April 15, 1925.

President E. D. Burton,
University of Chicago.

My dear Mr. Burton:

I have been going on the assumption that Dr. Lingle retires at the end of this year and have made provisions for a man to assume his work and other work in the department beginning October 1st, but I understand that the matter of Dr. Lingle's retirement has not yet been decided on, at least so I am informed by Mr. Tufts. I hope therefore that this matter can be decided without delay since the time is drawing near for definite arrangements for next year.

Sincerely yours,

A. J. Carlson.

A. J. Carlson.

AJC/H
Dear Dr. [Name],

I have been giving some thought to the resignation I submitted last April. At the time, I was under the impression that my position as a professor at the University of Chicago would be secure for the foreseeable future. However, it has come to my attention that my position may be at risk. I am writing to express my concern and to inquire about the possibility of my continuing to serve as a professor.

I have always taken pride in my work at the University of Chicago and I believe that my contributions have been significant. I am committed to contributing to the academic community and I hope that you will consider my service to the University.

I look forward to hearing from you soon.

Sincerely,

[Signature]

A. J. Gelman
April 23, 1925. substitution

of a younger man might be to the immediate advantage of
My dear Mr. Carlson:

the department, this would be in my judgment dearly purchased

Replying to your letter with reference to the

at the cost of the creation of the impression that the Uni-

retirement of Mr. Lingle, I find in my files a letter

versity did not take seriously its understanding with its

written by under date of June 13, 1923 which contains the

faculty, that the minimum age at which a person who has full

following paragraph.

stated the requirement for retirement may be required to

"Mr. Lingle is not inclined to retire this year,

retire

although he said he would retire if we insisted

upon it. He feels that his affairs and plans

will be in such shape that he could retire at the

end of the year 1923-24. I advised him to con-

consider that seriously, and explained that he will do the

retire at that time without any special pressure."

explanation is that experience has deepened my sense of the

Though I have no further record in the matter

University standing by its agreement and all the implications

I judge that no suggestion was made that he should retire

thereon.

in June 1924 because it was decided to ask all those who

were retireable at that time to remain until June or Sep-

ember 1925, and it seemed inappropriate to make an ex-

ception in his case, he not being yet of retiring age.

Mr. A. J. Carlson,

The University as much as you had the latest conversation with

him may I ask if it would be practicable for you to approach

him again with inquiry as to whether it would be agree-

able to him to retire in June, accepting the retiring allow-

ance which would be due him in the event of his retirement

two years later in accordance with the statute?

I do not think that it would be expedient to assume
My dear Mr. Carter,

Explaining to your letter with reference to the

reirement of Mr. Finley, I find in my file a letter

written by your gate of June 3, 1925, which contains the

following paragraph:

"Mr. Finley is not otherwise to retire this year.

According to a memo, he was to retire in June 1925. I am

now in receipt of a memo from the Secretary of the

of the month of May 1925. I am writing this note to

confirm that, according to my records, he will retire

on the 1st of June. If this is not the case, please let

me know.

Since I have no further record in the matter,

I take this opportunity to make sure that the proper

records are updated. In June 1925, because of the

departure of Mr. Finley, the department is expected to

experience a change. It may be necessary to replace

him with another employee. Please keep me informed

with any information you may have and the facts connected with

this matter.

May I ask if it would be permissible for you to accompany

the Secretary to the meeting in June, and to attend the

reirement ceremony?

I agree that it would be good if we were at the event at the retirement.

I do not think that it would be expedient to receive

two notice letters in accordance with the statute.
an attitude of demand or requirement. While a substitution of a younger man might be to the immediate advantage of the department, this would be in my judgment dearly purchased at the cost of the creation of the impression that the University did not take seriously its understanding with its faculty, that the minimum age at which a person who has fulfilled the requirement for retirement may be required to retire is that of the statute, namely 65.

This may seem to you to represent a different attitude than that which I took two years ago. If so, the explanation is that experience has deepened my sense of the University standing by its agreement and all the implications thereof.

Very truly yours,

[Signature]

Mr. A. J. Carlson,
The University of Chicago.
as an attitude ofCameon or conductment. whereas a contemplation
of a hundred men might be to the immediate advantage of
the government, the money by which the government
is held up to the consent of the people is the most
unjustifiable. And we find that the introduction of the
importance of the Federal Constitution by the terms of
the agreement, and not by the character of the agreement
with the United States, does not take advantage of the
advantageous influence of the United States. The
time that is now in which a person who has not
recently been the representative of the
Federal Constitution, and is now endeavoring to
secure the Federal Constitution may be dangering to
the Federal Constitution.

