CROSS REFERENCE SHEET

Name or Subject  McClintock, W. D.  File No.

Regarding  Date

SEE

Name or Subject  English  File No.
My dear Dr. Harper,

I enclose the sample courses in English literature you asked me to make out. I have not finished the table of English studies in our best colleges—where I spoke to you because I could get hold of catalogs good enough. But I haven't examined enough to know that where courses I suggest an improvement of the best and in our department.

I shall be very happy if you will give me wish to do in this line. I have been
I have been thinking ever since I saw you at your conference and decided to write. I am afraid I am not as clear as I would like to be, but I hope you will still command me, and let me know if a part of my gratitude for your frequent kindnesses to me.

I do hope you will get a good man for the job.

My impressions as I spoke to you gathered up, but never in his book and the coming of that man who has been here before me against Mr. Witherspoon. The journals that remained his books in the Chautauqua series said any
end things of them. To such an extent
that Dr. Vinicius—if I remember rightly—was
greatly troubled about it, and talked solemnly of
getting rid of it.

Ask some good au-
tority for an opinion of the English writing in
his book on Greek, or his critical judgment in
his book on German literature, or his delivery
drawing matter, justice in his "The Laws of Men.

Science." I hope you know as well that
I feel no possible matter in this as to Mr.
Milliron except the good of our great expe-
rience. I mean not to mean need this

nothing of him except few their books.

Sincerely yours,

W. D. McClintock
52 Upper Bedford Row, Russell Square, London, W.C.

June 13, 1892.

My dear Dr. Thompson,

Your brother has visited me in his friend Mr. Griffin, and in his application for lunch in Chicago. I am with him twice, and on Sunday we entertained us at dinner and talked with me about his rank and experience. I asked Env. Mulkins about him the I am sorry that Mr. did not know Env. Griffin or know of him. He promised to send me some things about him and let me know it.

Yer brother told me that Env. E. was some thirty eight years of age, and I did not get to see the papers containing his part of education and teaching. But he told me of his studies with
Prof. Mabury of Columbia, Miss, and his experience at University- Ex-terrain. But new printing.

1. It is most entirely agreeable as a man. It is lively, spirited, and entirely sound-natured. I seemed entirely gay from his conversation. Curious and active, "infirmities of noble mind." I thought he would be most agreeable as a fellow-munkone and would fit into any other system. It is of excellent appearance, kindly, and I take it a most bright speaker.

2. It is very dull to be a bore without. Indeed this was the impression I chiefly got of him. He could not talk merely from me of his teaching experiences, schemes of practical work, and methods of spreading knowledge of a subject. It seems he has been a genius for making plans, outlines, charts, and other details for teaching the eye. It is like to work and will do great work there.

3. I was greatly pleased with his talk as to lecturing. From Boston he told me of his plans called "in the photographs to illustrate subject in English literature. They are excellent and explanatory. He has photographed all the places connected with Boswell, Wharton, Byron, Shelley, etc., etc., that are all done, and in giving popular lectures on their lives, and of the best value. Of course all this may occur of no great value in a "library." But they are not of great importance to college work. But he knows what value they are and what an evil. The more than him of both vice and.
the $1,500 at the lettering. I feel sure he can be cured, if it can be done. It is not only a question of his taking Phelps place, why it is an infinitely better man - a man of better training and offensive of unreached extended experience. Whether you can afford to pay him $1,200. While we cannot anybody get for an philosophical and scientific work, it is now than I can say.

4. He has done some scientific in original work, as far as I can recollect, he did not do much in that direction in the later part of his career as we have together.

- My roughly formed judgment then is that he minds add nothing in the scientific, University side of our work, but must make an excellent lecturer in College Phelps. However I believe he would come up in this direction that the work
and place demand on him.

He would be happy to go to these
idea, for the book makes one, once
conspire him, he feels the lack
of "recognition" under which all
brother and teacher suffer.
I hope these notes will enable you
to get a clear idea of the matter.

Sam met Friggs lately, but had
no talk with him. He told me
he had been appointed to a position
in the thing he didn't know exactly what it was.

With all good wishes,

Yours sincerely,
W. D. M. O'Leary


the Extravagant Society does not re-

gard him as highly as your brother
and I do. The Society reports
that he has done only a little work
for them and that "some students
seem to have been liked him very
much; others criticized him very
seriously and spoke poorly of his course.

They also say that the students seemed
to get no special good from Mr. Griffin's
lantan illumination.

Your brother suggests he seems taken
looking into the matter - that the Society
is very keen on young men affording
him work for ideas and that things go
then very well by personal favor.

But I thought it best to tell you
everything I know. So I must ask
you to keep this information for
the society private and confidential.
It is so given here.

