impact on the audience.

I would like to express my sincere admiration for your talent and dedication. Your ability to captivate and engage the audience is truly remarkable. I hope to have the opportunity to see you [next performance, presentation] again soon.

Thank you once again for your outstanding performance. You truly inspire me.

Sincerely,

[Your Name]
December 18, 1922

President H. P. Judson
University of Chicago
Chicago, Illinois

Dear President Judson:

As members of the Committee on General Literature, we, the undersigned, suggest that the salary of the Chairman of the Department be given a substantial increase for next year. We think this is justified by the excellent manner in which Professor Cross has managed the Department.

Very respectfully yours,

[Signatures]

Mrs. A. Kitz
John M. Manly
December 16, 1955

President N. F. Johnson
University of Chicago
Chicago, Illinois

Dear President Johnson:

As members of the Committee on General Literature, we, the undersigned, suggest that the salary of the Chairman of the Department of Romance Languages be increased for next year. We wish this to be preparatory to the excellent manner in which Professor Gomez has managed the Department.

Very respectfully yours,

[Signature]

[Signature]
April 28, 1922.

To the President of the University:

Sir: I submit herewith the report of the Administrative Committee of the Department of General Literature.

In assuming control of the Department of General Literature the Committee is convinced that under proper guidance the Department may render important services to the cause of education and sound scholarship. To this end the Committee proposes to carry out the plan of reorganization formulated and partially effected during the year 1920-21.

The function of the Department, as set forth in the revised announcement recently published, is as follows:

"The Department of General Literature has for its purpose the study of literature as an organic whole. Literary influences transcend the limits of language and of nationality, and persist through the centuries. The thought and purpose of one writer may find rebirth in another of different speech and of a different age. Particular literary motives pass on from land to land, gaining a vigorous individual life. Literary types crystallize and reappear, fortified or limited by reminiscence. No one of the great literatures of the world is independent; each receives, and each gives forth; and for the understanding of any literature in its development and in its vital force, the student must attain a knowledge of its relations to other literatures."
In the larger and more progressive American universities there is a constantly growing conviction that nationalities are no more isolated intellectually than they are economically and that some of the most valuable lessons in the history of ideas are to be drawn from the study of international literary relations. All over the country undergraduate students who, by reason of inadequate linguistic equipment, have heretofore been denied access to foreign literatures, are evincing a desire for information regarding the tendencies of thought and the literary movements in other countries. The interest of these students can and should be satisfied by properly organized and conducted courses offering an acquaintance with foreign literatures through the medium of English translations. Such courses would assist greatly in furthering the purposes of undergraduate instruction as set forth in the report of the Dean of the Colleges of Arts, Literature, and Science of the University of Chicago (See The President's Report for 1920-21, p. 23 ff.).

The Committee also believes that the activities of the Department of General Literature should be extended into the field of graduate research. Many competent and intelligent teachers and graduate students in our American universities are reacting violently against the requirements
In the future may more prosperous American workers.

This shows the importance of information technology and the role of education in fostering innovation and growth. The success of these initiatives relies on the synergy of various sectors and the continuous development of new technologies.

Information technology has become a key to economic growth and the future of employment. The integration of information technology into education and training programs is crucial for the development of new skills and knowledge.

The government is working to support these initiatives and foster innovation. The Department of Education has taken steps to encourage the development of new technologies and innovative education methods to prepare students for the future.

Moreover, the government is implementing policies to encourage the growth of new industries and the development of new products. These initiatives are aimed at creating new job opportunities and fostering economic growth.

In summary, the development of information technology and the education system is crucial for the future of the American workforce. The government is working to support these initiatives and foster innovation.
of the traditional doctorate in philology and literature, and are clamoring for a Ph.D. which shall combine a broad interpretation of literature with a minimum of strictly linguistic training. In the rich and still almost untouched field of Comparative Literature the needs of such students can, the Committee is convinced, be adequately met, and that without sacrifice in breadth or accuracy of training.

