CROSS REFERENCE SHEET

Name or Subject  Robert Herrick

Regarding

File No.

Date

SEE

Name or Subject
Harper 1905
English Department

File No.
Concern it is to me.

I feel that I have never expressed to you in any way my deep sense of your personal interest and generosity to me as to many countless others. It seems to me that had it not been for you I

..."}

"..."
My dear Dr. Harper:

May your sympathetic letter about my book give me some pleasure. It is but another proof of the constant and generous interest you have given me ever since my connection with the University.

The chief worry I have had from the liberal abuse of my book in the Chicago papers has been that I might—unreasonably—have placed the University in an unpleasant light from my connection with it. I have always realized the possible dangers from my carrying on the kind of work, and have endeavored to keep nothing go and from me that would be in any way disagreeable to the University. In writing this book, I was certainly absolutely unconscious of gaining
office.

There is your general works come at the nearest time.

I am pushing on new work, with, I am con-
fident will be better in every respect than any I
have done.

Thanking you again for your letter. I am.

Yours sincerely yours,

Robert Koch
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SC 12
Feb. 2nd, 1901.

My dear Mr. Herrick:

In the recent criticism of the work of one of your students, you made the suggestion that material which she had presented was the kind of material furnished by those who were "full of wine", etc.

I think that most people would understand you and would not suppose that you meant to indicate that in your opinion the young lady in question was in this physical condition when she wrote the theme. The phraseology, however, might be capable of such interpretation and has been so interpreted by the young lady herself. I have tried to show her that this interpretation, in view of all the facts, would be absurd, but she still feels that that must have been the thought. I wish very much that you would relieve her mind on this point. I think Miss Glidden is a woman whose experience has made her somewhat morbid. She has developed to a very great extent the emotional side of her nature and her work during the summer in homes for young children, usually infants, has made her exceedingly nervous and sensitive. The
My Dear Mr. Harrington:

In the recent situation of the work of one of your constituents, you made the suggestion that measures
which you had been urged by the kind of material
published by those who were "full of wilde" once
I think that more people would appreciate you and
would not oppose that you went to introduce that in
your opinion the money paid in by you to the
department concerned were more than the salary
of the police, the "invicible/parser" might be capable of such interest
but I have been told to show you that the
fact presented and the plea to the public
in your letter to the editor, "tell me that you and
the chorus. I wish you many more that you may receive
the thanks. I send many on this point. I think this will happen to a
woman whose experience and more per some woman very well
won & the development of a new report before the one
showed some to the public interest and the work suitable to
summarize to home for some additional, necessary to
the use here for an observation necessary and necessary.
heart of the woman is certainly right. She has taken your criticism very seriously, and I am sure a word from you would relieve her mind.

You will pardon me for this suggestion.

Yours very truly,
peace at the moment to concentrate Mihe. She will
cease your irritation with cautionary and I am sure
a word from you would remove your mind.
You will be guided by your own suggestion.
You are very kind.
Feb. 4, 1900

Fy, dear President Harper:

Recall the Adelphi "Full of Weeds" where one of Mrs. Glidden's themes
and I are arranged at the interpretation she has made of it and the presentation to you. It was made as very high commendation to indicate to her, figuratively, that the particular facet of such rare qualities of vitality and method fine that her other work had
lashed. She should have shown you the theme in question; or it was cancelled, as I recollected the one phrase "full of came" with absolutely no formal connection. At any rate, if she had asked me what it meant, I would have explained the obscure phrase. I think it was the only time mandarin I was able to give her work.

I regret that I cannot make this explanation formally, for Miss Liddon after breaking pretty nearly all the regulations of my
The University of Chicago

I wrote me an impudent letter and withdrew. I admitted her irregularity at her solicitation and labored with her as effectually. I think you will find that her real grievance is not the "full of wine," etc.

I can't believe she was so stupid as to misunderstand, but rather the severe criticism I gave her made me much in class. I thought she had enough character to stand the severity and to recover from her inordinate conduct. Instead
She wrote the letter referred to above, but it destoryed unanswered.

and withdrew.

I regret exceedingly that she has caused you this annoyance and want to thank you for your courtesy and kindness in interpreting her story.

Very truly yours,

Robert Kent.
CHICAGO February 9, 1901

My dear Mr. Herrick:

I am very much obliged to you for the full statement which you make in your letter of February 4th. I agree with you in the characterization of Miss Glidden's case. I shall take an opportunity to see her and explain the situation.

With much appreciation of the pains you have taken in the matter, I remain,

Yours very truly,

[Signature]

William D. Harper
February 9, 1901

My dear Mr. Herrick:

I am very much obliged to you for the full statement which you make in your letter of February 4th. I agree with you in the characterization of Miss Glidden's case. I shall take an opportunity to see her and explain the situation.