Yours,

W. D. M.
629 Livingston Ave
Sunday Night

Dear President Harper,

Accept my hearty congratulations upon the success of your address this afternoon and my personal thanks for the intellectual and emotional satisfaction I received. I

feel sure you have been one of men elevated, penetrating and edifying, but I think them

absent and tenebrous - for I think there is a drop of antithetical

and accosting blood in you.

I am sure you have the elevation with its true significance the essentially democratic constitution for community of scholars, and the true

such an institution has to do for the community. If you have time

you will be interested in reading Woodworth's statement that he

was prepared for the democratic ideals of the French Revolution because he had lived so long in the region of the University when all an

equal and brother. (Deuter. IX. 22, 24)

At one point only would I ask a distinction. It seems to me the University makes for equality and justice, but not love. Thus I believe the

church in its great function and so I know the school can take it place.

As first I am dubious of you as one of the OP former of experience and function for imparting the proper necessities of society. Are you

explaining me. It seems hence al

most an ideal statement of the moral forces of a democratic uni-

versity, the scholar, the teacher and admin-

istration are - shall we say the un-

dersculpted function - the provider,

evangelists, who is to come out of the university idea.

The theologian

and you enthusiastic you good

counsel to start your work so that

our mission is teaching and proclaiming rather than rebel. cordish and philosophy. You already

know that the system to achieve ur
lending up as now he has its approval and seemed almost worthy of the latter class. The other thing argued as mainly “popular” and superficial. This is fine and good as the summary of the University. for all the phases of effort. I hope with you to see our schools grow to teach, influence, understand, embrace, guide all the phases of public life. But we, men can do is to begin ethical, ascetic, contemplative scholars.

Nor if in equalifying justice, we can only add the spirit of kindness, sympathy with the poor, consistent and unselfish love—then aided we become Democracy’s guide by becoming her model.

Your address during a large audience, lends it to the forum with great respect and good wishes.

Yours sincerely,

W. MacAlister
REPORT OF THE TEACHING OF ENGLISH
IN SOME AMERICAN COLLEGES.

I have visited the Johns Hopkins University, the University of Pennsylvania, Bryn Mawr College, Columbia College, the University of the City of New York, Yale, Amherst, Columbia College and Harvard University. I find that great changes in theory and practice have taken place in the last ten years. These changes consist chiefly in:

1. The expanded study of the English language. It has been put into its connection with Indo-European Philology, and especially in its connection with the comparative study of the Teutonic languages. The study of Old English has been made especially prominent, and much attention is being devoted to the transition stages of English down to the Fourteenth Century.

2. In the abandonment, on one side, of the mere textbook history of English Literature, and the substitution of the Literature itself; on the other, the expansion of the old, purely aesthetic view of Literature by the historical and comparative method of work.

In all our good schools the English language is now covered in its entirety, and the development of English Literature, with prescribed and elective courses, is offered to students.

I find in the next place that in all the Colleges except Yale, the entrance requirements are those of the New England Commission of Colleges; but I find that this standard is not highly respected and is freely
I give notice of the opening meeting of the University.

[The text is not legible due to the condition of the page.]
modified by the individual institutions. This lack of respect arises from the following causes:

a. Too many books are required to be read.
b. There is no uniformity on the part of preparatory schools in what is to be obtained by this reading, owing to the fact that the colleges in their questions have no single idea.
c. A frequently expressed feeling that nothing can be done in literature in the lower schools until our educational system has been worked over and unified.

On these accounts the teachers in general expect very little from this entrance requirement, and the literature simply furnishes a short story or description for a piece of writing. This standard of admission needs to be perfected by a uniform idea of teaching in the lower schools, or by the publication of each individual college of what it wants the student to get from it. In this matter the University of California stands ahead of all institutions owing to the work of Dr. Cook while Professor there, and the publications he sent out, and the teaching he personally did among the lower schools.

I find in the next place that the work of English Language and Literature is divided in the Colleges and in our institutions into: (1) prescribed under-graduate work, (2) elective under-graduate work, (3) graduate instruction.

(From this on I confine myself to the teaching of English Literature, and neglect that of the language.)

In something more than half of our schools English Literature is prescribed for all under-graduates. In the other half it is elective, generally after the Sophomore year.

(1) As to the prescribed work there is great variety of opinion and requirements. In general, it may be said that the students are asked to get a general outline of English Literature in its history, but this
history obtained from the writings themselves. Then some one author or period is selected for special work. The method of taking this general course and these special authors varies so much that no uniform statement can be made of them.