The words of the Constitution, taken together, in the
spirit of the Constitution, are a declaration of the
intention of the people to the Federal Constitution.

It appears to me, therefore, that the
Federal Constitution may be dangering to the
Federal Constitution.

Very truly yours,

[Signature]

Mr. A. C. Colfax.
Mr. James H. Tufts  
Vice President  

Dear Mr. Tufts:  

On this occasion of my withdrawal from the University of Chicago to accept the invitation to become Registrar of the University of Michigan I am taking the liberty of writing you to extend to you, and through you to the members of the Board of Trustees, my heartiest thanks for your many kindnesses to me during the five years of my service here. It has been a pleasure to work with my colleagues in the office of the Recorder-Examiner and in the other administrative offices of the University.  

I shall always be glad to render any service possible to advance the interests of the University of Chicago.  

Very sincerely yours,  

[Signature]

IMS-FK
Dear Mr. Tuttle,

Sincerely yours,

John Doe

[Signature]
My dear Mr. Smith:

I have your letter of July 9th. As you already know, it is with great regret that we say "good-bye" to you here. Members of the Board of Trustees yesterday expressed themselves very cordially as to what had come to them of your work here, and I know that I am speaking for the Board in extending to you the very best wishes of all of us for your success in your new field. I hope that you will always visit us when in Chicago, and we shall certainly always have the pleasantest memories of your admirable service here.

Sincerely yours,

Very sincerely yours,

James H. Tufts
Vice President.

Mr. Ira M. Smith,
The Office of the Examiner.
My dear Mr. Smith:

I have your letter of June 30th. As you

already know, it is with regret that we can
"merryly" go on here. Members of the Board of
Trustees apparently express a desire very clearly
as to what we may do to assist at your work here, and I
know that I am presenting for the Board to explore
for your very best wishes at all of us for your
success in your new field. I hope that you will do

what a little help you might do, and we shall certainly
enjoy the pleasant memories of your admirable
service here.

Sincerely yours,

James H. Turner

 Vice President.

Mr. H. M. Smith

The Office of the Examiner.
Dear Mr. Tufts:

Thank you most heartily for your thoughtfulness and kindness in making a personal contribution to the University of Chicago for the purpose of reimbursing me for certain expense money in connection with my recent trip to Colorado to attend the meeting of the American Association of Collegiate Registrars. I appreciate your kindness most sincerely. However it is entirely out of the question for me to consider the acceptance of any money from your private funds and I am taking the liberty of enclosing $25.00 which, as I understand, is the amount of your private contribution.

Very sincerely yours,

[Signature]

E.A. K. Smith
The Carnegie Foundation for the advancement of Teaching has made an exhaustive study with regard to retiring allowances for university and college teachers and has come to the conclusion that the plan by which the institution gives outright a retiring allowance at the close of the active period of a teacher's life is not the wisest one, but that the method which requires both the teacher and the college to contribute towards the retiring allowance is the soundest on all grounds—social and economic. Because of its conclusions in the matter, and because of its inability to carry out the free pension plan as inaugurated by the Foundation, it has co-operated in the establishment of a company to write insurance and annuity policies for teachers to be known as the Teachers Insurance and Annuity Association of America. The capital and surplus of the Association, in amount $1,000,000, have been contributed by the Foundation and it is expected that the income on this sum will be sufficient to pay the overhead expenses of the Association and relieve the policy holders from the expense incident to administration.

In order to make the matter clear I am giving herewith quotations from the Thirteenth Annual Report of the President of the Carnegie Foundation for the Advancement of Teaching, embodying the reasons and conclusions which the Foundation has arrived at with regard to the whole matter:

"The experience of a few years was sufficient to make clear to Mr. Carnegie and to his Trustees serious weaknesses in any plan of pensions supported entirely without the co-operation of the teacher and his college, and to raise the question whether such a pension system could be permanently in the interest of the great body of teachers.

"Experience soon showed that to offer unexpectedly to the teacher already old and worn by long service, the gift of a pension was one thing, to hold it before the eyes of the young teacher, twenty-five, thirty, forty years,
The Carnegie Foundation for the Advancement of Teaching

The Carnegie Foundation for the Advancement of Teaching is an organization that works with colleges and universities to promote the advancement of teaching. The foundation supports research and development in higher education, and its work has had a significant impact on the field of education.