With much appreciation of the pains you have taken in the matter, I remain,

Yours very truly,
My dear Mr. [Given Name],

I am very much obliged to you for the kind attention which you have paid to your Letter of [Given Date]. I am very pleased to hear of your wish to take an active part in the cause of education. I am flattered by your expression of interest in the matter. I am glad to take the opportunity to see you and express my appreciation of the part you have taken in the matter. I am ready,

Yours very truly,
My dear Mr. Herrick:

I am writing to ask your opinion on two or three questions:

1. Is the undergraduate student body of the University doing as much literary work of a creative character as is ordinarily done by the same class of students in college?

2. Is there as large an interest in literary work, either from the point of view of criticism, interpretation or creation, in our student body as might reasonably be expected?

3. Are we as a University doing all that might be done to encourage and cultivate the literary interest? Some time ago this question came up and there seemed to be a strong feeling that each and all of these questions might be answered in the negative. A suggestion was made at that time that some effort be put forth. No proper organization was formed and nothing came of it.

I understand, of course, that the University life as a whole is a very busy one; but the question in my mind is, are we doing our full duty by literature in its various phases? I do not have in mind the courses offered in the departments. I can easily see that there is always room for improvement.
My dear Mr. Smith:

I am writing to ask your opinion on two or three matters:

1. In the undergraduate student body of the University of Chicago, what is being done to support and encourage the daily, creative work of the student body as a whole? As a member of the student government, I have attended a number of meetings, and I would like to ask your opinion on the effectiveness of these meetings and the overall impact they have on the student body.

2. As the University's educational philosophy is to encourage and support the growth of individual students, I would like to ask if there are any systematic efforts being made to ensure that each student's potential is realized. Have you observed any particular strategies or programs that have been successful in achieving this goal?

3. In the matter of student organizations, I would like to request your advice on how to improve their effectiveness and organization. I believe that a strong student body is essential for the well-being of the University, and I am concerned about the current state of these organizations.

I am grateful for your time and attention to these matters, and I look forward to hearing your thoughts.

Sincerely,

[Signature]
Theoretically, at all events, we are doing the very best that we are able to do. It is rather the outside work, which after all counts largely in creating the particular atmosphere we desire to cultivate. I should be very glad if you would give this matter your consideration and if after a time you will jot down your conclusions, I shall be under special obligation.

Yours very truly,

W. R. Harper
Theoretically, at all events, we are going the very next day.

I have not seen the outline, which was

at all events, I am ready to discuss this particular situation.

I am ready to discuss this particular situation.

He will, in the meantime, write you.

I am very truly,

W.R. Harper
My dear President Washburn:

I enclose a statement in detail of the work done by the instructors in English composition for the three quarters, Oct. - July, 1878. These figures do not include preparation for class work, which although not necessarily large in amount, should be constant, if the class instruction is to be fresh. You will note by the card of summary enclosed that...
all the instructors, when they give but courses in rhetoric, have considerably more than 20 hrs per week of recitation, cwmulation, and theme reading. I think that is an excessive amount; it should never be over 10 hrs per week for reading themes, if we are to get the best work from the instructors and allow them to grow.

I should like, also, to call your attention to one aspect of our work here which is not easily perceived. We attempted by 12 weeks courses to give the Harvard 30 weeks continuous
The University of Chicago

During these three quarters we handle in all about 200 students in each of the same number in each.

That is, our instructors are engaged in carrying on two yearly courses with class periods twice a week for each of 200 students in each course. In addition we instruct about 100 students in elective courses.

For the force employed I think that showing is unusual.

I do not believe that I can demand as much work from the instructors as they have done the past two years.
I do not refer to myself in this statement, for under the arrangement contemplated of six months absence, I feel that I shall be able to carry the work I have done in the past. It may seem that Mr. Lovett's return will increase our force. But of my Mr. Lovett's four courses in composition two are offset by Mr. Moody's absence from the university as he teaches only six months next year at $1,200—three quarters of his salary. Two other courses are offset by Mr. Damro's one literary course more than the one he gave this
year may extend to the University of Chicago.

me - if I should remain three quarters. Therefore we remain with the same force we had three years ago but with more students.

As a matter of fact the university has assisted us by allowing me to employ readers for their lectures for small payments. It seems to me probable that we should be compelled to resort to the same device next year.

I suggest, therefore, that instead of this uncertain and some what unsatisfactory arrangement the university should employ a Reader at a certain salary to read themes for a stated
number of hours. I have written to you of Mr. Lenn's fitness for this work. We have heard from Mr. Lenn; he has experience, and we could get his services at a very reasonable figure. He wishes to take his master's degree from us, and while he is in residence we could employ him for 12 hours per week at $10 per week for the kind of work, this is a very low figure.