(2) As to the elective work, everything depends upon how large the faculty in English is. Where it is small very little is done, though generally some effort is made to give students who choose English as a specialty a more intimate knowledge of some author or movement. Where the faculty is large, as at Harvard and Yale, many courses are offered, the exact character depending upon the temper and line of specialty of the instructor. As to the instruction itself, I find that it varies between three different ideas:

a. The historic and scientific idea of literature as understood by the Germans.

b. Pure Belle Lettres, as the practice among our older American schools.

c. In close connection with the language either as Philology or as Rhetoric.

(3) As to the graduate instruction, it may be safely said that not much real advance has already been made, though much is just ready to be made. I should say that the Johns Hopkins alone have already accomplished much very genuine graduate instruction owing perhaps to the presence in that institution of so many advanced students. It seemed to me, as I went about, that the teachers found it hard to make graduate instruction in literature easy, on account of the fact that literature is not so easy a matter of discipline as language. Advanced investigation in literature requires so nearly a special talent that teachers cannot depend upon getting it as a result of long discipline. The problems to be solved in Literature differ radically from those to be solved in language, and
the problems in language seem so much better suited to doctorate dissertation that the tendency among all the schools is to encourage the advanced students to take up Philological and semi-Philological problems. I am sure that the institution which first offers a full course of instruction in Philology, Rhetoric and Literature will stand at the head of this teaching in the United States. There is at present none in which these three phases of the subject are fully organized and taught with equal enthusiasm.

An English Department today must be organized as follows:

ENGISH DEPARTMENT.

I. English Philology, including
   b. Teutonic Philology.
   c. Old English.
   d. Middle English.

II. Rhetoric and constant practice in the writing of English.

III. English Literature, including
   a. The historical department of English Literature.
   b. Some knowledge of the principles of comLarative literature, and the influence of other literatures upon English.
   c. A large course of electives in special authors, movements, and phases of work.

The practice of the Department of English ought not to be biased towards any one of these, though I feel that it would be found that practical graduate instruction will be easiest conducted at present towards the line of English Philology, though it is just now open for the
The situation is urgent: keep the paper safe to
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be your responsibility. No replacements will be
offered. Please take necessary precautions to
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The urgency is heightened by the fact that
the information is critical for the success of
our project. Any delay may result in significant
consequences. Therefore, it is imperative that
you proceed with utmost caution in handling
this document.

If you have any questions or concerns,
please do not hesitate to contact me. Together,
we can ensure the completion of this task.

Thank you for your attention.

[Signature]
teachers of Literature to make their department a genuine graduate discipline.

These three phases are candidates for the interest in English and it must be confessed that the teachers of the subject are very free in their advocacy and in their denunciation one of another. It is found that the study of Rhetoric is much discredited among the newer instructors, the feeling that Rhetoric as taught ten years ago was a failure; but I am sure that the practice of Amherst and Harvard with their new ideas in Rhetoric should demonstrate the unreasonableness of this opposition. There is also strong protest heard against the bias for Philological teaching, especially outside of the department of English itself, and for the next few years there will undoubtedly be a great growth in the study of literature purely as an art. But the greatest institution will be the one that recognizes all three and gives each its fullest development.

There are enclosed three tables: (1) showing the conditions of entrance among the schools at present, (2) showing the prescribed studies for the Bachelor degree, (3) giving examples of the courses elective to under-graduates, (4) a partial showing of what is attempted for the present year in graduate study.
My Dear Dr. Harper:-

I am sorry that I have to write you that the student, Mr. Pooley, is again in trouble with Mr. Herrick. It is a matter now, I think, which should go before the administrative board, but, since that does not meet again this term and this matter should have immediate attention, Mr. Judson advised me to refer to you. I think that Mr. Pooley will call to see you and state his own case; but I put it as it strikes Mr. Judson.

1. Mr. Pooley feels that all the quarter, and none the less since the disturbance we had about it, Mr. Herrick has persecuted him: That he has unfairly criticised his exercises; that he has held him up to scorn in class, and, in general, has shown him a spiteful spirit in caring for his work.

You know that Mr. Herrick claims that Pooley is an exceedingly poor student, and does not adequately try to do his exercises, and is very sensitive and rebellious. The truth is probably in an intermediate ground. I believe that the fellow does feel that he has been trying to do his work faithfully. You can see that he is an untrained man and perhaps one who will never take on adequate polish. He is also exceedingly sensitive, inclined to see persecution where there is none, and to interpret small bits of criticism as something personal to himself.

2. He confesses to me that last week, in order to test for him-
self whether Mr. Herrick was treating his papers unfairly, he concocted a trick. He got a friend of his, whose name he did not wish to mention, to write a theme with him, or perhaps mostly for him. The two had been reading a life of Wendell Phillips and the theme showed evidences of an ability to write much superior to Pooley's and probably either quotations or very considerable reflections of this book they were reading. Pooley states that they wrote the theme together, but also confesses that the friend had more of a hand in it than he had.