The organization's mission is to improve the quality of teaching and learning in higher education by providing resources and support for faculty development. The foundation has played a key role in the development of the Carnegie Classification of Institutions of Higher Education, which is used to categorize colleges and universities based on their mission and focus.

The Carnegie Foundation is a non-profit organization funded by a variety of sources, including foundations, corporations, and individual contributions. It also receives funding from the federal government and state governments.

The foundation has a long history of supporting research and development in higher education, and its work has been influential in shaping the field of education. The foundation's work has included the development of new teaching methods, the creation of new curricula, and the support of faculty research.

In recent years, the Carnegie Foundation has focused on issues such as student learning, the role of technology in higher education, and the future of higher education in a rapidly changing world.

With regards to the web page:

The experience of a new era was insufficient to make clear to Mr. Carnegie and to the trustees that additional faculty and non-faculty support staff were needed to meet the increased demands of the college and to maintain the diverse programs. The reorganization of the faculty and staff to meet the needs of the college is a testament to the commitment of the Carnegie Foundation for the Advancement of Teaching.

The experience of a new era was insufficient to make clear to Mr. Carnegie that the existing faculty and staff were not sufficient to meet the increased demands of the college. The reorganization of the faculty and staff to meet the needs of the college is a testament to the commitment of the Carnegie Foundation for the Advancement of Teaching.
away from a legitimate retiring age was quite another.

"The effect of the so-called free pension system is demoralizing to any group in the body politic. Perhaps no other social device goes further to confuse the sense of responsibility and of personal independence among good men.

"The notion that in the free pension the beneficiary gets something for nothing is an illusion. There is no free pension where the question of wages and pension are involved together. In the course of a limited number of years such pensions will be adjusted to the salary or wage scale. Under such conditions all salaries will be affected, while only a minority will get pensions.

"A CONTRIBUTORY PENSION PLAN WHICH KEEPS EACH INDIVIDUAL'S ACCOUNT SEPARATELY, AND WHICH RETURNS UNDER ANY CIRCUMSTANCES - DISCHARGE, PREMATURE DEATH, OR RETIREMENT - THE CONTRIBUTIONS AND THEIR ACCUMULATIONS TO THE INDIVIDUAL IS THE ONLY JUST PRINCIPLE UPON WHICH TO BASE AN OLD AGE PENSION.

"The free pension system faces the wrong way. It makes its appeal to the men already old in service, not to those about to enter the profession. It proposes to do for these younger men what they can best do for themselves. It rests upon a mistaken social philosophy.

"A pension system is devised for a homogeneous group; for example, of teachers, of public servants, or of other persons working on stated salaries or wages. Such a pension system supported out of income, either from an endowment or from government revenues, will increase beyond all anticipations. It is impossible to estimate in advance the load arising after a period of years from such pensions. Under such conditions pension systems have generally broken down, unless supported by the practically unlimited income of government, and even in governmental experience such results have not been uncommon.

"To support an old age pension system within a reasonable limit of cost, the pension must be provided by moderate annual payments over a term of years, in which both the employer and employee participate. These accumulations must be put aside year by year to form a reserve to provide the old age annuity. Under the contract the accumulations must go, in case of death before retirement, to the designated dependents of the employee.

"A pension system so planned has a sound basis, both in social and financial principles. It aims at only one thing, namely: to provide adequate protection to the individual against dependents in old age. In accomplishing this result it appeals to his sense of self respect and independence, and it offers at the same time the largest measure of freedom and security. Its expense to the employer can never exceed a small percentage of the annual payroll, determined in advance.
The effect of the so-called "Pension Paradox" is an interesting topic in the field of social security. Perhaps, at least, these paradoxes offer a fresh perspective on the dilemma of understanding the relationship between pensioner status and health. Certainly, the very concept of "pensioner" stems from the idea of a reduced income, often to the extent that it can be inferred that a person can no longer engage in paid employment. The pensioner, then, becomes an individual whose income is not sufficient to cover the costs of living. This notion is further complicated when one considers the intergenerational aspect of pensions, where the retirement of one generation affects the financial stability of the next. The pension system, therefore, becomes a complex web of interrelated factors, each with its own set of implications.