I have omitted to mention that with our force we undertake to read all the admission papers and examination papers of affiliated schools. Mr. Lenn if appointed would assist in this work.
The only alternative, it seems to me, is to reduce the amount of work required of students. There are just objections to such a plan: if our 12-week course were to be anything near equal to the usual yearly course, we must require almost as much written work as the old-fashioned course calls for; if we give less written work, the students will not have enough profitable work to do to occupy one-third of their time. I need hardly add that I do not like to have these states...
readers such as Lenn and
The University of Chicago
not crude students.

Very truly yours,

Robert Herrick

16 August, 1898.
The University of Chicago

[Handwritten text]

[Handwritten text]

[Handwritten text]

1871
Examination paper ———— 7 hours

Antigone

Quarter.

English I
Class-room work (per week) ———— 4
Consultations ———— 1
Reading Themes (original & rewritten copies) ———— 10
Reading exercises ———— 4

English II
Consultations (per week) ———— 1 hour
Reading Themes (original & rewritten) ———— 2

Total (per week) ———— 22 hours
Total (for the quarter) ———— 271

Winter
Quarter.

Examination paper ———— 45 hours

English III
Class-room work (total for quarter) ———— 6
Consultations (per week) ———— 1
Reading Themes (original & rewritten) per week ———— 8

English II
Class work and consultations (total for quarter) ———— 6
Reading Themes (original & rewritten) (per week) ———— 3
English IV (b)
Teacher, consultations, etc. for the quarter — 12 hours

Reading daily themes — per week — 2 hours
Total per week — about — 10 hours
for the quarter — 135 hours

Spring Quarter

Examination papers — — — 50 hours

Examination papers — — — 50 hours

Class room work — (per week) — 3 hours
Consultations — — 1 hour
Reading themes (original & rewritten) — — 1 hour

Class room work and consultations (per week) — 1 hour
Reading themes (original & rewritten) — 2 hours
Total per week — — 15 hours.
Total for the quarter — — 218 hours.

At the end of this quarter there will be at least 50 hours
more work on examination papers. — Edith Burcham Jones.
Estimate of Work
(Per gable)

Edith Bruceham Foster

May 2, 1898.
Fall quarter 17
Each week 5 new classes at 3 an hour
Not reading at 10...
Lecture
Preparation for lectures 6
Consultation 243
3428

In addition, I did for during this quarter probably 30 or 35 hours work as departmental examiner. This work is about the same every quarter. I shall not note it in the statement for the winter and the spring quarter.

Winter quarter
Lectures 8
Preparation 12
Consultation 2
2.5 Freshman hours 15 an hour
2715

Spring quarter
Lectures 5
Preparation 12
Consultation 3
1 concert classes at 3 an hour
Re-reading
Daily classes
32320 1/2
Time per Quarter and per Week, not including class preparations for Winter.

Autumn.
12. Teachers' Course, 13 students (5 hrs. class and consult.) correcting time etc. = 7 hrs.
10. Elementary ii., 40 students, (4 hrs. class and consult.) time a exercises. = 15 "

Winter.
5. Advanced Course in Composition (50 students, 4 hrs. class consult.) time = 25 hrs.
2. Intermediate ii. with Miss F. (30 students) 1 hr. class. = 3 "

Spring.
6. Advanced Course, Contin. 16 (students) (4 hrs. class consult.) = 14 hrs.
3. Second Course, 27 students (4 hrs. class consult.) = 12 hrs

In addition, office work, about 2 hrs. per week each quarter.
Mr. Moody,

Autumn.
4. English Composition, 20 students.
1st Elementary, 42 students

Winter.
3. Second Course (with Mr. Foster), 39 students.
Also Literary Course not counted.

= 18 hrs
= 15 "
= 33 hrs
= 12 "

Spring
Absent.
Basis for themes.

1. = 5 themes per hour
   = 12 rewritten
   = 12 exercises

2. = 4 themes per hour
   = 10 rewritten

3. = 3 themes
   = 10 rewritten
   = 12 exercises

4. = 3 themes per hour
   = 20 daily
   = 10 rewritten themes

5x6 = 2 themes per hour
   8 rewritten themes per hour
   20 daily for 8 hours.
Engaged

54 & East Condore
Chicago
3 Oct. 1886

My dear President Harper:

Some days ago you sent me through the faculty Ex change a letter from the editor of the Boston Transcript in reference to a correspondent for that paper from the faculty of our University. I shall be very glad to perform this work, and I believe that in some
degree it will be helpful for the more to have a means of communicating correct information to the Eastern Paper at least. Will you be good enough to give me an appointment at your earliest convenience in order that I may consult you in reference to this and other matters.