3. He sent the theme in, where, of course, it was at once discovered. Herrick made it a basis for a long talk to the class on the subject of plagiarizing, and, I have an idea, handled the matter "without gloves." He came down at once and told me and Mr. Judson that he was sure that Pooley had cribbed the theme and wanted to know what he should do about it. We put our heads together and advised him to have a talk with Pooley to get a confession from him if it were true, and to see how he felt about it. I felt myself that if it had been one of my students, I should have done everything possible to solve the matter as between me and the student and the class. This Mr. Herrick agreed to do.

4. Herrick called Pooley up the next day and had a talk with him. Even the latter quotes him as saying that he was sorry the occurrence had taken place; that he had been trying to help him through the course. But Pooley had maddened the day before by the instructor's denunciation of cribbing and was recalcitrant and even impudent. He said to Herrick that it was none of the latter's
THE COLLEGES

Head Dean
HARRY PRATT JUDDSON
The College of Liberal Arts
ALBION W. SMALL, Dean
The College of Literature
WILLIAM D. McCLEMENT, Dean
The College of Science

THOMAS CHROWDER CHAMBERLIN, Dean
Dean (of Women) in the Graduate School and the Colleges

ALICE FREEMAN PALMER
Dean (of Women) in the University Colleges

MARION TALBOT

THE UNIVERSITY OF CHICAGO

WILLIAM R. HARPER, President

CHICAGO
business where he got the theme and refused point blank to confess to any wrong-doing.

5. The next day, Herrick asked him to leave the class.

Mr. Judson and I have talked the matter over carefully and we both feel that Pooley was even more than wrong in this trick he tried to play and in the impudence he showed to his instructor. We also feel that the matter is complicated by the fact that Herrick has undoubtedly shown some spirit of bitterness toward the student. You remember that the Board sent Pooley back to class in order to vindicate the law that a student could not leave a class without the consent of the dean and the instructor. Herrick has not hesitated to say several times that he did not want him in the class. I cannot help feeling that he has, from the beginning, made the fellow too much of a target for sharp criticism, though it is true that Pooley's name was never called out in class. I wish that we could have got hold of the matter early and by mutual consent, transferred him to another class. It seems to me evidently a case where the advice of a third party is necessary in order to get at the truth of matters. I shall think over the matter over night and if you care to see me to-morrow, send me word about it.

Regretting deeply that I am obliged to trouble you with such a matter,

Believe me,

Sincerely yours,

W.J. McLean

Ms. Blintock
THE UNIVERSITY OF CHICAGO

WILLIAM R. HARPER, President

CHICAGO
Dctd to R.

CHICAGO, Dec. 16, 1896.

My dear President Harper:—

I enclose the sonnet by Miss Monroe which you said you had not seen. While it is not extraordinary it is more than fair. It is in any case a document which should go into the archives of the University and Miss Monroe should be honored for it. May I ask you to return it when you have read it?

I had an important lecture engagement on Saturday before the teachers of Cook County at ten o'clock. I could not get them to put it on any other day. Consequently I missed the meeting of the Junior college faculty which adopted the scheme of lectures for divisions. I am sorry that the committee so modified my scheme as to leave out a distinct section from what I had called Manners and Morals. It seems to me an indication that our young men are willing to talk about any formal and material thing but flee from any teachings of the conduct of life for young people.

In the second place I do not like some of the modifications inserted by Mr. Vincent. I am one of those who protest against the assumptions of the department of Sociology as being the one coordinating and universally solving section of the human studies. This, perhaps, is a merely personal matter but I do not like introducing into the lectures of Division III. and II. all the terms of society. I prefer very much that the lectures should be entitled in the printing of the Suggestions simply as lectures on Economics, as lectures on Law and Politics, as lectures on History,
To: Mr. [Name]

From: [Name]

Date: Dec. 10, 1909

Dear Mr. [Name],

I appreciate the courtesy you have shown in writing. While I am not in a position to make a definite statement at this time, I believe the creation of a University within the borders of the United States would be of great benefit. It is to my mind a concept that merits further consideration.

I have been in communication with various educational institutions regarding this matter. I am informed that the committee is meeting on the campus of [Campus Name]. I cannot get there to attend the meeting, but I will do my best to ensure that the committee is apprised of my position.

I am sorry that the committee is not aware of the initiative taken by [Name] of the [City] College. I am one of those who supports the establishment of a University in [City].

I am also interested in the Department of Sociology and have a great deal of respect for the faculty and students. I believe the University would benefit greatly from the presence of a Department of Sociology.

I look forward to hearing from you on this matter.