A contributory pension plan, which keeps each individual's account separate, is one of the policies that have been implemented to address these issues. The contributory principle ensures that each individual's contributions are recorded separately, allowing for a clearer understanding of the individual's pension entitlements. However, the transition from this system to one where pensions are based on a formula can be challenging. It requires careful consideration of the transition rules and the potential impact on individuals' financial stability.

The transition from a formula-based pension system to an earnings-related system presents a significant challenge. The gradual introduction of a pension system based on earnings can help smooth the transition, allowing individuals to adjust to the changes gradually. This approach can help mitigate the potential disincentives of a formula-based system, where individuals might be encouraged to work harder to achieve higher earnings, leading to higher pension benefits. However, the gradual introduction also requires careful planning, as it can impact the financial stability of those who are already retired.

To support such a transition, a pension system must be flexible and responsive to the evolving needs of society. The introduction of a new pension system must be accompanied by comprehensive education and training programs to ensure that individuals understand their rights and obligations. Moreover, the transition must be accompanied by a comprehensive monitoring system to assess its impact on different groups within society.
"The object of the Teachers Insurance and Annuity Association of America is to make it possible for ambitious men and women to enter upon the calling of a teacher and feel sure that they can protect themselves within the limit of their modest salaries against dependence, and can do this under conditions of complete freedom and security. This is the purpose of the Association, chartered under state law (New York) and subject to the supervision of the insurance commissioner of the state.

"It is understood that insurance is regarded as a matter for the individual, while the annuity is to be paid by joint contributions of the teacher and his college.

"Certain questions of detail which affect alike associated institutions and those not so related need to be determined. Of these the more important are the following:

I. Shall the college contribute toward the old age annuity the same percentage as the teacher, or a different one?

It may be said that the general consensus of opinion has accepted the notion of an equal percentage contribution of the salary on the part of the employer and employee as a fair arrangement. In all preliminary computations of the Foundation it is assumed that a five per cent contribution by the teacher and an equal contribution by the college would be agreed to. This was adopted for the reason that such a contribution will produce for the representative teacher a respectable annuity at the age when the typical teacher is likely to need it. This annuity would amount to about fifty per cent of the active pay at the age of 65; to less than half at an earlier age, and to more than half if the annuity was not availed of until an age later than 65. On the whole this seems the simplest and fairest arrangement. . . . and the one most likely to secure universal adoption.

II. Shall the college begin its contribution as soon as the teacher becomes a contributor, or only after the teacher has had one, three, or five years of service?

This question arises out of a practical difficulty. If the college begins its contribution with every young instructor as soon as he enters college service it will inevitably happen that a considerable part of its contribution will go to men who spend only a few years in teaching, and who have never intended to make it a permanent profession. This same question of course meets the Teachers Insurance and Annuity Association in writing its policies, and a large amount of thought was given, both by the officers of the Association and by the Insurance Department as to the way in which it should be met. Under the law, a policy, whether for insurance or for annuity, cannot be canceled simply because an individual changes his occupation; nor can the rates of insurance be raised for such a reason. The matter was finally settled in the following manner: The net rates for policies were given a ten per cent loading. Any college teacher who takes out a policy receives a reduction of ten per cent as long as he is a teacher. Should he cease to be a teacher he pays the full rates. These
The object of the Teachers Institute and Amity Association of America is to make it possible for teachers to participate in the international growth of education. They can protect their interests within the framework of world education. Georgia was formed because of the need to improve the quality of education and to create a forum for the exchange of ideas. The Association has been instrumental in the following manner: The net income of the Association was used to buy a new house, provide for the education of children, and support educational initiatives. The Association has been effective in the following manner: The net income of the Association was used to buy a new house, provide for the education of children, and support educational initiatives.

In the education that takes place in the classroom, the teacher and the college contribute to the student's education. Of course, the more important is the following.

The same positions in the education of the student, as the teacher, are different ones.

It may be said that the general consensus of opinion is that the position of the teacher is an important position in the college. The teacher plays a significant role in the education of the student, as the teacher. The teacher is responsible for the educational process of the student, and to make the teaching process meaningful to the student.

The same issue is the same for the student. The student, as the teacher, is responsible for the educational process of the student, as the teacher. The teacher is responsible for the educational process of the student, and to make the teaching process meaningful to the student.

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will still be as low, and probably lower than he could obtain in commercial companies.

There is every reason why the instructor should begin his contributions as soon as he becomes a teacher. The accumulations of the first early years of a teacher's life count enormously if he lives to old age. Any action that diminishes the incentive for early savings is against the general principle, whose establishment is sought.