Very truly yours,

[Signature]
My dear President Harper:

I understand that next Saturday the Junior College Faculty will reconsider the action taken in regard to the suspension of students for cheating on examinations last week. I wish to point out that I, who am certainly interested vitally in this matter, am no longer a member of the Junior College Faculty; that Mr. Moody, the head of our department, is not a member this quarter; that Mr. Moody, who was the instructor concerned in the matter and who was present when action was taken, is not in residence.
Thank you for discussion of the question from your point of view. It is unanswerable. Certainly a system that permits a question apparently settled after discussion in two meetings to be re-opened within one month by a body in which the original manner of the question can not be present, is defective. I am sure that you will take means to have this injustice prevented.

Very truly yours,

Robert Hennick

11 January 1899.
My dear Dr. Harper:

When I arrived in Cambridge on my return from Chicago, I found (as I had suspected) that the authorities here had exerted their utmost influence to retain Mr. Lowell. I had selected their best Law - President Eliot used his personal influence to keep him and promised him a really brilliant future - an independent course for next
year and a hfer of rapid advancement. This advice from the College and from the Annex would be about $1,600. He wants to have an excellent chance for an assistant professorship in a very few years. Besides all this Mr. Rule (the head of his department), Mr. Briggs (the Dean and also professor of English), and Mr. Kittredge invited me urging him to remain. Mr. Tillet want so far as I tell me personally that Harvard could not share Louis, that G
Under these circumstances I felt that I could not urge Mr. Lovett to accept. <br>Should you think it possible to make him an offer, his future here was such I thought that he would be unwilling to leave. But, until I heard again from Chicago again, he concluded to keep the matter open. Meanwhile he has em...
sultin M. Palmer and M.
March; both have advised
him to accept an offer
from Chicago. Yesterday
he told me that he
should accept an offer if
it came before he was
obliged to make his ar-
rangeements at Harvard.
He feels with me that
Chicago offers a great field
for the most interesting
work a teacher can have.
the building up of a
department. And this
opportunity for his progress.
work in a fresh place
is so attractive that he is
willing to abandon his future
here.

If Chicago wishes to secure
him, it will be necessary
to act soon, as all kinds
of pressure will be brought
to bear upon him as soon
as it is known that he
is willing to leave. More-
over, he cannot help his
plan at Harvard if he delays
long. You already know
how important I think his
help in, and since I have returned and thought out the work for next year more in detail, the more necessary class limits seem. I have consulted Mr. Delee and Mr. Wendell, and also my own head - Mr. Carpenter about the elementary courses which I submitted to you. All agree that I have a plan for a very complete and a satisfying series of work in some respects better than exist at Harvard -
that it would be far
fully to undertake to give
the first-year course
without satisfactory assistance
in the form of some ex-
perienced man.

Besides the fact that I
made some trained
and experienced man, in
my work of teaching the
students at Chicago, how to
write, I urge his appoint-
ment in the general interests
of the University. He has
had an immense influence
in serious matters among the Harvard men, an influence for good well recognized by President Eliot and the faculty. For this reason, as well as the fact that he has proved to be a good teacher, makes them all anxious to return him. If he is appointed, I hope that he will live in the dormitories with the students. I know that he would be anxious to do his best for all sides of the life of the University. I see one way by which...
the expense of such a man might be reduced; it
would be feasible for
Lunet and myself to as-
sist in the prescribed course
in literature, which,

anxious to do, takes part of
the force of English teachers.
If it should be considered
desirable, the required course
for the first year in the
Academic College might be
placed in my charge to
be conducted parallel with
the Rhetoric and English Com-
position. I ought to add
That limit is trained in English. So are an invalid English.

I have written very fully, for I think such an opportunity rare indeed. I do not think that larger offers at any date time would secure such a thoroughly cleared able man—a successful teacher, a high scholar, an earnest and influential person.

Faithfully yours,

Robert W. Herrick.
P.S. Dr. C.C. Everett (a relative of Mr. Lucretia) has urged him to accept an offer from Chicago. Dr. E. has great influence with him, and I think that his opinion has had great weight.

R.W. H.
My dear Sir:

I wish to show my sympathy and respect for the religious services of the University in any way in my power. Unfortunately I have not been able to attend the chapel exercises with regularity, but from this time I hope to do so. I do not feel fitted, however, to offer prayers or to take an active part in leading the services as I understand others of the faculty who attend in such a manner are accustomed to do. Will not my regular attendance at the exercises be sufficient for my students of my interest in the service?

Faithfully yours,

Robert M. Kerrick.

President W. C. Harper.