In connection with this call for greater flexibility in the requirements for the doctorate, consideration must be given to the gradual though evident change which has during the past few years taken place in the type of problem requiring investigation by students of literature. While there are, it is true, still many important unsolved problems which lie entirely or almost entirely within the domain of a single literature, it is becoming more and more obvious that many significant questions in literary history can be properly answered only by a knowledge of two or more literatures which under the present system cannot be appropriately combined in the same doctoral program. For example, numerous important aspects of the Middle Ages require for their proper comprehension a more extensive knowledge of the Classics than is provided by the ordinary doctoral program in either mediaeval or Classical studies. Again, students attempting to prosecute research in the history of
English literature during the nineteenth century may need an acquaintance with Old French or Provençal literature greater than is compatible with the program for the A.M. or Ph.D. in English alone. Or again, as is at present the case in the Department of Romance, a student desiring to study the influence of Terence on Molière requires more courses in Latin and Greek comedy than can be included in a program for the doctorate in Romance. Other cases might be cited in abundance. By providing programs in research covering two or more literatures more extensively than has hitherto been customary, the Department of General Literature may contribute greatly to the advancement of knowledge in the fields of social and literary history.

Such overlapping programs would, moreover, result in closer and more effective cooperation between the various departments of ancient and modern literatures, - an end which perhaps more than any other will further the permanent success of our graduate instruction in the humanities.

In view of the facts set forth above, the Committee proposes to offer the degrees of A.M. and Ph.D., these degrees to be taken either in General (Comparative) Literature or in General Literature combined with some more specific subject, such, for example, as English, Latin, Romance, depending upon the nature of the candidate's program. Experience in other institutions offering advanced degrees in
In view of the above, the Committee recommends the appointment of a new President, who should be a senior official in the government's education department. This person would be responsible for overseeing the educational system and ensuring its effectiveness. The Committee also recommends the establishment of a new educational board to oversee the operation of the educational system. This board would be responsible for setting educational standards and ensuring their enforcement.
General or Comparative Literature shows that the regulations governing the choice of studies should be as flexible as is consistent with the principles of sound scholarship. A schedule illustrating the various types of program acceptable for the A.M. and the Ph.D. in General (Comparative) Literature will be prepared by the Committee as soon as possible. It is agreed that in general all students applying for the doctorate in General (Comparative) Literature must show a mastery of the methods and tools of comparative literary investigation and of the theory of aesthetics, an intimate acquaintance with the periods of literature that are germane to his dissertation, and a reading knowledge of numerous languages. All programs submitted shall be subject to the approval of the Chairman of the Department. The requirements as to date of submitting dissertations, number of courses, and period of residence are to be the same as those in the other departments of the Modern Language Group. Courses of a strictly linguistic character shall be required only when they are necessary for the prosecution of the student's special line of research.

Applications for admission to candidacy for advanced degrees in the Department of General Literature have already been received from some half a dozen instructors in other institutions.

In order to supplement the facilities for the study
General or Comparative Interests show that the Legislation
compliance the scope of similar activity is to be
compliance with the principles of sound separation.
Specifically, the interests of the nation, the scope of business society,
will be due to the AM and the PM in general (Comparative)
interests will be protected by the committee as soon as pos-
It is the task of the General AM and the PM to protect the
For the purposes of General (Comparative) Interests, the
power of the committee of the committee and the scope of comparative
interests has been shown by the meeting and scope of comparative
interests with the purpose of interests and the scope of comparative
into General (Comparative) Interests, and a degree of knowledge of
Knowledge Management, AM program, and the Department
The recommendations are to give to the committee, but also to give
The recommendations are to give to the committee, and to the
some degree to the other departments or the National Law
some degree of a specifically important factor
apply to working only close to necessary for the more
entirely of the existence of a specific type of committee
Applicable to the committee and committee for
recommendations in the department of General Interests have already
been adopted into the new and a clear incorporation is other
In order to implement the legislation for the entire
of General or Comparative Literature now offered in other departments, the Committee proposes to announce the following types of courses:

1) Courses now being given by Associate Professor Howland.