It is not so easy to settle the question from the standpoint of the college. In the Twelfth Annual Report some interesting information was given as to the changes in the staffs of the associated colleges brought about by withdrawals. These figures are not wholly conclusive, since they did not show how many of those who dropped out of these colleges entered other institutions. In general, however, it may be said that even among instructors, a position generally looked upon as the entrance to a teacher's career, the proportion who leave teaching for other vocations is quite large. Most of these changes come at the end of the first year, and the bulk of them by the end of the third year. An arrangement, therefore, under which the college contribution began only with those instructors who had had one year of service would eliminate the greater part of what might be called the floating population of the college profession; while a provision making the college contributions begin after three years of service as an instructor would remove all who ought to be looked upon as temporary members of the profession.

III. What limit shall be fixed by the college beyond which it will not contribute toward an annuity?

This question is one entirely for the college to determine, but one that will naturally settle itself from the circumstances of the teacher's life. The instructor begins with an annual salary of from $1200 to $1500. at about age 30. An annual payment of five per cent, combined with a similar payment by his college, will produce at 65 an annuity of approximately $1000. a year. Under ordinary circumstances the teacher would desire his salary rose to continue to pay, at least until he is past middle life, the five per cent on his annual salary and secure the corresponding annuity. The college would seem to be protected from any possibility of exploitation by its teachers if it limited its contribution to five per cent of the normal salary of a full professor. It may happen that an occasional teacher with outside resources would prefer to accumulate the reserve for a retired pay larger than his salary. He will, of course, be entirely free to do so, but there will be no obligation upon his college beyond the limit it has set. A condition that the college contribution be limited to five per cent of the normal salary of the teacher would seem to safeguard the matter sufficiently.

IV. Shall participation in the old age annuity system to the extent of a prescribed minimum be made a condition of college service for instructors entering in the future, or shall the matter of participation be left to the decision of the individual teacher?
There is a general consensus of experience that when a pension system is provided for a specified group, participation in this system may justly and fairly be required of all who enter the group, unless their protection is assured by other means. Unless this requirement is made, those who most need to be protected in old age are those least likely to undertake to provide it until too late. The commission that reported to the Foundation upon the whole matter of pensions and pension systems made the following recommendation:

'To attain its full purpose, participation in the pension system to the extent of an agreed minimum should form a condition of entering the service or employment, the members of which are co-operating in the pension system.'

The commission later recommended that the decision of this matter be left to the governing body of the various institutions.

"The Teachers Insurance and Annuity Association will make no discriminations on account of denominational or state control, or on account of educational standing."
There is a general consensus of experience that when a
benefit scheme is designed to be of equal benefit to
participants in the scheme may affects any fairly per-
sonal experience, the results would probably have been
more successful if the scheme had been designed to provide
an effective measure to prevent means. Unless the scheme
is to be made a means test, there is no real incentive to
prevent it. The Commission finds that the majority of the
members who have made a personal and beneficial
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The Commission finds that the majority of the
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The Commission finds that the majority of the
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The Commission finds that the majority of the
members who have made a personal and beneficial
experience
FREEDOM OF THE INSTRUCTOR TO SELECT COMPANY FROM WHICH TO PURCHASE ANNUITY AND INSURANCE

The teacher might be given choice of selection of a reputable insurance company from which to purchase his insurance and annuity, the university reserving the right to refuse to contribute towards the annuity purchased from a company which, in its opinion, is not strong or safe. Other things being equal, it would seem that the Teachers Insurance and Annuity Association, being organized for teachers and presumably at a lower cost than can be obtained in other companies, would be selected by the Faculty of the university.

With regard to insurance: A term insurance policy covering the period before which the annuity becomes available is recommended as the most suitable for the teacher and one which is furnished at the lowest cost. If, in connection with the term feature, the amount for the first few years is at the maximum, and then gradually diminishes until the date of expiration, probably the greatest benefit would be obtained. Should a person, however, desire to take insurance of another kind, but equal in amount to twice his salary, he should have the privilege of doing so.