3 November, 1898.
18 November 1903.

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

My dear Sir:

The amendment to the report of the committee on granting further credit to the subject of English in entrance requirements, namely that a school be allowed to offer a fourth unit of college credit where four years of work in English are offered by the school, presents to the English department of the university certain grave objections. We respectfully call your attention to the following considerations, which among others lead us to believe that the University would be making a serious mistake, if it should accept the proposed amendment to the report of the committee:

1. There are no schools on the list of affiliated and cooperating schools, which provide the equivalent of English 1 and 4c, that is the first two majors work in college English, or the value of one unit. At the most the very best schools accomplish work equivalent to one major in rhetoric, in addition to the college requirements.

2. In many schools which offer four years work in English nominally, one of these years is grade work carried over from the lower grades. It would be impossible to distinguish between those schools that did the college entrance requirement in four years and those that did it in three years, offering additional work in a fourth year. As the amendment reads, it allows all schools that have
TO: Mr. R. Macleay

THE UNIVERSITY OF CONNECTICUT

DATE: November 1966

RE: The need for the study of the conditions of a successful teacher for college teaching

The following conditions seem to be of importance in the preparation of college teachers.

1. A strong interest in and dedication to the subject matter.
2. A broad knowledge of related subjects.
3. Effective communication skills.
4. A good understanding of students and their needs.
5. The ability to adapt to changes in curriculum and teaching methods.

In conclusion, the preparation of college teachers should include courses and training that focus on these conditions to ensure successful teaching.
a four years' course obtains one unit of college credit, irrespective of the grade of work done.

3. The practical effect of this amendment would be to ruin courses 1 and 40 as now given in the university. No school would send students to the university without obtaining full credit in English, namely advanced standing for the two majors above mentioned. Apart from the obvious financial value of these courses to the university, they are among the most profitable the university offers; they are needed as an effective test of the work of the schools. With our present system of admission they are the only means of testing what the preparatory schools are really doing in English.

4. The department requires that these courses be given in a suitable manner, in order that students may be prepared for the more advanced courses. They would have to be repeated in one form or another to fit students properly for senior college courses.

In conclusion, we should like to urge that the schools do not offer proper equivalent for our junior college work in English. Moreover, high school students are not of sufficient maturity to undertake that work in the high school. Further, where advanced work is being done of college grade, recognition is already given by the present system of advanced standing, given by examination.

At the present time in the transitional state of the secondary school curriculum in the subject of English, it would be disastrous to force the schools to undertake college work in English, which is virtually the result of the proposed amendment. The subject of second -
a form which occupies a large part of college credit, instruction.

The projection of this extension work to your

conscience: may or may not have in the universities. We want you to

send your attention to the universities and our present

strategy. We want you to know of the importance of these points to

and the form gives to us, the helpfulness of the

advantages...and many other forms of information that are the only sense of

you...the department of sociology are certainly

enough to the universities and the other colleges.

In conclusion, as anybody may know that if you go

not only proper advantage for our larger colleges, but in the

educational high school adequate use of facilities is necessary. To

not write down the four in the high school. But it is

cannot in any way of college grade. Education is trained. It

be trained to develop the understanding of the

reported association in the purpose of education it may be a

activity the result of the educational movement the spread of 


ary school curriculum in English is gradually coming to a clear settlement. This university has hitherto assisted this movement by its conservative action. By increasing the amount of credit for the subject three units, we have taken another step in recognizing work actually accomplished. By giving college credit for high school work in this subject, we should be placing ourselves in an untenable position, unsupported by the best universities in our country.

Respectfully yours,

John M. Manly

Robert Herrick
committee report:

[Handwritten text not legible]
by their declared rape.

I knew that the rumor of a concealed marriage is absolutely false. I understand that it was started in Chalama by a rather idle and malicious person. I have asked the persons concerned to take great
precisions and hence
arranged not to harm
their meet in the
office & consulting office
hours.

Very truly yours,

[Signature]

Charles E.
The University of Chicago

My dear President Harper:

I had a talk with the young woman yesterday after I saw you. We discussed briefly her plans. She does not want to leave the service of the University next year, and after considering the matter I think it can be arranged so that no legal or unpleasant complication will arise from having her with us. We must, in the first place,
find some suitable position elsewhere for the young man. That will remove him from Chicago. If he is to make a place for himself, he will have to go to some other institution. I shall look for a place for him at once, and I hope that you will help him in mind. I believe that he is admirably fitted for a boys' preparatory school. I'm just both of them wanted to be good people in such a place. Would it be possible to find such a place?
The University of Chicago

We cannot afford to lose the young woman. We have trained her, and we now getting the best results of our interest in her. I think we can cannot to her best succeed another year, as she wants the place, needs the money, and has the best of good sense. We could not begin to fill her place for the salary paid her. Moreover, as I mentioned to you, other changes will occur next year; I don't want to hire a green force.
Will you, then, be good enough to let the matter remain open in your mind for the present? I shall see you again about the work for next year in December, and it can be decided then.