Yours sincerely,

[Name]
and especially as lectures on Language and Art. Mr. Shorey should object entirely to the wording of his topic. It would be much nearer the truth to speak of literature and art as products of the individual life. Again, I wish to suggest that you proceed slowly in asking Mr. Angell to give lectures on the mental sciences. I have a right to speak of this strongly because I am so deeply interested in the young people of our institution. I have talked enough with Mr. Angell to believe that while he is a very bright young man he is somewhat cynical and often flippant. I do not believe he has lived and studied enough yet to be a large, sane man that should talk to the students about psychology and ethics. Of course it will be very difficult to get a man to do that but nothing is more important in the whole scheme.

Finally, I do not need ten lectures for Division I. I feel sure that five or at the most six is all that can be used with profit. I speak my mind out thus frankly to you. I think we should all express our minds pretty frankly when there is danger of the students not receiving the best the institution has to afford.

Yours truly,

[Signature]
CHICAGO,

May 6, 1901

Mr. H. [name]

I am sorry that I could not write sooner. I have been very busy with my studies, but I am eager to hear from you. I hope things are going well for you. Please let me know how you are doing.

I recently heard that you are going to be moving to a new city. Do you have any plans for your new residence? I am not sure if you remember, but I mentioned that I would be moving to a new city as well. I am not sure if I will be able to come and stay with you. I am planning to stay for a few weeks, but I do not know for sure.

I am very excited to hear from you and to hear about your new city. Please let me know if there is anything you would like to discuss with me. I am here to help you with anything you need.

Yours truly,

[Signature]
My dear President Harper:—

I have read carefully this letter of Mr. Bray with the contents of which you may know I had long been familiar. For three years I listened to Mr. Bray's defence of himself, his aspersions of our faculty, and of the whole world that is set to train and discipline and make accurate the young mind. At the same time I was hardly prepared for the literally horrible misrepresentations of this statement to you. I find myself so dazed and so indignant that an answer doesn't easily come. I content myself therefore by saying quietly and broadly my final statements concerning Mr. Bray, and by pointing out a few misstatements so without excuse as to render Mr. Bray entirely unworthy of at least my patience any longer. As to the latter:

1) His statement that Miss Bowen was given her examination at separate times and as she chose, to take it is absolutely false. We have always followed the practice of giving the student a written examination allowing them to take the papers to their private rooms or into the English rooms as they pleased. Mr. Bray was permitted to do the same thing. We did permit Miss Bowen to take her primary and her secondary examination at different times. This was then regarded as nothing exceptional though I myself have become convinced that such a splitting of examination is a mistake. The implication that Mr. Bray draws that he was treated in a manner different from the others is a deliberate misstatement and an insult.

2) The statement that in the examination catch questions were given and in the oral examinations this question of the phrase occupied between a third and a fourth of the examination is an unmitigated prevarication. I set these questions myself and I should estimate
that not five minutes of the three hours of examination was occupied with the point orally. Moreover what he seems to call an unknown and minor point is to-day discussed in every text-book of Rhetoric, and elaborately discussed in introductions to criticism. The doctrine of Flaubert, which Mr. Bray didn't know and here feels unwilling to learn is discussed at length in what I should call the second best-known of all modern English critics, Pater's "Appreciations", used daily by students of English. If you have read at all closely, what Mr. Bray says he could not find, on page 4, on page 5 he says he doesn't believe in.

3) On page 2 of this letter he says that he became "deeply interested in the subject of literary criticism. Soon I drifted into a study of the changes of meaning that have taken place in the chief critical terms that occur throughout the history of criticism". This would give you the impression that this topic grew up originally out of his own studies. This is perfectly monstrous. It was in my advanced class in the History of English Literary Criticism that Mr. Bray got his whole start; his point of view, his interest, and his subject. I brought this theme home with me in 1892 from my study in England. I had used it before classes many times. Mr. Bray took it directly from my own lips. In order to show you just how trust-worthy he is let me quote from the Preface to his book which now lies in front of me: "

"The present investigation grew out of class work in criticism in the University of Chicago. It was found that the study of Criticism was vague and uncertain as long as the terms were left undefined, about which as pivotal points the critical discussions
usually turn. Professor William D. MacClintock suggested the present undertaking and has aided very materially in its prosecution. If you will ask you will find that Mr. Carpenter, Miss Reynolds, and Mr. Lewis knew about my hobby on this subject and regarded it as a misfortune when I allowed Mr. Bray to take hold of it for development.

4) At the bottom of page 5 of his letter he says that this book is "almost ready for publication at Harvard University". This last statement is a good illustration of Mr. Bray's dishonesty and shiftlessness in statement. The fact is that the book is being brought out at Mr. Bray's expense by Silver, Bourdeite & Co., and is being printed merely at the University Press, John Wilson & Son, Cambridge, Mass. Because this is called the University Press Mr. Bray is giving the impression that the work is brought out in some connection with Harvard University. I cannot imagine anything that would give "Harvard University" such a shiver as to become in any way responsible for our poor friend.