2) Courses of a General or Comparative character to be given by individual instructors in other departments, the instructors to be paid out of the budgets of their respective departments or transferred to a special budget for the Department of General Literature. Two such courses, one of which is now being given in the Department of English, will be offered during the coming year by the Chairman of the Department of General Literature.

3) Courses dealing with foreign literatures in English translation to be given by individual instructors in other departments, the instructors to be paid out of the budgets of their respective departments. An advanced course of this type (Latin poetry in English translation) will be offered during the coming winter quarter by Professor Prescott.

4) Co-operative courses to be given by not more than three instructors and covering fields or types too broad to be dealt with satisfactorily by one instructor, each instructor to receive out of the budget of his department remunera-
tion for one-half major's instruction. It is understood that in this case each student completing the course satisfactorily is to receive one major's credit.

As will appear from the list appended below, one co-operative course (General Literature 110: the Romances of Chivalry) was offered during the summer of 1921. This course was open to graduate students only and had a registration of twenty-one. Another (General Literature 210: Modern European Realism) is being offered during the present quarter. It is designed primarily for graduates and has a registration of seventeen. Two other co-operative courses dealing respectively with the Renaissance and the Romantic Movement are to be introduced as soon as they can be organized. In this way at least one co-operative course given by specialists in their respective fields and treating some great international movement in western Europe will be offered to graduate students during each quarter of the academic year.

The following table shows the number of courses, with name of instructor and registration, offered by the Department of General Literature during the year 1920-21:
Now for one-part morality: Intoxication. It is unnecessary
that in this case each subject complete the course entire.

A test of morality is to receive some portion of a moral.

We will now test the approval given the subject to
describe course (General Intoxication) at the beginning of 1928.

This (opiate) was algebraically the summer of 1928. The
course was designed for this purpose only and had a definite
duration of twenty-one. Another (General Intoxication) was
employed hypodermically to parallel the use of the pure-
agent. It is not being primarily for explodeme only
but a registration of sensation. The other co-operative

constant allergic reaction with the homoeopathic and
remedial movement to be introduced as soon as they can
be organized. In this way it is possible one co-operative course
every five or six months to parallel fascination there may exist.

The opposite extreme is the necessity of continuity of
principle of intoxication and regeneration, already in the
Department of General Intoxication during the year 1920.

The following cases show the manner of course.
<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course</th>
<th>Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer, 1921</td>
<td></td>
</tr>
<tr>
<td>Howland</td>
<td>14</td>
<td>58</td>
</tr>
<tr>
<td>Howland</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Shaw</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Nitze and others</td>
<td>110</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Autumn, 1921</td>
<td></td>
</tr>
<tr>
<td>Howland</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Howland</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Winter, 1922</td>
<td></td>
</tr>
<tr>
<td>Howland</td>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td>Howland</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Spring, 1922</td>
<td></td>
</tr>
<tr>
<td>Lovett and others</td>
<td>210</td>
<td>17</td>
</tr>
<tr>
<td>Gould</td>
<td>120</td>
<td>3</td>
</tr>
</tbody>
</table>

This does not include courses offered in other departments but announced in the circular of General Literature under Professor Moulton's chairmanship and retained under the present administration.

It is hoped that as soon as possible the present staff of the Department may be increased by the addition of one or more scholars of national reputation who shall devote their entire time to instruction in General or Comparative literature. In the opinion of the Committee the most pressing need at present is for instructors competent to deal with the relations between aesthetics and literature and philosophy and literature.
During the summer of 1922 Professor O. W. Long, of Williams College, will offer a course on the Literary Relations between Germany and England during the Eighteenth Century.

Respectfully submitted,

[Signature]

Chairman.
During the summer of 1933 Professor O. W. Long of \[\text{William College}\] will offer a course on \[\text{the history}\] of \[\text{the field}\].