Will you kindly send me a statement of Mr. Dunns account for next year, so I may be able to settle him at once.

Very truly yours,

Robert Herick.
July 26th, 1900.

My dear Professor Herrick:

When I was in New York City some days ago Mr. Brett was good enough to send a copy of your last book to my hotel. I read the book on my way home, and I have been trying to find an opportunity since my return to tell you that I enjoyed it exceedingly. I am very sure that you have done a good piece of work in this book and that it shows growth along more than one line, and that you have every reason to feel encouraged over the outlook for the future. I sincerely hope that you will not permit any of the smaller matters that happen from day to day to worry you, and that you will reserve your whole strength and freshness of heart, as well as of mind, for the work which you certainly have been raised up to do.

Will you please give my kind regards to Mrs. Herrick, and believe me to be

Yours very sincerely,

W. R. Harper
Dear President Truman,

I was impressed at the recent meeting of the National Council. I have been in the service since 1917 and am strongly opposed to war. I am a pacifist and believe that the United States should not involve itself in another war. I believe that the United States should support the United Nations and work towards world peace. I am writing to express my concern about the current situation and to urge you to take action to prevent further conflict.

Sincerely,

[Signature]
My dear President Harpur:

Dean Judson has assigned room in the first floor of Cobb (The Lecture Hall) during the winter quarter to first classes in English literature, without consulting Dr. Mann in the matter. When I called at his office to see if some other arrangement could be made, Dean Judson was extremely curt and peremptory and refused to discuss the matter. Although his action made our work more difficult, and the room assigned is one of the worst for our purposes, I felt that the matter was too small to trouble you with. But as a result of a brief correspondence, Dean Judson changed me much to my letter a "grandly disenchanted" letter — a change that I cannot seem to make without investigation. I have asked him to read my letter to you, and I enclose herewith two letters from him and two letters (from memory) of mine. Although the whole matter
in silly and I am totally at a loss to understand
Dear Judkins, attitude. I cannot allow him to
make this change freely.

Now that the matter has been brought to
your attention, I wish to deny his statements
in regard to the special measures due 13th
caused by the English classes, and to request
that we be given a better room, with appro-
vised benches, for holding the four classes in
question. For years we have used the large
rooms on the fourth floor near our office,
and the change contemplated is, in my opinion,
unnecessary and detrimental to our work.

Faithfully yours,

Robert Hume.
My dear Mr. Judson:

Mr. Lewis objects as I do to the change. He tells me that what he meant to say to you was that "if Mr. Russell were to object, he should make none."

I certainly object.

Very truly yours,

Robert Herrick

2 Dec. 1801.
CHICAGO Dec. 1, 1901

dear Mr. Herrick:

Your note is received. It seems to me very clear that a class which necessity
now more or less irregularly — such as is the case, as I understand, when themes are re-
turned to students, and in the recitation time of night is possible to be in a fair flow
of what was said or what was not said in previous conversations, as each would remember
impressions merely. My new impression was
that from objection to the chapel was in the
main the lack of a blackboard. It seems
that I was in turn in understanding
however, the reason which I have given seems
to me conclusive for retaining the room assigned.

Very truly yours,

A. E. Judson
To dear Mrs. Judson:

I do not care to discuss the matter and have no intention of doing so. I felt that as you had quoted her, Lenin, if it was only guess, it was and to me it stated what he understood that he said.

In attaching the comprehension classes as 6 A, remember our settling with Mr. Hancock and me, you have acted arbitrarily and as far as I can learn from
you have done two to avoid a formal annoyance, one that might have been remarked in a manner of ways.

Very truly yours,

Robert Kermit.
Dear Mr. Hendrick:

Your note is received. As its tone is quite diagnostic it needs no further comment.

Yours truly,

[Signature]
December 20th, 1901.

My dear Mr. Herrick:

I have before me your letter of November nineteenth. May I return it to you and ask whether the matter has yet been adjusted? I have thought that possibly since writing the letter the case has been settled.

Very truly yours,

W. R. Harper
December 30th, 1905

Mr. Clerk:

I have received your letter of

for November nineteenth. May I return it to

you and ask whether the matter has been settled?

that I have your final draft before sending the

letter for your approval.

Very truly yours,

W.R. Huber
Dec. 30th, 1901.

My dear Mr. Herrick:

I am hoping as soon as I return from St. Louis next week to have an interview with you in reference to the matter discussed at our last meeting.