Now as to the matter in general let me sum it up by saying:

1) I believed all along and believe yet that Mr. Bray had many abilities and in some ways I found him almost brilliant. But he was positively incapable of being trained or disciplined, by which I mean he would not learn what others knew, he would not take anybody else's point of view, or suggestions. He was naturally one of the most conceited men I ever met. He had no sense of limitations, of faults, and he regarded himself from the time he entered this institution as entirely equal to any other man he met unless perhaps Mr. Dewey be excepted. In the next place he had one of those hopelessly uncultivated temperaments which resist personal
and social manners and customs. He had no capacity for it and he
resented it as mere formality. The consequence is that he, to-day an
especially uncultivated country boy. He speaks bad English and
he writes worse. His letter to you is full of grammatical and
rhetorical poor English. I firmly believe that if he had only had
the ordinary student's willingness to submit himself to the train-
ing of others, if he could have ever taken the point of view of
learning instead of originating and what he called "creating" we
could have made a success if our attempt to train him.

2) He was especially difficult to handle because from his en-
trance here he attributed ignorance and bad motives to nearly all
of us. It might seem from his letter that he had formed these
judgments of us at his final examination but he had them early in
the course. All this childish quibbling at Mr. Shorey and the
class in Ancient Criticism he attributed to bad motives on
the part of his instructor and his fellow students. I heard it at
the time and many times have contended with him as to his mistakes.
These are the characteristics of a mind essentially poor in its
experience. He attributed to all of us mere personal dislike and
spite as the reason why he was not put forward and graduated. I
tried to show him many times that this dislike of ours was founded
on disapproval of his work, but he never saw it.

3) This book which he says was not worked over and examined
was carefully, painfully, thought over by me. I don't believe now
that it is a great book because it was not greatly worked out; but
as far as the plan and idea of the work is concerned it was care-
fully considered by me and I communicated my judgements of it many
times to the other members of the faculty.
CHICAGO

The President's Committee on Economic Security and the National Industrial Conference Board have come to the conclusion that the Federal Government should undertake a comprehensive program of public works. This is based on the hypothesis that the Government will finance a major part of the cost of the program, the rest coming from private sources.

The committee believes that there is a need for a large-scale public works program, not only for the economic stimulation it will provide, but also for its social benefits. They suggest that the program should include the construction of roads, bridges, schools, hospitals, and other public facilities.

The committee recommends that the Government should provide the funds necessary for the program, with the private sector contributing the remaining portion. They believe that this approach will ensure the long-term sustainability of the program.

The committee also suggests that the program should be implemented in stages, with each phase building on the previous one. This will allow for careful planning and execution, ensuring that the program meets the needs of the community.

In conclusion, the committee believes that a comprehensive public works program is necessary for the economic and social well-being of the nation. They urge the Government to take immediate action to implement such a program.

[Signature]

Chairman, President's Committee on Economic Security

[Date]
4) The examination was planned and conducted with the greatest care and openness. It is true that from the beginning the majority of our English faculty didn't believe Mr. Gray could pass the examination. To this extent they might be called prejudiced against him. But as far as the chance for him to disprove their conviction and to win in an open display went, there can be not the slightest doubt. What he failed on in the examination was exactly what he had failed on in everything else - accuracy, a wide substantial knowledge, steadiness, and literary culture.

Yours truly,

[Signature]
CHICAGO

[Handwritten text not legible]
My dear Mr. President:—

In the matter of the new dean, a word.

As I read over our faculty the following occur to me as attractive from my general knowledge of them,—

Abbott
Hendrickson
Miller, A.C.
Sparks
Vincent,
Breasted
Lovett
Kern
Damon.

Of these you will know at once reasons why a majority of them are unavailable.

I should by all means choose Vincent first. And I wish he were not so engaged in Chautauqua work that he could not be employed. He is especially fruitful in all matters of plans, devices, schemes, for administration, and he would be charming in consultation.

I wish Abbott had the strength for the work. You already know his quality, however, and I doubt not would appoint him if there were not good reasons already in your hands. The rest of my preference is, first, for Breasted. I cannot be said to know the man well; but the contact I have had with him makes him appear to me excellent material for a dean. He seems to me attractive personally and would be good in consultation. I have thought he was especially
orderly and effective in the work he has to do. And, finally, he can speak in public. This last I consider important if not essential in a dean.