Secretary.

Respectfully submitted,

[Signature]
March 21, 1923.

President E.D. Burton,
University of Chicago,
My dear Mr. President:

Early in the winter of 1920-21, at Mr. Manly's suggestion I was appointed temporary chairman of the department of General Literature, and since that time I have fulfilled all the administrative duties of the department that did not fall within the province of the committee in charge. In the spring of 1921 I was appointed permanent chairman. I at once began investigating the work in comparative literature at Harvard and other universities, and in the spring of the next year submitted the enclosed plan, which was approved by the members of the committee then in residence and by the president.

In addition to the advanced courses in comparative literature enumerated in the document referred to, two majors will be given during the coming summer by Professor Chew of Bryn Mawr College, and during the autumn a co-operative course on European Romanticism will be offered by Professors Dargan, Schmitke, and Stevens. During the past quarter I have, in addition to my usual work, given a course in World Literature to some fifty or sixty undergraduates, and Professor Prescott one in Latin poetry in English translation for graduates and senior college students. Several of my own graduate courses now offered in the department of English also lie in the field of comparative literature.

The importance of comparative literary studies in general, the marked demand for courses in comparative literature here and elsewhere, and in the case of the University of Chicago the necessity of some connecting link between the departments of ancient and modern literatures, all appear to justify the conviction that both elementary and advanced instruction in this field of knowledge should form a part of the curriculum and that the department should be placed on a basis similar to that of the other departments of the ancient and modern language groups. In view of these facts and of the uncertain position which the department of General Literature has occupied for several years, I shall be especially grateful if you will inform me as soon as you conveniently can after consulting with Professors Prescott and Manly, whether the university proposes to continue the department and if so on what basis.

In case the university feels justified in placing the department of General Literature on a permanent basis, the present staff should, the committee believes, be increased by the addition of a scholar and teacher of national reputation. After long search the committee feels that it has discovered the proper person in Archer Taylor, now associate professor at Washington University. I enclose two letters which give further information regarding Professor Taylor's scholarship and general standing in the profession.

My address until the middle of June will be Stanford University, California.

With congratulations on your accession to the presidency, I am
Yours very respectfully,

[Signature]
Chairman.
March 1925.

My dear Professor Cross:

I am writing to express the earnest hope that you will see your way to decline the call to Stanford University and to remain with us at the University of Chicago. I am confident myself that the present movement for the development of the University and the increase of its funds is going to be successful, and will result in putting the University of Chicago in the front rank of American Universities, especially in respect to its graduate work. With the success of this movement will come an improvement of the salary scale in the benefit of which I should anticipate that you would share, and I greatly hope that this outlook for the future may seem to you a valid reason, as it has in a number of other cases recently, for remaining with us despite a more immediate financial advantage that you would gain by accepting the call to California.

I should be glad if it were permissible for me to anticipate in your case the advantages which I think will surely result from the success of the present development program, but the demands of the whole situation seem
My dear Professor Grant,

I am writing to express the greatest hope that you will see your way to give the call to standing University and to nominate me at the University of Chicago. I am confident that the present movement will mean for the University of the University and the nation a source of real pride and a period of progress. I am glad in this University, especially in regard to the advance of the University of Chicago in the front rank of American Universities, especially in regard to the advancement of the faculty in the arts and sciences. I hope I may contribute to the success of this movement.

I wish to express my appreciation for the friendly notes and letters I have received from you. I am very happy to learn that the future looks well for the future of the University and that the Past has been successful. I hope to contribute to the success of the University of Chicago in the future, as well as in the past.

Yours truly,

[Signature]
to make it necessary for me to ask you to rely upon the same kind of considerations on which your numerous college colleagues are also obliged to depend.

Very truly yours,

Mr. T. F. Cross,
The University of Chicago.
to make it necessary for me to seek your permission to
some kind of consultation on a
"If there are also applying to go
very early course.

Mr. T. L. Coog, Rochester,
The University of Rochester.