Yours very truly,

W. R. Harper
Dec 20th, 1907

The dear Mr. Hooper:-

I am hoping to soon see I return from

E.O., Iowa next week to have an interview with you in reference to

the matter previously at our last meeting.

Yours very truly,

W.R. Hooper
I do not think to enter into a discussion now. Have no inclination of doing so, as you question me. Demne in support of your position, I thought it just to have and to me to hear what he had to say.

In settling the combination clauses in the first floor without consulting me, you have acted arbitrarily, and so far as I
The learned from you solely
with the purpose of avoiding
a formal annoyance—see
that cannot have been avoided
in a number of ways.

Very truly yours,

Robert Herod.

Dean Jackson.
The University of Chicago

23 Dec 1904

My dear President Harper:

I have just received your letter of December 20th in reference to the matter discussed at our last inter-union council.

I am anxious to see you about this, all the more so as the sections in English assigned to the lectures there are much smaller than the office...
The University of Chicago

I shall be in Chicago all this week, and hence the year will be able to give me a few moments.

faithfully yours,

Robert Hutch.

[Handwritten notes and corrections throughout the document]
28 March 1905.

My dear Dr. Harper:

I have again no less

further letters & concerning the subsis

item of selections from the Bible in

the entrane requirements for

English to be mainly with my

approval of the plan. I think it is an excellent idea.

I think that you are gaining rapidly

at Taborwood. You are constantly in

the thoughts of us all. With sincere

regards, I am.

Very truly yours,

Robert Herrick.
Two Harbors, Minnesota,
October 14th, 1895.

Mr. W. R. Harper,
President, University of Chicago,
Chicago, Illinois.

Dear Sir:—
I have just finished reading, in the current number of "Scribner's Magazine", Mr. Robert Herrick's graphic and sympathetic description of the University of Chicago, and it has fanned into a new and brighter flame my earnest longing for the educational advantages conferred by such an institution.

I am twenty-three years of age and employed as Private Secretary to a Railroad Superintendent. However, as the season of heavy work is only of six or seven months duration, (it being the business of the Road to haul ore from the Mesaba and Vermillion iron ranges to the lake port at this place) I could arrange to leave for the remaining six, or at least five months.

I have no knowledge of the cost which would be incurred, or of the requirements for admission to the University of Chicago, and therefore respectfully ask if you will advise me in regard to the same.

Very truly yours,

[Signature]
Two Harpots, Minnesota

October 14th, 1905

Mr. W.R. Harper
President, University of Chicago
Chicago, Illinois

Dear Sir:

I have just finished reading in the current number of "Science" a moving and sympathetic description of the University of Chicago and its future plans. I am now learning about it from a new and original source.

I have recently resigned as Professor of Education and President of the University of Chicago. My resignation became effective on the 1st of January, 1906.

In the meantime, I am engaged in a new and original source of information. I am learning about it from a new and original source.

I have recently resigned as Professor of Education and President of the University of Chicago. My resignation became effective on the 1st of January, 1906.

In the meantime, I am engaged in a new and original source of information. I am learning about it from a new and original source.

Very truly yours,

[Signature]

October 14th, 1905
President W. R. Harper:

Williams Bay, Wis.

My dear President Harper:

At our last interview you brought up the question of the promotion of Mr. Herrick to a full professorship and I understood that you were personally very favor-able to it. I hope that I was not mistaken and that it will be possible to make the promotion in the next budget. I write about the matter now in this personal letter instead of leaving the discussion of it entirely to the suggestions for the budget because I have just learned that he has received an informal offer from the University of California. He told me of this offer this morning and I urged him to inform you of it immediately. He seemed to feel some embarrassment in regard to doing so, however, and upon my suggestion that he allow Mr. Lovett or myself to speak to you of it, asked me to do so.

I knew that during the summer Mr. Herrick had been sounded in regard to the possibility of his leaving here for California but he distinctly said in reply that he did not wish to leave here, and the present offer has, therefore, come not only without his solicitation but in the face of his expressed desire to remain. This desire he has also expressed to me personally. We have, therefore, I think, every reason to believe that we shall be able to retain him if the promotion which you suggested the other day can be made. I need not repeat to you my own strong desire that we may be able to re-tain him or go into details as to his very great value to the
My dear President Webster,

At our last interview you pointed out the desirability of the promotion of Mr. Hanmer to a full professor. Cordially and wholeheartedly, I assure you that your suggestion has been warmly received. I wrote to Mr. Hanmer to make the promotion in the next budget. I wrote a note to him and I hope that I was not mistaken and that I will not be possible to make the promotion in the next half year. I suggest that we not make any statements and that I will write a note to the minister now in the present letter. I assure you that the historian of this country to the suggestion of the half year.