I myself should choose Damon even before Lovett. I think you have a higher opinion of Lovett's work than perhaps I have. I agree with you at one point, however, that his ideals of character and behaviour are very high. We certainly need a dean who has the conception that his office is not merely that of a desk administrator. But I have always found Mr. Lovett somewhat unclear and a bit "messy". I should summarize it in saying that he was not very effective. He is especially timid and without force in quick consultation. I should say that a dean should be master of himself and able to speak and act quickly, though always with dignity and consideration. Furthermore, Mr. Lovett makes a poor impression as a public speaker. Indeed I should say he shrinks from it at all times.

These notes I fear are not very helpful but they are well considered. I hope they may help to participate your own wider and better judgement.

Sincerely yours,

W. D. MacClintock
CHICAGO

Mr. L.R.

I am sending you a copy of the letter I wrote to Mr. H.L. about the matter of our company's contract with the government. I hope it will be of help to you in making the necessary arrangements.

I understand that you have been working on this problem for some time and that you have already taken steps to resolve it. I am very grateful for your efforts and hope that we can find a solution that is satisfactory to all parties involved.

I believe that our company's interests are best served by finding a mutually acceptable solution. I would appreciate it if you could keep me informed of any developments in this matter.

Thank you for your attention to this matter.

Sincerely,

[Signature]

[Date]
February, 14th, 1901

My dear Mr McClintock:

The question of consolidation of the Blaine Institute with the University of Chicago is at the point of decision. One element has come up which I had not expected, namely, a strong apprehension on the part of Colonel Parker that there will be many men at the University in high position who will be disposed to criticize the consolidation and be entirely void of sympathy in the matter. He has in mind one or two men whose names I need not mention.

I am writing to ask you to prepare at once and send to me if you are able to do so a letter addressed to me in which I should like to have you make the strongest possible statement you care to make of your interest in the proposed union, of your belief in the wisdom of it and your willingness to render assistance in such ways as it may be possible for you to do so.

I am anxious to convince Mr Parker that there is a strong sympathy here for the line of work in which he is engaged and which after all is exactly the work we have been trying to do in the elementary school under Mr Dewey's supervision. If you will write this letter and send it to my house this evening or to the office tomorrow morning be-
Dear Mr. McLintock,

I believe it will have much more importance to me to be a most important education.

Fors half past nine, I shall have my satisfaction of the connection of the present with the University of Chicago, as at the point.

In the end, the University of Chicago is at the point in the connection. One of whom I have not excellent mental health, and some of whom will be many more.

Both these will be disposed to contribute to the connection. Some will be disposed to contribute to the connection, and some to contribute to some in the connection.

With one or two exceptions, I would not mention.

I am willing to say you made it a pleasure to one and another.

I am willing to say you are able to go on a letter, regarding to what I am afraid. I have been at the point.

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I am af
February, 14th, 1901

Mr. McClintock,

in the fore half past nine, I shall regard it as a great favor and I believe it will have much influence in settling what seems to me to be a most important question in the interests of true education.

Hoping that you will make the statement as strong as you feel inclined to do and that I am not asking a service of you which you would not wish to render, I remain,

Very truly yours,

W. R. Harper
June 2, 1908

Dear Mr. MacClintock:

I am not at all sure that this is going to reach you before you sail. Your favor of the 10th came duly to hand and was read with much interest. I am glad to know that the expedition was successful and hope that you will be able to supplement it by a very prosperous visit to other places. You will have learned by this time that the Chicago appointee to the Japanese Expedition is Mr. Skiff of the Field Museum. Everything here is doing well. I have no doubt your brother has already informed you that he took the examination for the consular service in Washington and passed at the head of the list, which gratified us all very much. We see Mrs. MacClintock occasionally and she and the family seem to be entirely well. There is nothing new in the University of which you have not already been informed. We are hoping for a pleasant Convocation. Professor G. H. Palmer gives the address. The bells in honor of Mrs. Palmer are to be dedicated. With sincere regards and best wishes, I am,

Very truly yours,

Mr. W. D. MacClintock,
\% American Consul, Yokohama, Japan.

H. P. Judson
I am not at all sure that this is going to

learn how to handle the files come any

time. I am trying to know how much

the stock of the necessary and hope that you will write to

supplement if it is any peculation and to other questions. You

will please send me the name of the Chicago company to give

information in the Kino to the stock. How many I have no doubt you know the company and

there are not many. We see the McKeego correspondence and

we find the family seen to do anything well. There is no mention

the University of which you have not already been introduced.

The purpose is a pleasant conversation. Professor G. Fenton

writes the letter to Mr. B. Carter. The letter to the one who has to do

reforestation. With sincere regards and best wishes, I am,

very truly yours,

H. F. Judge
Dear President Judson,

You will be glad to hear that we arrived safely on the 29th March. Dr. Resor said he asked us to come early to be sure we were here in time and to give us a few days for acclimatizing and seeing Manila. The cause I think kept us a week later and we came in good time.