Those participating in the contributory plan should be required to take out insurance at their own cost, and those already eligible to the University's present retiring allowance system should be urged to take insurance if they have not already done so. It is expected that the cost to the teacher for a reasonable amount of insurance and his contribution of five per cent of his salary for the annuity will not exceed on the average nine per cent of his annual income. In the Teachers Insurance and Annuity Association all the premiums paid in for annuities, with their accumulations
PENSION OR THE INSTRUCTOR TO SELECT COMPANY FROM WHICH

TO PURCHASE ANNUITY AND INSURANCE

The insurance might be given choice of selection of a reputable
insurance company from which to purchase the insurance and annuity.

The university reserves the right to refuse to contribute toward
the amount purchased from a company which, in the opinion, does not
accord with others offering similar benefits, nor would those that the

Teachers Insurance and Annuity Association offer comparable rates

other companies' would be selected by the faculty of the university.

With respect to insurance: A term insurance policy commencing
the benefit payable with the policy becoming payable at the expiration
as the most suitable for the teacher and one which is entered
at the lowest cost. It is in accordance with the term policy, the
amount for the first few years is at the maximum, and then gradually
administered with the grace of expiration. Properly the greatest care

At worthy protection: Should a pension, however, failure to take
insurance of another kind, but should be equal to choose the safety,

be afforded, have the privileges of going to

There participation in the contribution plan should be regarded
to take out insurance at their own cost and may be granted

to the university's present retirement allowance. Should any

agree to take insurance if they have not already done so. If they
expect that the cost of the annuity at a reasonable amount of
insurance may be contributed of five per cent of the salary for
the annuity will not exceed on the average nine per cent of the

sum of income. In the Teachers Insurance and Annuity Association

of the premiums paid in for annuities, with short acquaintance

of the
at four per cent interest, in case of non-associated institutions, go to the benefit of the individual in case of withdrawal, and to his estate in case of death. Moreover, if he lived to the age of retirement he may have several options as to the form of annuity which he chooses, dependent upon his circumstances at that time.
as long as any interest in case of non-associative institutions
and to the penalties of the withdrawing in case of retirement, and to
the estate in case of death. Moreover, it is fixed to the age of
retirement he may have several options as to the form of annuity
which he chooses, depending upon the circumstances at that time.
Whether the Carnegie Company can be of use is entirely dependent on its being made either a mutual company owned by the policy holders or a stock company owned by representatives of the academic teachers of the country. If the present owners are unwilling to agree to this, they demonstrate their lack of good faith and proclaim that they are there not to benefit teachers, but to control them.

Teachers are a difficult group. They impose their discipline and their opinions on immature students and are intellectually individualistic, they are paid and controlled by superior officials and are socially submissive; they are consequently hard to lead and easy to drive. But the situation is not hopeless. The intellectual initiative of teachers may lead them to see the need of reforms, while their subjection to administrative machinery has become so intolerable that they may be driven to enact their Magna Charta. Real progress has been made in the organization of the American Association of University Professors, but we can only hope for a slow development of the "consciousness of kind." When the present writer first proposed the establishment of such an association his plans were more directly in the form of a union. It might now be desirable for the more radical academic teachers to form a national union affiliated with the American Federation of Labor.

Agitation and the capitalization of discontent may be unladylike; but they may also be the price of liberty. President Butler in his last report to the trustees of Columbia University tells them what he thinks of those whom he calls "academic Bolsheviki"; but their ferment has more promise than the dry rot of the rule of Czar Nicholas. Liberty, though the name may be "soiled by all ignoble use," is the religion of the teacher. He must maintain at any sacrifice his freedom of investigation and of thought, his freedom of teaching and of speech. If he submits to the violation of his intellectual integrity, the colors of his academic hood are no more honorable than the colors on the syphilitic face. University professors cannot allow themselves to be placed in the economically dependent classes, for then they are in danger of being forced into the intellectually dependent classes. And that would be the end of us.—From the Book.
FROM LETTERS BY COLLEGE AND UNIVERSITY PROFESSORS

Every teacher in America ought to feel indebted to you for the fight you are making for educational democracy.

PERSECUTION and the financial crisis are having a most wholesome effect, and the teaching profession is very greatly indebted to you for your work and influence.

You have made a real contribution in the cause and position of teachers' interest.

You can now be proud to be our profession.

You have gone to the aid of the unaided and the unaided.

You have made a great contribution to the public interest.

You have been the bulwark of the public interest.

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The Hollywood,
Southern Pines, N. C.,
February 2, 1924.

Dr. James Hayden Tufts,
Vice-President,
The University of Chicago,
Chicago, Illinois.