After the morning and I wish him to inform you of the immediate ready to leave some correspondence in regard to the same. However, my suggestion is to follow these.

I know that during the summer Mr. Hanmer had been employed in the possibility of the possibility of the possibility for California and the Atlanta city to reply that if we had not only without any solicitation but in the face of the ex-press necessity to remain. This necessity to remain is not expressed in the departure of the moment. It has been expressed in the departure of the moment. We have corresponded I think, very recently to the possibility of the suggestion that we may be able to make it the promotion.

With your suggestion the other day can be made. I hear not the least of it as to print the very least notice to the
President W. R. E. 2.
department and to the University.

If you should wish to discuss the matter, I should be very glad to have you appoint an interview at any time. I believe, however, that the value of Mr. Herrick's services to the University is so well understood not only by you but by the trustees that there will be no difficulty in securing for him the promotion which he so richly deserves.

Sincerely yours,

[Signature]

John M. Manly
To: R. H. B.

Department of History

If you are not very busy to please you support my application and
confer favorably on this matter.

I believe, however, that the value of this position to the University is so well understood that you will be able to see that there is no difficulty in
securing you in the promotion which you so rightly deserve.

Sincerely yours,

[Signature]
Nov. 30, 1904.

President Wm. R. Harper

Faculty Exchange

Dear Sir:-

I hope that the present letter will not seem impertinent or uncalled for, and I feel so greatly concerned in regard to the matter of which it treats that I cannot refrain from writing it even if it should be unnecessary.

I have felt that you agreed with me in thinking that we should retain the services of Mr. Herrick if we can possibly do so, and this impression was confirmed by our recent interviews. But I am seriously concerned lest the proper action in the matter should not be taken until it is too late. As I told you the other day, Mr. Herrick seems just now to be suffering from a feeling of discouragement in regard to his work which all of his friends regard as baseless and ascribe to purely temporary and insignificant causes. But the fact remains that he is in this mood of discouragement and that men in such moods are often attracted to new fields of work by the mere novelty of the field. I am sure that if you should now make to Mr. Herrick the proposition for promotion which I am confident you will make it would not only encourage him greatly, but definitely decide him to remain with us. Moreover, although I have had no conversation with Mr. Herrick since I last saw you, I have learned incidentally that he is replying to the letter from California. My great fear in regard to this phase of the matter is that the University of California may make him an offer which we should find it difficult or even impossible to meet. As I told you the oth-
Dear Sir:

I hope that the President's letter will not seem
important on account of your own, and I feel so earnestly concerning
in regard to the matter of which it speaks that I cannot be

I am writing this, as I am anxious to know if you have any time to
I have felt that you would not wish me to think
the effect we should have the assurance of your kind offices
as possible to do so, and that impression was confirmed by our

I am entirely conscious of the recent American
I have to make a note from a feeling of discrimination in the
very much the other day. "It seems just
I ask you to read this paper to the best of your ability
because it is a common statement of a feeling of discrimination in the

If you will report on any of the important cases of discrimination and
the best reports that I can in the cause of discrimination and
if you will report on any of the important cases of discrimination and
are in possession of the facts, I am sure that if you
discrimination and I am in possession of the facts, I am sure that if you
make it worth while to Mr. Herriot the proposition for promotion
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make it worthwhile
er day, Mr. Miller is thoroughly informed as to the salary which Mr. Herrick receives and, knowing as he does that Mr. Herrick last summer expressed himself as unwilling to leave here, he is certain to give President Wheeler such information as would make the offer presented to Mr. Herrick financially attractive. For both these reasons then, it seems to me of the utmost importance that the action taken in Mr. Herrick's case should be taken at once. I feel sure that we were obliged to pay Mr. Moody considerably more than we should if his promotion had come before instead of after the negotiations with California. It seems to me that it makes a great deal of difference in the attitude of a right-minded instructor whether a promotion seems to come freely and as a generous attempt to recognize the value of his work or whether it seems to come only as the absolute need of an increase to retain him manifests itself.

It is only my very strong conviction of the serious loss which we should suffer if Mr. Herrick should leave us that induces me to write this letter upon a matter which we have already discussed, and my further conviction that the action which you will take will be most effective if taken immediately.

Yours very truly,

John M. Manly
er. Er. Mr. Miller to prominently introduce to the faculty of the bankers and merchants of the city. He has been remarkably successful in his efforts to increase the business of the bank.

Dear Mr. Harrick,

I am pleased to report that the bank has made significant progress since our last meeting. The current economic conditions have caused us to reevaluate our strategies, and I am confident that our new approach will yield positive results.

Please find enclosed a summary of our recent activities and a detailed report of our current financial position. I trust this information will be of assistance to you in making informed decisions.

With best regards,

[Signature]

Yours very truly,
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