The voyage across the Pacific is an immense experience - long, long soft idle days, with a decided letting down of energy; a tendency seemingly to lose one's memory of all times and the world being a real place of worth. Hilo is delightful - a strange, peaceful at least of this island. I was delightfully entertained by Mr. Mead's people - the Cantlers. They have much talk of financial depression, of hoping that we could justify the Island and develop. Ask Norton. I wish recent
Meets who had studies at Chicago. This is
something I am glad to enjoy just that Chi-
icago students an any other.

We had six fascinating days in Japan at
Tokyo, Kobe, Nagasaki. At Tokyo we saw
the Clements and Mr. Fisher. Old Chicago men.
At Kobe I was in a week 3 friends and old
students. I can read an all too the
Methodist Conference in the United
Methodist of Japan. From I met at least
the persons who had studies with us. The
plum trees art in bloom, and we had a gro-
urn on all day of the great Fuji—a sight
that pays me up the trip. We heard talks
anywhere about business depression, the de-
oping of the American market, goods shits
up in Yokahama. Everybody alike said that
not talk was entirely an American affair—
then was done in Japan. They reflect the
timely strain on the country by the war with
Russia, the especially how strain more on
the war debt, the anxiety of the people for
peace. But I judged that in Japan is in
any difficult of the people can to find me
while the government intends to do. They
take what is given then and help. I even
still can hear a good deal about the new
Department of Public Instruction.
Bureau of Education.

"Apprentice," a new edition of the government policies especially for this year's new budget. And evidently, progress is in full bloom.

I live in Manila long enough to know that Manila is near the Philippines, the white man in America in often considered thin so that the Filipinos make an unequaled record, and he be enthusiastic on many things. My countrymen have done here.

I have attended some sessions of the assembly, certainly a dignified and serious body of men. Of course, we couldn't escape the feeling that it was all a bit academic and play-like. The feeling here among Americans is that they are doing all that might have been expected, and will gradually find plenty of work to do at besides talking independence. To me, next nearest of the men—let feel sadly lost in not being able to speak Spanish.

The men are excellent, chiefly by educational people, and have much money.
Some more. If only the United States had voted a few million a year for ten years for education, had simply given the thing quietly so as to get a medium of communication in the whole islands, we should have seen quickly than any other way be justified in bringing her and showing all we are doing, the train of education in English, as in the province, in the little boards schools, in something surprising.

He had a meeting of the Chicago Alumni Club last week - came 25 persons. He was a college talk at the Club. He talked about the people of what America is to be here.

Of course, the American system opinion among the Americans is that we are going to stay here, develop our power and go on with autonomy we our independence. But this is probably due to the fact that only America seems with the view come in stay here.

It must seem clear that if we are elected and fall and in the hands great some tariff reduction and a few “right” laws, this talk of independence would simply die out. Of course, declaration of policy may be asked for by manipulation, but
DEPARTMENT OF PUBLIC INSTRUCTION.
Bureau of Education.

this will be all. But you will quickly
say that I am no right to en this sur-
vice — being him so about a time him am
not so few people. You are right — the only
justification for my being here the night
at the center of opinion him am our you.

You will see from this little paper that we
go off and to Rogers in California. Also
such is entirety of the American teachers.

Chicago appears longest — so many &
the teachers have rested with us.

I think you know all of us who came
Josie Burke, was the only one here to take a
degree at Chicago — being increased one in June 1893.
He later took his Ph.D. at Columbia. Ely M.
Roberts, of D. California was with us in 1895 — I
think — coming from Minnesota. He later took his
Doctor degree at Harvard.

Now I write a weather in which I
for you Condemnation. For in which I am a
active axim & duty. I hate as you do, growing
towards dealing. I hope this will
serve to you well.

Alas! told me some
oars a spoke of it as a first table in
Tokyo that he was an active candidate for
a Commission ship to the French Exposition
of 1902. He there was an influence more
marvelous of him. I was not in at all
in President's care. What represented in fact
in Japan? It would be marvelous. I am angry
that he should dream of it. Of I mean knew
any man who hated, misrepresented, and mis-
judged his country more than him. Then an elab-
orate and - and I have plenty of specific justi-
gation. His bad manners, careless gloss-
ness and studied eccentricity - an enough to
make it all? As a great man, his attitude
shows his country and its policies visable make
it a crime. He is - I mean, thinking only
of himself in the matter - since he wishes
to spend a year in Japan. I believe you
would never recommend his appointment, but I
feel I simply must write to strengthen your
instinct in the matter.

She is a gentle

wonderful collector - a man who wishes to be
his in the field among primitive peoples. It
is a great man among the simple folk. He is
socially, philosophically, as a representative of
cultivated civilization - firm. 

Arm I am
in writing plans for a callage. At least it is one
man great.