My dear Mr. Tufts:

I have been thinking much about the men over sixty five. I asked Mr. Laing a few days before I left if he would feel any objection to my making inquiries of my own about men that he had recommended for retirement, and he said he would not. I have been trying to think how to make these, and it seems to me that I have hit on a plan that would bring real help and be as little as possible open to objection.

My thought is to write to a carefully selected list of alumni a letter of substantially the form shown on the enclosed sheets.

Will you kindly criticize the form of this letter; and also suggest to me (with addresses) the names of a dozen persons to whom such a letter might be sent. I have thought of Ullman, Shirley Farr, Miss Driscoll, J. V. Nash. The list should I think include Ph.D's and A.B.'s, and best of all those who have done both undergraduate and graduate work. The opinion of skilled teachers would be valuable, but there ought to be some others. They ought all to have been at the University in recent years.

Do you think it would be wiser for you to send out these letters, saying that it is done at my request? If I send it out, would it be well for me to say that I do not include my own name, because though in the class, I am no longer engaged in teaching?
I have been finishing up a course this week and have been very busy. I'm afraid I have not had much opportunity to read much, but I have managed to sneak in a few minutes here and there. I have been trying to think about some ideas that I have been mulling over, and I have been trying to come to a conclusion about a few things.

The problem is to write a letter of application.

With your kind permission, I hereby request that you consider me for the position of Assistant Professor of Mathematics. I have been working on the problem of teaching junior students, and I have found that it is quite challenging. I have been trying to come up with new ways to approach the subject, and I believe that I have found a few effective methods. I would be happy to discuss these methods with you in more detail.

Do you think it would be possible for you to come to some agreement on what to call these methods? If so, I would be very happy to discuss them with you in more detail.

I would be happy to discuss these ideas with you in more detail. I look forward to hearing from you.

In appreciation,

[Signature]

P.S. I have been looking into the possibility of taking a sabbatical leave if this position becomes available.
I welcome any suggestions. But I am pretty clear that I cannot act without more evidence than I now have and I can think of no better way of getting it than this. It escapes being individually inquisitorial by including all who are of the retiring age, and asking advice not about retiring them but light on the establishment of a practice.

Very truly yours,

The Statute provides that any man who has served in the University for fifteen years in the rank of Assistant Professor or higher, and reaches the age of sixty-five may retire at his own will or be retired by the University, receiving thereafter a retiring allowance in accordance with certain rules. At seventy, retirement is compulsory, though the Trustees reserve the right to reappoint year by year.

A few men have voluntarily retired at sixty-five. The University has rarely, if ever, exercised its right of retirement at that age. The suggestion that has been made is that the University should hereafter do at sixty-five what it has done at seventy: viz., exercise its option of retirement in all cases except those in which it specifically votes to the contrary.

As a means of determining the wisdom of adopting such a practice (which you will observe is entirely within the terms of the present statute) I am asking a limited number of the alumni to give me confidentially but frankly their opinion of all the members of the faculty who are at present or very soon will be between sixty-five and seventy years of age.

This list is as follows:
Very truly yours,

[Signature]
My dear [Name]:

I should be glad to have you answering questions with respect to each of these points.

In the course of our study of how to improve the quality of our work at the University, it has been suggested that in a faculty as large as ours there are certain to be some men who, though they may have done good work in the past, are not at their best in their latter years, and that our faculty would be stronger if more men were retired at the lower limit of retirement; viz. 65 years.

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I should greatly appreciate it if you could give me your opinion as to the effect that a retirement at sixty-five, following the above rules, would have on the University's work. What do you believe the effect would be on the morale of the students? On the teachers? On the administration?

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This list is as follows:
(proposed letter to alumni -2)

I should be glad to have you answer the following questions with respect to each of these persons:

1- Did you have any work with him, and if so how much?
2- What is your opinion of his effectiveness as a teacher of undergraduates?
3- Of his effectiveness as a teacher of graduate students?
4- Of his ability and effectiveness in research?
5- Of his general influence on his students?

In answering questions 2 to 5, I should be glad to have you use the letters A to E in their usual academic significance, A representing first class and E practical failure, and to add whatever comment is necessary to supplement this expression of your opinion.

I should greatly appreciate it if you would give your thoughtful attention to this matter, and in replying mark your letter "Confidential" and the envelope "Private." I am sending this letter to a very small number of persons and shall greatly value your judgment.

Very truly yours,

Ernest D. Burton,

President